

Work-life balance and job satisfaction among faculty members of management campuses of the Kathmandu Valley

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Abstract

Purpose - This study intends to investigate the connection between work-life balance and job satisfaction among faculty members of management campuses in the Kathmandu Valley. When companies show concern for the satisfaction of employees' personal lives and jobs, these employees often give back by contributing to the achievement of the organization's objectives through enhanced performance and higher staff retention.

Study design/methodology/approach - A quantitative approach was adopted and a descriptive and causal-comparative research design to measure the status of work-life balance and its connection with job happiness among the faculty members of management campuses in Kathmandu. Data were collected using a structured questionnaire from 147 faculty members, and analyzed through Statistical Package for Social Sciences (SPSS) version 25.

Findings - Results of this research exhibited a strong correlation between work-life balance and job satisfaction among faculty of management campuses in Kathmandu. The majority of faculty members of management campuses was able to manage their work-life responsibilities and expressed a moderate level of job satisfaction.

Conclusion - Long hours and intense job pressure made it challenging for faculty to have a positive work-life balance, and an imbalance in these factors made them dissatisfied towards the job. Support from coworkers, flexible work hours, and family-friendly initiatives all contributed to a healthy balance between work-life, which helped faculty members feel more satisfied with their jobs.

Implications - Theoretically, this study filled the gap that existed in the area of educational sectors in Nepal. The study is important for academics since it sparks ideas for additional research. Practically, the results of this research help to review the policies and strategies of the educational institutions to implement work-life balance practices which add to the job happiness of faculty and the quality and productivity of the institutions.

Keywords: Work-life balance, job satisfaction, management faculty, management campuses

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1. Introduction

In the current era of globalization, business competitiveness continues to rise together with the rate of global growth in the economy. Organizations expect that the human capital they employ be capable of competing, surviving, and gaining over their rivals (Ganapathi & Gilang, 2016). When an organization harms an employee's personal life either purposefully or accidentally through excessive overtime or unjustified pressure, the result is discontent and stress, which can result in health issues, reduced efficiency, and detachment from the organization. Depending on their motivation, employees' attitudes and behaviors significantly impact the competitive advantage of the organization (Aryee et al., 2013).

A balance between work and personal life will boost employee happiness, efficiency and productivity, which will encourage companies to retain talented employees because they are productive and beneficial to the organization (Kanwar et al., 2009). Any institution that wants to succeed in the global market and maintain high standards for quality must provide employees with flexible work schedules so they may be productive (Vayre, 2019). As a result of being able to concentrate on their work when at the office and not having to worry about matters outside of work, employees who have a healthy work-life balance report higher levels of job satisfaction. A healthy work-life balance will also increase employee retention, assisting the company in avoiding problems with employee attrition (Chung & Van der Lippe, 2020; Peng et al., 2022; Silaban & Margaretha, 2021).

Harmony between work and life is about having some degree of control among the employees over how, when and where they work (Tanvi & Fatima, 2012; Konrad & Mangel, 2000) which is concerned with supporting employees in creating harmony between their work responsibilities and their personal life commitments which increases effectiveness and boosts satisfaction (Varatharaj & Vedanta, 2012; Lamane et al., 2021). People who manage their professional and individual lives well are typically satisfied at work and less likely to burn out. The productivity and creativity of people having a healthy work-life balance are typically higher (Roberts, 2008; Naidu et al., 2022; French et al., 2020).

Particularly, the work-life balance strategy developed due to recent changes in socio-demographics that significantly altered contemporary society and the labor market, including the increment of female employees, the rising number of families where both husband and wife are employed, significant modifications to the traditional family unit, and the population's continuing aging (Kreitner & Kinicki, 2004; Barling & Macewen, 1992). All of these factors point to a shared requirement for balancing work and personal life. Improvement in the fields of economics, society, politics, culture, and technology of a nation is greatly influenced by colleges and universities. Faculty members are important resources for any community and they are the key components of educational institutions. Faculties play an important role in the development of human capital (Jyothi et al., 2020; Kinman & Jones, 2008; Qayyum, 2013; Sumathi & Velmurugan, 2020). A good balance between work and personal life is essential for teachers to be successful and productive. The major problem faced by teachers today is striking a work-life balance (Winefield et al., 2003). Along with teaching-learning activities, adhering to various institutionally relevant functional requirements, and participating in research and publications,

the demands of teachers' workloads go beyond the classroom to their homes as well (Oplatka, 2009).

Due to its perceived significance in establishing a balance between jobs and personal lives, the idea of work-life balance has recently attracted substantial attention on a global scale. In the context of Nepal, numerous studies on this subject have been conducted, but few of them have focused on the teaching profession. This study intends to investigate the variables influencing the work-life balance of the faculties teaching at management campuses in Kathmandu. Therefore, the goal of this research is to inspect the link in relation to achieving work-life balance and job satisfaction amongst faculty of management campuses in Kathmandu.

2. Review of Literature and Research Framework

2.1 Work-Life Balance

Work-life balance refers to establishing a harmonious relationship across the two distinct responsibilities that an individual plays, particularly the obligations they play as a family member and those they play at work (Makela & Suutari, 2011; Haar et al., 2014). Having the right balance between work and private life (WLB) and being at ease with both job and family obligations are crucial elements of WLB (Redmond et al., 2006; Beauregard & Henry, 2009). Finding a balance between paid job, volunteer work, and personal time is referred to as maintaining a work-life balance (Kar & Mishra, 2013).

Work-life balance is the maintenance of a balance between one's professional and personal lives in order to retain one's productivity and competitiveness in the job while still leading a healthy and fulfilling social life (Malik et al., 2014; Kundnan & Mehta, 2015). The concept of "work-life balance" refers to a condition in which people believe they can balance their personal and professional obligations without sacrificing either (Keelan, 2015). In other words, they believe they can fulfill their professional obligations without sacrificing their ability to fulfill their personal requirements (Greenhaus et al., 2003; Fisher et al., 2009). Accordingly, a worker's time allocation between job and home defines their work-life balance (Hana & Meily, 2021).

2.2 Job Satisfaction

The extent to which employees are content with their work can be referred to as job satisfaction (Phillips & Connell, 2003). They emphasized that there are five elements that contribute to job satisfaction: income, chance for promotion, supervision, and relationships with coworkers (Abdulla & Djebavni, 2011). An employee's emotional reaction to their current job situation is referred to as job satisfaction. It is a positive emotional condition that follows after evaluating one's employment (Luthans et al., 2007). The perceived match between what a person wants from their job and what they feel it to be offering is known as job satisfaction (Cranny et al., 1992).

Employees' thoughts and feelings about their occupations make up their overall sense of job satisfaction. There are many different aspects to job happiness, both internal and external (Noor, 2011). Ability, accomplishment, advancement, pay, colleagues, autonomy, moral ideals, innovative thinking, community service, social standing, and working circumstances are examples of the first. Authority, laws and regulations, acknowledgment, responsibility, safety,

and diversity are among the latter (Wang & Lee, 2009). Job satisfaction is a positive internal condition of a person's feeling, both intrinsic and extrinsic in nature whether it is towards work, coworkers, and external rewards (George & James, 2008).

2.3 Relationship between Variables

2.3.1 Working Hours and Job Satisfaction

Varghese (2017) noted that the primary causes of work-life imbalance were extended work hours, an inability to prioritize the work and ineffective time management. Working hours is considered as the time to work by an employee for the organization. Long working hours create difficulties in allocating their time for their families and social activities (Shakya & Rama, 2020; Susi & Jawaharrani, 2011) which creates dissatisfaction towards the job and the organization (Fanny, 2018; Asiedu-Appiah et al., 2013; Perlow, 1995). Long working hours result in an imbalance between employees' social lives, which lowers performance and satisfaction. Relationships within the family are strained when family members do not get enough time to spend together (Yadav & Dabhade, 2013). Family members begin to feel distant and disregarded as the family's tie deteriorates.

2.3.2 Co-worker Support and Job Satisfaction

Factors that are connected to harmony between work and personal life balance include workplace support, work-life conflict, personal conflict with work, and workplace effectiveness (Chung & Van der Lippe, 2020; Peng et al., 2021). Wang (2017) claims that assistance from coworkers helps improve the impression of work-life balance. Previous research studies have demonstrated that when companies support their employees and care about the balance between their personal and work lives, employees reported positive emotions which boost their job happiness and make them more committed to delivering excellent work performance (Talukder et al., 2018; Bakotic & Babic, 2013; Bista & Regmi, 2016). When workers notice support, thoughtfulness, and assistance from the manager, they begin to feel heard, appreciated and cared for. They consequently feel content with their employment (Noeg & Barua, 2014). By developing cordial and approachable relationships with their coworkers, employees can boost their output and efficiency as well as their level of happiness at work (Unutmaz, 2017).

2.3.3 Work Pressure and Job Satisfaction

High work pressure on teachers is also associated with decreased job satisfaction and a higher propensity to quit (Delali et al., 2020; Mudau, 2016). Due to work pressure, missing out on important family time might cause family arguments. Work-life balance is better when tasks are scheduled and carried out accordingly. The stress of the job has an effect on personal life, and once that happens, the quality and satisfaction of the work suffers (Kinman & Jones, 2008; Fatima & Sahibzada, 2012). A healthy work-life balance can be attained by refraining from professional duties during personal time and allocating adequate time for both work and personal life (Alexander & Ebria, 2015).

2.3.4 Flexible Working Conditions and Job Satisfaction

Flexible work arrangements must be provided for employees in order for them to be able to exhibit a dedicated effort towards their job if an institution is to be successful in competing in the global market (Vayre, 2019). Most institutions have created guidelines that foster a proper harmony between personal life and job in order to maintain a competitive advantage, including initiatives for supporting families, job sharing, casual leaves of absence, and many others (Beauregard & Henry, 2009). Flexibility in the job will support the worker to balance their personal and professional responsibilities which enhance the satisfaction and commitment towards the organization (McNall et al., 2010; Zulch et al., 2012; Khan & Agha, 2013).

2.3.5 Family-Friendly Programs and Job Satisfaction

Achieving work-life balance requires managing one's profession, family responsibilities, and other activities (Keelan, 2015; Kerdpitak & Jermstittiparsert, 2020). Previous studies have linked success and fulfillment in family life with success and fulfillment at work (Victoria et al., 2019). The WLB program includes resources for employee welfare, health, and parental and child care. Many companies now provide initiatives like work sharing, flexible scheduling, telecommuting, and family-friendly benefits to aid employees in striking a balance between their home and professional life (Robbins & Coulter, 2012). Employee-friendly policies, family-responsive policies, dependent and childcare facilities have a positive impact on job happiness and organizational belongingness of the employees (Grover & Crooker, 1995; Ciric, 2013; Khan & Agha, 2013).

2.3.6 Work-Life Balance and Job Satisfaction

Social exchange theory states that when employers show their employees that they care about their personal and professional lives, their perceived good feelings boost their job satisfaction and they are more inclined to return the favor by working hard at work (Talukder et al., 2018). According to Buenrostro (2017), in the current competitive environment, time is extremely valuable, and employees want to utilize it as much as possible. Employee autonomy over where, when, and how they work must be supported by organizations. Higher productivity and satisfaction are the consequences of implementing WLB policies. Work-life balance depends on how one prioritizes their needs, uses technology, and takes advantage to prevent conflicts between their various spheres of life (Mendis & Weerakkody, 2017).

Younger workers are reported to be less happy with their work-life harmony than older workers (Cox, 2017). Since these early career employees likely have a number of goals in mind for their personal lives (such as getting married, buying a home, securing financial status, etc.) as well as their professional lives (such as publishing, teaching, obtaining doctorates), which their senior colleagues may already have accomplished, they are likely to target these milestones.

Workplace satisfaction and happiness are higher for employees who manage a good work-life harmony (Abdullah et al., 2022; Saif et al., 2011; Punia & Kamboj, 2013). As a result of WLB's positive benefits, both employees and employers can benefit from higher productivity, decreased absenteeism, stronger loyalty or commitment, enhanced management relationships, and increased self-esteem, health, attention, and courage (Byrne, 2005). Employees' inability to manage their job and personal commitments can affect an organization's performance by raising

absenteeism, reducing productivity, and lowering job satisfaction (Poulouse & Sudarsan, 2017; Oosthuizen et al., 2016).

Work-life balance is a motivating factor for employee satisfaction (Nilawati et al., 2019). Many businesses recognize the value of balancing work and personal life, which includes personnel retention, stress reduction, increased job satisfaction, less work-family friction, and greater life balance (Bushra & Yasir, 2014; Saeed & Farooqi, 2014). The review of literature has contributed to enhance the fundamental understanding and knowledge that has become so crucial for the conduction of this research activity which leads to the development of the following research framework.

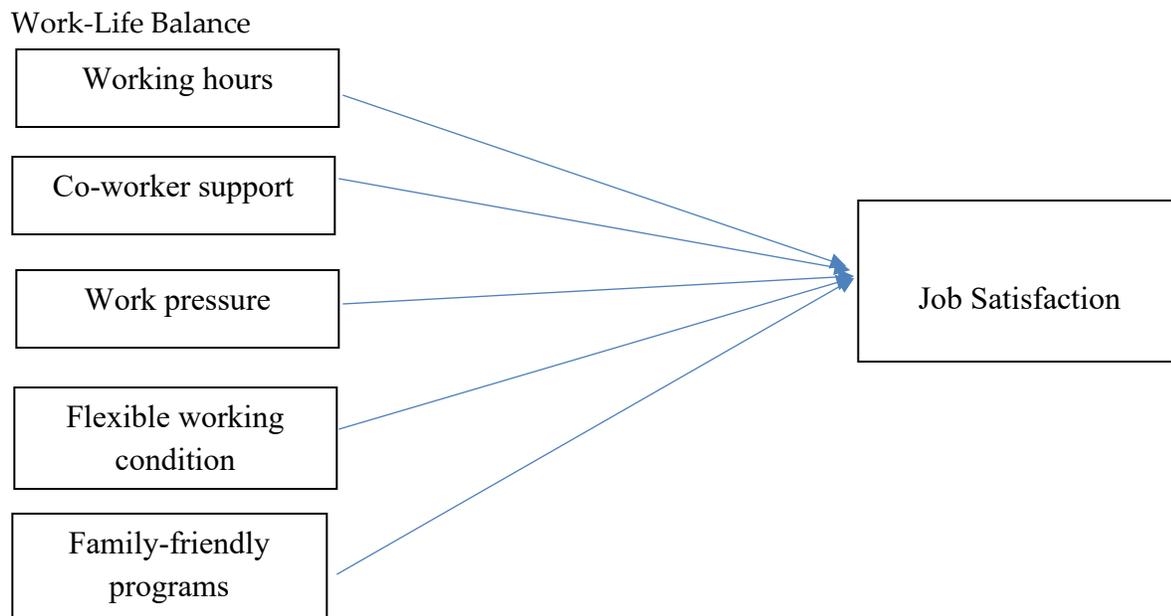


Figure 1. The research framework of the study

(Source: Fatima and Sahibzada, 2012; Hafeez and Akbar, 2015; Komal and Yasir, 2014)

3. Research Methods

3.1 Research Approach

This research study is based on a quantitative approach to examine the connection between work-life harmony and job happiness among the faculty members of management campuses in Kathmandu affiliated to Tribhuvan University.

3.2 Research Design

The research designs used for this study are descriptive and causal-comparative in nature. A descriptive research design was applied to obtain a complete and accurate description of work-life balance and job satisfaction along with their factors. To determine the cause-and-effect relationship between the dependent and independent variables, a causal-comparative study technique was adopted.

3.3 Population and Sample

The goal of the study was to determine how work-life balance affected job satisfaction among 147 faculty members of management campuses in Kathmandu with the use of a questionnaire on subjects mentioned in the conceptual framework. The faculty members of management campuses of Tribhuvan University living in the Kathmandu Valley were the research population for this study.

3.4 Instruments/Measurements

Likert scale having 5 points was used to measure each question. A Cronbach's Alpha (α) was performed on a sample of 147 items to determine whether the questions accurately reflect the variables under investigation. The value of Cronbach's alpha of dependent and independent variables was 0.862; therefore, the research instrument was a credible one. The survey's questions included 30 questions to measure dependent and independent variables. It consisted of demographic information, work-life balance and job satisfaction-related sections.

3.5 Data Collection and Analysis Procedures

Data were gathered using a convenient and purposive sampling approach from the faculty members of the Central Department of Management, Shanker Dev Campus, Nepal Commerce Campus, and Public Youth Campus. A structured questionnaire was prepared consisting of three sections - demographic information, work-life balance and job satisfaction.

The raw data was transformed into the necessary form after processing. The methods used were quantitative. The Statistical Package for Social Science (SPSS) version 25 was used to process the raw data that was gathered through the questionnaires. In order to describe variables, descriptive statistics were applied. To examine the link between dependent and independent variables, correlation analysis was used. Similarly, standard step-wise regression was employed to identify the individual contribution of independent variables to dependent variables.

4. Data Analysis and Results

Table 1. Respondent's Profile

Respondent's Profile	Specification	Frequency	Percentage
Gender	Male	124	84
	Female	23	16
Age	Below 30 years	0	0
	30-40 years	33	23
	40-50 years	68	46
	Above 50 years	46	31
Family Structure	Nuclear	86	59
	Joint	61	41
Marital Status	Married	138	94
	Unmarried	9	6
Spouse Employed	Yes	53	36
	No	94	64
No. of Children	One	46	31
	Two	60	41
	Three	28	19
	More than three	13	9
Academic Qualification	Master's Degree	22	15
	MPhil	87	59
	PhD or above	38	26
Level (Designation)	Teaching Assistant	26	18
	Lecturer	75	51
	Associate Professor	27	18
	Professor	19	13
Work Experience	1-3 years	0	0
	4-6 years	32	22
	7-10 years	55	37
	More than 10 years	60	41
Working Hours Per Week	Less than 30 hours	78	53
	30-40 hours	57	39
	40-50 hours	12	8
	More than 50 hours	0	0
Extra Roles and Responsibilities	Only regular classes	92	63
	Additional administrative responsibilities	21	14
	Involvement in research work	34	23
The feeling of Work-Life balance	Yes	104	71
	No	43	29

4.1 Descriptive Analysis

This section analyzes and describes how faculty members' job satisfaction is affected by work-life at management campuses in Kathmandu. The mean and standard deviation for each of the variables are presented in the tabular form which is used for evaluating work-life balance and job satisfaction among faculties of management campuses in Kathmandu.

Table 2. Descriptive Statistics

S.N.	Variables	Mean	Standard Deviation
1.	Working Hours	3.80	1.032
2.	Co-worker Support	3.79	1.134
3.	Work Pressure	3.59	1.206
4.	Flexible Working Conditions	3.82	1.105
5.	Family- Friendly Programs	3.75	1.124
Dependent Variable			
Job Satisfaction		3.87	1.084

Table 2 shows the mean value for working hours, co-worker support, work pressure, flexible working conditions and family-friendly programs are 3.80, 3.79, 3.59, 3.82 and 3.75 respectively with standard deviations of 1.032, 1.134, 1.206, 1.105 and 1.124 which reveals that respondents are moderately agree with the statements. Overall, the mean value for Job satisfaction is 3.87 with a standard deviation of 1.084 which shows that respondents are moderately satisfied with their job.

Table 3. Correlation Analysis

Variables		JS	WH	CWS	WP	FWC	FFP
JS	Pearson Correlation	1					
WH	Pearson Correlation	.787**	1				
CWS	Pearson Correlation	.669**	.647**	1			
WP	Pearson Correlation	.687**	.662**	.760**	1		
FWC	Pearson Correlation	.696**	.716**	.710**	.740**	1	
FFP	Pearson Correlation	.803**	.987**	.634**	.642**	.702**	1

N = 147

** . Significant at the 0.01 level (2-tailed).

*. Significant at the 0.05 level (2-tailed).

Note: JS- Job Satisfaction, WH- Working Hours, CWS- Co-Worker Support, WP- Work Pressure, FWC- Flexible Working Conditions, FFP- Family Friendly Programs.

Table 3 presents the Pearson correlation coefficient between the studied variables. The table shows that the correlation coefficient between job satisfaction and working hours among faculty members is 0.787 which implies that the two variables are highly correlated. Similarly, the correlation between job satisfaction with co-worker support, work pressure and flexible working conditions are 0.669, 0.687 and 0.696 respectively which shows that there is a moderate correlation between job satisfaction and these variables. The correlation coefficient between job satisfaction and family-friendly programs is 0.803 which reveals that there is a high correlation among them.

Table 4. Regression Analysis-Model Summary

Model	R	R square	Adjusted R square	Std. Error of Estimate
1	.846 ^a	.716	.706	.4066

Predictors: (Constant), Working hours, Co-worker support, Work pressure, Flexible working conditions, Family-friendly programs and Job satisfaction are dependent variables.

Table 5. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	.407	.192		2.123	.036
Working hours	-.680	.311	-.636	-2.188	.030
Co-worker support	.115	.068	.126	1.696	.092
Work pressure	-.177	.073	-.189	-2.419	.017
Flexible working condition	.186	.077	.262	3.407	.012
Family-friendly programs	1.227	.302	1.148	4.058	.000

Table 4 shows that R= 0.846, which reveals a high correlation between independent variable and job satisfaction among university faculty members. Similarly, the adjusted R-square is 0.706 which means 70.6% changes in job satisfaction are addressed through working hours, co-worker support, work pressure, flexible working conditions and family-friendly programs after adjusting the degree of freedom (df). This shows a high degree of relationship between the measured variables.

The regression model showed that the coefficient of working hours is -0.680. It implies that a single unit of increment working hours results in a decrease of 0.680 units in job satisfaction among faculty members and vice versa. The coefficient of co-worker support is 0.115, which means that an increment in every unit of co-worker support conduces to an increase of 0.115 units in job satisfaction and vice versa. The coefficient of work pressure is 0.177 which implies that every single unit rise in work pressure leads to a decrease in 0.177 units for satisfaction with employment. Similarly, the value of coefficient for flexible working conditions is 0.186 which

means that an increase in one unit of flexible working conditions leads to an increase in 0.186 units in job happiness of faculty members. The coefficient of family-friendly programs is 1.227 which states that a rise in one unit of family-friendly programs results in an increase in 1.227 units in job satisfaction among faculty members and vice versa.

Table 5 demonstrates beta for each independent variable used in the study so that its impact on job satisfaction among faculty members may be determined. Since the beta coefficient of family-friendly programs is highest i.e. 1.227. So, family-friendly programs have the most dominant influence on happiness at work among faculty members of management campuses in Kathmandu.

5. Discussions

The result of this study suggests that maintaining a work-life balance contributes to greater job satisfaction, and this finding is corroborated by research of Buenrostro (2017); Saif et al. (2011) that stated work-life balance practices and degree of job satisfaction have a favorable association. The study's conclusion is in line with the social exchange theory, which contends that if a worker spends equally as much time on their personal and professional lives, they will be more productive and content with their jobs (Talukder et al., 2018; Roberts, 2008). Similarly, the result of the research is similar to the study of Noor and Lee (2017); Ramadevi and Nagini (2014). The conclusion of the study showed that working hours have an adverse association with job satisfaction among faculty members which is consistent with Yadav and Dabhade (2013); Fanny (2018); Shakya and Devi (2016).

The study conducted by Neog and Barua (2014); Unutmaz (2017); Bakotic and Babic (2013); Bista and Regmi (2016); Clark (1997) found a significant favorable association between co-worker support and job satisfaction which is similar to the finding of this study. The study revealed that flexible working condition has a substantial positive correlation between job satisfaction and work-life balance among faculty members of management campuses which is consistent with the findings of the study conducted by Mcnall et al. (2010); Hosboyar (2012); Komal and Yasir (2014); Bakotic and Babic (2013); Raziq and Maulabakhsh (2015); Eichler and Matthews (2004); Zulch et al. (2012).

In terms of work-life balance factors, family-friendly programs were discovered to have a strong connection to job satisfaction among faculty members which is also supported by the findings of the study conducted by Berg et al. (2003); Grover and Crooker (1995); Ko et al. (2013); Ciric (2013).

6. Conclusions

Due to socio-demographic changes, intense global competition, changes in work culture and family structure, and other factors, work-life balance has emerged as a key issue for both businesses and employees in the current environment. The study's findings indicate that among faculty members, work-life balance and job satisfaction are favorably associated. The majority of faculty members of management campuses are able to maintain a work-life balance and express a moderate level of job satisfaction. Long hours and intense job pressure challenge professionals

to manage a healthy work-life balance, and an imbalance in these factors makes the faculty members dissatisfied towards the job. Support from coworkers, flexible work hours, and family-friendly initiatives all contribute to a healthy work-life harmony, which helps faculty members to feel more satisfied with their jobs. Employees who work for companies that ensure harmony between their work and personal life are more productive and satisfied. The organization should give greater importance to balancing work and personal life of its employees through flexible working conditions, family-friendly programs, adequate technology, proper working conditions, and flexible working hours in order to support the faculties to have a healthy work-life balance and boost job satisfaction.

7. Implications

7.1 Theoretical Implications

This research addresses a theoretical gap that existed in the area of higher education sectors in Nepal. This study is crucial for academics since it sparks ideas for additional research. First, this study reveals the status of work-life balance and its role in job satisfaction among the faculty members of higher educational institutions in Nepal which is very significant but not prioritized by the researchers till now. Similarly, this study has established a connection between work-life balance and job happiness according to Social Exchange Theory perspective in the Nepalese context.

7.2 Managerial Implications

Practically, the findings of the research encourage in reviewing the policy as well as practice of the educational institutions to implement work-life balance practices which boost the job satisfaction of faculties and the quality and productivity of the institutions. In order to strengthen policies related to employment, it will be advantageous to the educational sector. The educational institutions should develop their policies by prioritizing the work-life balance of faculty members through flexible working conditions, family-friendly programs, adequate technology, proper working conditions, and flexible working hours.

8. Limitations and Future Directions for the Study

Every research has the potential to encounter hurdles and constraints, so the researcher makes a number of crucial suggestions. For instance, it is anticipated that future studies will go more in-depth and broaden the factors and review additional factors that have not been researched. The next study can select faculties except management, or other universities to characterize the relationship between the variables in more detail while using a larger sample size and more sophisticated statistical techniques. In recent days, organizational support emerged as a crucial factor to mediate the relation between work-life balance and job satisfaction, so future research should focus on the mediating role of organizational support in this issue.

Conflict of Interest

Author declared no conflict of interest while preparing this article.

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