

Work-Life Balance and its Impact on Turnover Intention among Educators: Job Satisfaction as a Mediation

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Abstract. Nowadays, work-life balance is an essential factor that organizations widely use to improve employee performance. Job satisfaction is also one of the essential indicators used as a parameter of success in managing employees properly in organizations. If certain factors are not met, such as job satisfaction, it may trigger employees to intend to leave the organization, which is called turnover intention. This study aims to determine how work-life balance affects turnover intention among educators, with job satisfaction as a moderating variable. This study shows that work-life balance significantly and positively affects job satisfaction, job satisfaction significantly and negatively affects turnover intentions, and work-life balance significantly and negatively affects turnover intentions through job satisfaction as a mediating factor. In conclusion, this study recommends policies that can be implemented in schools and universities to promote educators' work-life balance and job satisfaction.

Keywords: Work-Life Balance; Job Satisfaction; Turnover Intention.

1 Introduction

Human beings play multiple roles in their lives. To have a better quality of life, someone must keep their balance while performing their role. Each role has its own tasks and responsibilities. Someone may play multiple roles simultaneously, and vulnerable conflict occurs. A worker is accountable not only to themselves, but also to their wife, parent, child, family, and other social environments. Work involves activities and demands that can cause humans to behave strangely. Therefore, many workers who have demanding activities at work sometimes neglect their families, health, social lives, and even themselves. Hence, many organization demonstrate and campaign work-life balance program in their workplaces.

Work-life balance is a concept that includes determining the proper priority between "work" and "life." Workers must balance their professional work and personal lives to have better performance and quality of life [1]. Sirgy and Lee (2017:7) in [2] confirm that to see the impact of work-life balance, two dimensions are used, namely involvement in work and life outside work and some conflicts between social rules in work and personal life. [3] defines WLB as the need of all individuals to balance their paid work and their lives outside of work. "Balance" here does not mean dividing work and life equally. Conversely, "balance" means successfully managing all the responsibilities in harmony and simultaneously. [4] describes WLB as an individual's ability to fulfill work commitments and other non-work responsibilities and activities (family, health, social life, leisure, hobbies, and spiritual activities). WLB is a subjective phenomenon that changes from individual to individual. In

other words, it is also considered the ability to allocate resources wisely, such as time, mind, and energy.

Many studies found that employees with a high work-life balance (WLB) have higher job satisfaction. Many organizations use employee job satisfaction as one of the indicators to measure their success in performance management [5]. [6] stated that "Job satisfaction refers to an individual's complex attitude towards his job. It is a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job value". Highly satisfied employees will go the extra mile to improve the effectiveness and efficiency of their organization[6]. Therefore, productivity, employee turnover, absenteeism, safety, stress, unionization, and other issues are all affected by job satisfaction[6]. Moreover, workers who are satisfied with their jobs are more likely to provide higher productivity, better performance, and greater loyalty and commitment. According to theory of Luthans developed in 2011 quoted by [7], indicators of job satisfaction include the work itself, salary, promotion opportunities, supervision, and relationships with coworkers.

This study focuses on educators as research objects. Educators are key achievement factors in each country that have raised the comprehensive repair of any country to encourage the development of the entire country. They create human resources trained in various fields and motivate young personalities to do innovative work to build the country. Besides educating and preparing students, they are burdened with conducting research, administrative and regulatory work, social work, political work, and so on. WLB can be viewed as a resource for adepts because it involves many significant factors that, when upgraded, can be useful to support profitable and attractive results in the assortment area. WLB has considered the work environment's essential plan to increase job satisfaction and improve work requirements for educators. The workload of educators tends to make them stressed and burned out. So dissatisfaction with working for educators can cause them to want to quit their organization. The desire to leave the organization is known as turnover intention.

Employee turnover intentions are a desire to find a new job. Good employees will demonstrate and are not demonstrated in performance due to circumstances that are inconsistent with the individual objectives, even if they want to quit. While the dimensions of turnover intentions, according to [8] include: 1. Quit the job, such as getting a new job because of the work environment or a health problem. 2. Getting better positions indicates a desire for better promotion, a desire to earn more salary/better income, enhance one's capacity, and advance the firm. 3. Better jobs, the desire to get a more challenging job, work according to ability, accessible transportation, close distance and family support.

This study aims to investigate the relationship between work-life balance and turnover intention as it is mediated by job satisfaction. The study focuses on educators (teachers and lecturers) in the Riau Islands, Indonesia. Based on the literature review in the previous section, this study will test three hypotheses:

H1: Work-life balance has a significant effect on job satisfaction

H2: Job satisfaction has a significant effect on turnover intention.

H3: Work-life balance has a significant effect on turnover intention through job satisfaction

2 Research Methodology

This study uses primary data collected using an online questionnaire as a research instrument with a simple random sampling method. Online questionnaires were distributed via social media, such as Facebook and WhatsApp groups (for teachers throughout the Riau Islands and lecturer groups). The object of research is to identify teachers and lecturers who are actively teaching in schools and colleges

or campuses; the number of samples using the quota method is a minimum of 200 respondents. However, the data obtained exceeds the minimum quota of 312. The research used path analysis of the intervening variables, which were processed using IBM SPSS 26 software.

3 Result and Discussion

The respondents are teachers and lecturers living in Riau Island (Kepulauan Riau, Indonesia). Respondents consisted of 53.53% women and 46.47% men. Respondents were dominated by government-owned schools/campuses, namely 89.10%, and only 10.90% were privately owned. The average respondent is married, 81.41% are married, and 18.59% are unmarried. Respondents in the Gen X were 28.85%, Gen Y dominated at around 65.06%, and the rest were Gen Z at 6.09%. In terms of the income of respondents who earn a month's income below IDR 2.999.999, as much as 47.44%, this indicates that the monthly income of many educators is still below the Riau Islands regional minimum wage (IDR 3,050,172).

3.1 Descriptive Statistics

The results of the descriptive analysis processed using SPSS. There are 19 question items related to work-life balance, nine to job satisfaction, and four to turnover intention. Table 2 shows the interpretation of the mean score, and the level column in Table 3 shows the category. According to the interpretation of the mean score, work-life balance variable question items in the low category are 10, 14, 15, and 16. Item Question 10 is related to social relations with friends. Question 14 is related and asks whether they always use their annual leave allowance for vacation. Question 15 asked how frequently they respond to work-related emails and messages from home. And the 16th question related to their sleep time—7 hours a day, as recommended by UNICEF about sleeping time. Job satisfaction has good results, with no-question items falling into the low category. Each item is classified as moderate, high, or extremely high. Meanwhile, each question item's turnover intention has low and very low categories. The result indicates that the respondent's intention to leave or seek a new job is low. Overall, respondents have a moderate level of work-life balance (mean 61,04), a moderate level of job satisfaction (mean 34,23), and a low level of turnover intention (mean 7,70).

3.2 Validity and Reliability Test

Based on the validity test using the Pearson correlation, all the question items—work-life balance, job satisfaction, and turnover intention—are valid. Question items about work-life balance and job satisfaction were adapted from [9] research, and validity and reliability tests have been carried out in this article. The results shows that all question items are valid and reliable. The turnover intention question items were adapted from the dimensions used by [8], namely: 1. Quit the job, such as by getting a new job because of the work environment or a health problem. 2. Getting a better position indicates a desire for better promotion, earning a higher salary or better income, increasing one's capacity, and advancing the firm. 3. Better jobs, the desire to get a more challenging job, work according to ability, accessible transportation, close distance and family support. The results of the validity test per question are all valid. Based on the reliability test using Cronbach's alpha, all variables have a Cronbach's alpha value of more than 0.6. So all variables are reliable.

3.3 Path Analysis

The independent variable significantly affects the dependent variable if the results are Sig <0.05 or below 5%. The partial regression test results for both tests are all significant. Table 9 and 12 shows the SPSS results of t-test. H1, H2, and H3 have been answered from the results of this test. That is, a work-life balance has a significant effect on job satisfaction (H1); and job satisfaction has a significant effect on turnover intention (H2). Work-life balance has a significant effect on turnover intention (H3). The F test for the effect of the variables simultaneously can be seen from the significance below 5%. The ANOVA table (Tables 8 and 11) indicates that the two equations and the independent variable significantly affect the dependent simultaneously.

$$Y = 20,563 + 0,333X + e \quad (1)$$

$$Z = 18,671 - 0,131X - 0,376Y + e \quad (2)$$

The interpretation of equation 1 means that if X is zero, the Y variable will be constant at 20.563. If there is an increase in X by 1 unit, there will be an increase in Y by 0.333. The interpretation of equation 2 means that if X and Y are zero, the Z variable will be constant at 18.671. If there is an increase in X by 1 unit, there will be a decrease in Z by 0.131. If there is an increase in Y by 1 unit, there will be a decrease in Z of 0.376. See figure 1.

To calculate the Total Influence from X to Z through Y,

- Direct Effect from X to Y = -0.131
- Indirect effect from X to Z through Y = 0.333x (-0.131) = -0.1746
- Total Effect = -0.131 + (-0.1746) = -0.3056.

The calculation shows that the indirect effect is greater than the direct effect, so the job satisfaction variable is an intervening variable or mediating variable between work-life balance and turnover intention. The work-life balance, through job satisfaction, significantly affects turnover intention.

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	20,563	2,211			9,302	0,000		
X_WLB	0,224	0,036	0,333		6,225	0,000	1,000	1,000

a. Dependent Variable: Y_JOB SATISFACTION
 F Stat=38,745
 R= 0.333
 R Square= 0,111
 Durbin-Watson= 1,866

Fig 1. Coefficient (Model 1)

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	18,671	1,434			13,021	0,000		
X_WLB	-0,053	,022	-0,131		-2,418	0,016	,889	1,125
Y_JOB SATISFACTION	-0,226	,033	-0,376		-6,928	0,000	,889	1,125

a. Dependent Variable: Z_TURNOVER INT

Fig 2. Coefficients (Model 2)

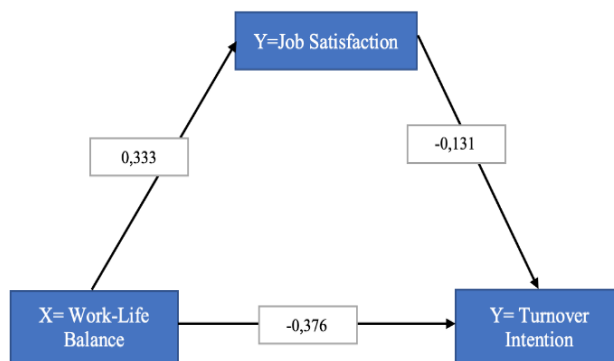


Fig 3. The coefficient of path analysis on the model of the effect of work-life balance on turnover intention with job satisfaction as a mediating variable.

4 Conclusion

From the research results mentioned in the previous section, it can be concluded that all null hypotheses are rejected, meaning that all variables have a significant effect. Study shows that work-life balance significantly and negatively effects on turnover intentions through job satisfaction. Hence, it is necessary to have policy recommendations that support work-life balance in schools or colleges. If the work-life balance of educators is maintained, they are less likely to leave the organization. So we recommended some implications to promote work-life balance in school and colleges: 1) Schools and colleges must make literacy-increasing initiatives about work-life balance. Then human resources (HR) parties can create programs that support work-life balance. As an organization that is not profit-oriented but public service-oriented, job satisfaction is important because increasing job satisfaction will improve the quality of work and service to the community; 2) Organizations should consider implementing the family-friendly policy recommended by UNICEF to improve work-life balance in the workplace. There are four dimensions used. The four dimensions are as follows: 1. Adequate paid leave for all parents, including paid maternity, paternity, and parental leave, as well as sick infant leave. 2. Breastfeeding support for working mothers, as recommended by globally recognized standards. 3. Providing high-quality-affordable-accessible early education for worker's children 4; 3) roviding child benefits and adequate wages to help families care for their young children; 4) Schools and campuses are thinking about installing facilities to help workers' health. For example, providing gyms, counseling rooms, meditation rooms, nap rooms, and other amenities.

For future research, a qualitative analysis of what factors influence teachers and lecturers to be satisfied with their jobs, as well as what factors cause them to leave the organization, is recommended.

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