

Work Life Balance, Job Satisfaction, Work Engagement and Organizational Commitment Among Lecturers

¹Sri Harini, ²Muchlis R. Luddin and ¹Hamidah

¹Department of Management Science, Jakarta State Univeristy, Jakarta, Indonesia

²Department of Management, Djuanda University, West Java, Indonesia

Abstract: The commitment of lecturers to the organization is needed for the development and sustainability of universities in the global era. The purpose of this study is to determine the effect of work life balance, job satisfaction and work engagement to the commitment organization of lecturers. Data were collected using questionnaires developed based on the dimensions or indicators of each variable. The research method used a quantitative descriptive approach and path analysis. The results showed that there is a positive and significant influence between work life balance, job satisfaction and work engagement on organizational commitment. Increased commitment organization of lecturers with the policy of work life balance between family, social and to fulfill the desire and requirement of lecturer in working to increase lecturer's engagement.

Key words: Work life balance, job satisfaction, work engagement, organizational commitment, lecturer, questionnaires

INTRODUCTION

Human resources are an important factor for organizational survival, so, efforts are needed to motivate and maintain qualified human resources as assets or human capital and key partners for business actors in the production of goods and services including educational institutions. Higher education is one of the educational institutions where the achievement of vision, mission and objectives requires qualified human resources, especially lecturers with academic qualifications and competencies. Lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and the arts through education, research and community service.

The existence of lecturers and educational staff in universities with the number and quality according to the standard is a requirement of the study program to get permission from the government. Profile of lecturer qualification based on Ministry of Research and Technology Year 2014 Annual Report, lecturer qualification is still below standard with education level S1 2014 (29.7%) and year 2015 (24.44%). In the quantity of higher education providers are required to meet the standard ratio of lecturers and students according to, the rules, otherwise it will be subject to sanction of revocation of study permit license. The global era such as the ASEAN economic community and the advancement in information technology, enables the organization's human

resources to easily move from one organization to another. Therefore, it needs a committed lecturer management strategy, through the fulfillment of the need, desire and involvement of the lecturer in working. Based on this background then this research is done.

Work life balance, job satisfaction, work engagement will affect organizational commitment and lecturer performance. The performance of lecturers is measured from activities consisting of education and teaching, research and community service. Research activities, especially the international publications of Indonesian lecturers in 2014 are still relatively low (5.499) compared to Thailand (12.061) and Malaysia (25.330). This is of particular concern to universities and governments through research and technology ministries of higher education with their policies to improve the publication of international lecturers. The low university's attention to social needs, family needs and career paths can reduce work engagement and lecturer commitment to universities. Based on the background of the problem, this research is important to increase the commitment of lecturers to universities, institutions and countries in the era of Asian Economic Community (AEC). The purpose of this study is to analyze: the influence of work life balance to organizational commitment; Analyze the effect of job satisfaction on organizational commitment; Analyze the influence of job involvement on organizational commitment and analyze the effects of work-life balance, job satisfaction and work engagement on organizational commitment.

Organizational commitment: According to Cohen (2003), commitment is a form of trust, friends, program, community which is the decision and purpose of an employee. The importance of attention to the commitment because it can improve the productivity and quality of goods and services produced labor. Schermerhorn and Richard, (2011), defines organizational commitment as individual loyalty to the organization. Organizational commitment is defined as the desire of an employee to remain a member of the organization, according to Colquitt *et al.* (2015) and Gibson *et al.* (2012) defines the commitment of a sense of identification, loyalty and involvement expressed by an employee to an organization or organizational unit. Commitment is characterized by a person's sense of attachment to the organization due to shared values and interests. The three characteristics of commitment are: a strong desire to remain a member of the organization (loyalty), strong belief in acceptance of value and intention to survive, readiness to mobilize a large business organization (discretionary effort) (Armstrong, 2010).

Work life balance: Work at Work defines the concept of work-life balance as the state of employees achieves a satisfactory balance between work and non-work activities (i.e., parental responsibilities and wider social tasks as well as other activities and interests). Therefore, daily business practices should be able to design work that suits the needs of employees such as flexible working time arrangements. Flexible, case-by-case work hours can increase employee engagement. Work life balance as the satisfaction of its function and role in workplace and at home with minimal role conflict. Work life balance is a working condition that is able to provide a balance between work goals and individual goals. Companies that are able to create integration between family and work can bring positive working relationships to mutually beneficial outcomes (Harvard Business Essential, 2005). Over 30 years ago, the organization was traditionally designed where workers had no family, so, there was no problem with family absences, delays and responsibilities. But today some workers have families, so, there is a discrepancy between job demands and worker needs (Kossekk and Lambert, 2005).

Job satisfaction: Job satisfaction is the result of employee's perceptions of how well their research is important (Luthans, 2011). Studies of attitudes in organizational behavior that many do, job satisfaction by McShane (2013), job satisfaction is the evaluation of a person about the context of work and work. Schermerhorn and Osborn defining job satisfaction is the level at which

a person feels positive or negative about a job. The ability of a manager to create a work environment according to, the expectations of employees can improve employee performance. Colquitt *et al.* (2015) adopted the general work values of R.V. Davis as follows: Pay (high salary, salary safe); Promotions (frequent promotion, promotional-based capabilities); Supervision (good supervisory relationship, praise for good deeds); Coworkers (pleasant coworkers, responsible coworkers); Workers themselves (utilization of ability, freedom, intellectual stimulation, creative expression, sense of achievement); Altruism (helping others, morals); Status (prestige, power over others, fame) and environment (comfort, security).

Work engagement: Engagement is creating opportunities for employees to connect with their broader partners, managers and organizations. It's also about creating an environment where employees are motivated to get in touch with their research and are very concerned to do a good job. In the 21st century, engagement is a concept that applies the flexibility, change and continuous improvement that is at the core of an employee's relationship and workplace boss, according to the (Anonymous, 2009, 2011). By Bakker (2011), job engagement is a positive working condition, characterized by vigor, dedication and absorption. Spirit refers to high energy levels and mental endurance at work. While dedication refers to strong involvement in work and feels important, enthusiastic and challenged. Absorption is characterized by concentrated, excited and engrossed work as time passes. Work engagement is a predictor of job satisfaction. Federici and Skaalvik (2011) and Lin (2010) work engagement is defined as a positive, satisfying and connected state of mind that is characterized by strength, dedication and absorption. Schaufeli *et al.* (2009) work engagement as a positive, fulfillment, work from the center of mind. Based on the background and theoretical framework, the hypothesis is designed as follows:

- H₁: work life balance has a direct positive effect on organizational commitment
- H₂: job satisfaction has a direct positive effect on organizational commitment
- H₃: work engagement has a direct positive effect on organizational commitment
- H₄: work life balance has a direct positive effect on work engagement
- H₅: job satisfaction has a direct positive effect on work engagement and
- H₆: work life balance has a direct positive effect on job satisfaction

MATERIALS AND METHODS

This research uses quantitative approach with survey method. The research variables in this study, namely work life balance, job satisfaction, work engagement as dependent variable and organizational commitment as independent variable. The research population is private university lecturer in Bogor. Using Slovin sampling technique and proportional random sampling with α 0.1, questionnaires distributed to 125 lecturers and 100 questionnaires that can be used for data analysis. The response rate of lecturers to the questionnaire of this research is 80%.

The data in this study was measured using the scale of organizational commitment, the scale of Utrecht's work engagement, the scale of job satisfaction and the scale of work life balance. This scale uses the Likert Model with five answer choices consisting of Strongly agree (SS), agree (S), Neutral (N), disagree (TS) and Strongly disagree (STS). Interpretation scale of 1.00-1.79 (very low); 1.80-2.59 (low); 2.60-3.39 (Medium); 3.40-4.19 (High) and 4.20-5.00 (Very High).

The validity of the measuring instrument is measured by using construct validity designed to measure whether certain factors are actually capable of fulfilling its function. Validity indicates the extent to which the instrument can be used to measure what will be measured, in the validity test of this research is done by calculating the correlation between each statement related to the research variables. By criterion, if the number of r arithmetic is greater than r table at alpha 0.05 then item of statement is valid and if r count smaller or equal to r table, then statement item declared invalid, hence, must be removed from statement list in questionnaire.

Items within the scale of organizational commitment are selected according to the three-dimensional commitment model designed by Colquitt *et al.* (2015), these dimensions are affective commitment, continuance commitment and normative commitment. Items on a work life balance scale are chosen according to four dimensions (Armstrong 2010; Waumsley *et al.*, 2010) flexibility, social support, financial support, vacations. The scale of job satisfaction is chosen according to the eight dimensional satisfaction models (Colquitt *et al.*, 2015), it is promotion, payments, supervision, co-workers, the work itself, altruism, status and work environment. The scale items of work engagement are selected according to the three dimensional of engagement model (Bakker, 2011), namely vigor, dedication and absorption.

The results of the analysis of variables and sub-variables in this study indicate that all Pearson correlation values for each statement against the total

score is greater than the value of r table for $df = N-2 = 98$ at α 5% ($r_{tab} = 0.196$). So, there is no question that needs to be discarded. Data analysis method used to test the hypothesis is path analysis.

Reliability test is done to know the extent to which the measurement results to the item statement whether it remains consistent when measured two or more similar symptoms with the same measuring instrument. Test reliability can only be done on statements that have passed the validity test and have been declared valid. Test of reliability using alpha Cronbach technique where an instrument can be said reliable if it has a coefficient of reliability or alpha of 0.6 or more. Result of reliability test of work life balance variable (0.861), job satisfaction (0.952), job involvement (0.926) and organizational commitment (0.959). All the variables in this study are reliable because alpha Cronbach all research variables are more than 0.6.

RESULTS AND DISCUSSION

In terms of age, most participants (45%) included in the productive age category (25-40 years). In terms of sex, most participants were women (54%). Most of them have academic positions of expert assistants (45%). In terms of education, most participants have master education (84%). In marital status, most participants were married (81%) and in terms of number of children, most participants had two children (76%) (Table 1).

Table 1: Description of subjects characteristics (N = 100)

Subjects characteristics profile	Percentage
Age (years)	
25-30	25
31-40	20
41-50	25
51-60	27
above 63	3
Gender	
Male	46
Female	54
Academics level	
Instructor	45
Assistant Professor	32
Associate Professor	21
Professor	2
Education	
Post graduate	84
Doctoral	16
Husband's or wife's job	
Working	60
Not working	40
Marital status	
Married	81
Single parent	11
Single	8
No. of children	
<2 children	76
More than 3 children	14

Table 2: Summary responses of respondents

Variables/Dimensions	Mean	Interpretation
Work life balance		
Flexibility	2.95	Normal
Social support	3.68	High
Financial support	3.10	Normal
Vacation	3.18	Normal
Average	3.27	Normal
Job satisfaction		
Pay	3.72	High
Promotion	3.97	High
Supervision	3.88	High
Co-woker	3.78	High
Work it self	4.57	Very high
Altruism	4.47	Very high
Status	4.31	Very high
Work environment	3.95	High
Average	4.08	High
Work engagement		
Vigor	4.28	Very high
Dedication	4.19	High
Absorption	3.41	High
Average	3.96	High
Organizational commitment		
Affective commitment	3.97	High
Continuance commitment	4.04	High
Normative commitment	3.81	High
Average	3.94	High

Response results: Lecturer’s response to work life balance, job satisfaction, job involvement and organizational commitment, measured by interpretation of frequency ratio and number of respondents. In general, the responses of respondents to the dimensions of work life balance are normal, the lowest value of flexibility and the highest social support. Respondent’s response to job satisfaction is a high interpretation, the lowest value of the offender and the highest is the job it self. Response of respondents to the dimensions of work involvement is high, the lowest value is absorption and the highest is the spirit. And the response of lecturers of dimensions of organizational commitment is high, the highest value is the normative commitment and the highest commitment is continuity (Table 2).

Statistical analysis results

Model structure 1

Dependent variable: Organizational commitment (Y):

- H_1 : work life balance has a direct positive effect on organizational commitment

Test statistical hypothesis:

- H_0 : $\beta_{y1} \geq 0$
- H_1 : $\beta_{y1} < 0$

The result of the analysis such as Table 3, obtained the path coefficient contained in the standardized coefficient (Beta) column, that the path coefficient

$p_{y1} = 0.234$; $t_0 = 3.27$; $p = 0.000 < 0.005$, so, reject H_0 and accept H_1 . This means that work life balance (X_1) has a direct and positive influence on organizational commitment (Y):

- H_2 : job satisfaction has a positive direct effect on organizational commitment

Test statistical hypothesis:

- H_0 : $\beta_{y2} \geq 0$
- H_1 : $\beta_{y2} < 0$

The results of the analysis such as Table 3, obtained the path coefficient contained in the standardized coefficient (Beta) column, that the path coefficient $p_{y2} = 0.255$; $t_0 = 3.22$; $p = 0.006 < 0.05$, so, reject H_0 and accept H_1 . This means job satisfaction (X_2) has a direct and positive influence on organizational commitment (Y):

- H_3 : work engagement has a positive direct impact on organizational commitment

Test statistical hypothesis:

- H_0 : $\beta_{y3} \geq 0$
- H_1 : $\beta_{y3} < 0$

The results of the analysis such as Table 3, obtained the path coefficient contained in the standardized coefficient (Beta) column, that the path coefficient $p_{y3} = 0.424$; $t_0 = 3.07$; $p = 0.019 < 0.05$, so, reject H_0 and accept H_1 . This means that work engagement (X_3) has a direct and positive influence on organizational commitment (Y)

Dependent variable: Work engagement (X_3):

- H_4 : work life balance has a direct positive effect on work engagement

Test statistical hypothesis:

- H_0 : $\beta_{31} \geq 0$
- H_1 : $\beta_{31} < 0$

The results of the analysis such as Table 4, obtained the path coefficients contained in the standardized coefficient (Beta) column, that the path coefficient $p_{31} = 0.302$; $t_0 = 3.134$; $p = 0.002 < 0.005$, so, reject H_0 and accept H_1 . This means that work life balance (X_1) has a direct and positive influence on work engagement (X_3):

- H_5 : job satisfaction has a direct positive effect on work engagement

Test statistical hypothesis:

- H_0 : $\beta_{32} \geq 0$
- H_1 : $\beta_{32} < 0$

Table 3: Coefficients^a

Variables	Unstandardized coefficients		Standardized coefficients		
	B	SE	β	t-test	Sig.
Constant	25.059	12.431			
Work life balance (X ₁)	0.112	0.053	0.234	3.27	0.000
Job satisfaction (X ₂)	0.144	0.067	0.255	3.22	0.006
Work engagement (X ₃)	0.502	0.107	0.424	3.07	0.019

Table 4: Coefficients^a

Variables	Unstandardized coefficients		Standardized coefficients		
	B	SE	β	t-test	Sig.
Constant	96.118	7.176		13.394	0.000
Work life balance (X ₁)	0.321	0.103	0.302	3.134	0.002
Job satisfaction (X ₂)	0.209	0.043	0.440	4.855	0.000

Table 5: Coefficients^a

Variables	Unstandardized coefficients		Standardized coefficients		
	B	SE	β	t-test	Sig.
Constant	142.077	10.178		13.960	0.000
Work life balance (X ₁)	1.233	0.145	0.650	8.474	0.000

a; Significant values

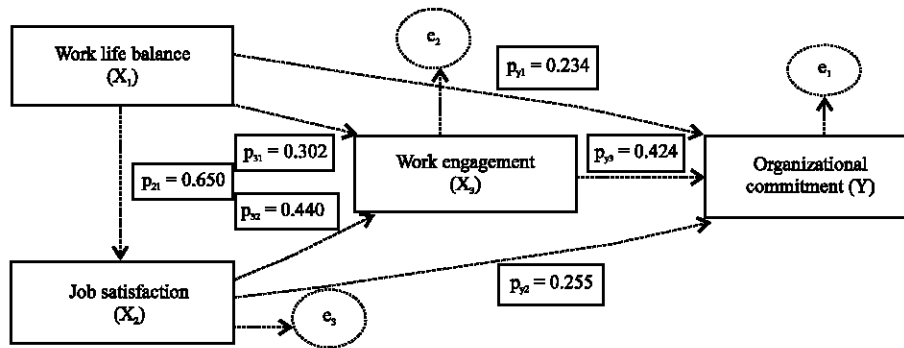


Fig. 1: Path analysis

The results of the analysis such as Table 4, obtained the path coefficient contained in the standardized coefficient column (Beta), that the path coefficient $p_{32} = 0.440$; $t_0 = 4.855$; $p = 0.000 < 0.05$, so, reject H_0 and accept H_1 . This means job satisfaction (X_2) has a direct and positive influence on work engagement (X_3).

Structure model 3

Dependent variable: Job satisfaction (X_2):

- H_0 : work life balance has a direct positive effect on job satisfaction

Test statistical hypothesis:

- H_0 : $\beta_{21} \geq 0$
- H_1 : $\beta_{21} < 0$

The results of the analysis such as Table 5, obtained the path coefficient contained in the standardized coefficient (Beta) column, that the path coefficient

$p_{21} = 0.650$; $t_0 = 8.474$; $p = 0.000 < 0.05$, so, reject H_0 and accept H_1 . This means work life balance (X_1) has a direct and positive effect on job satisfaction (X_2) (Fig. 1).

The study found that the lecturer’s organizational commitment was high. Colquitt *et al.* (2015), affective commitment reflects some of the emotional reasons for staying with the organization today including feelings about friendship, the atmosphere or corporate culture and a sense of fun when it comes to job to do. Organizational commitment is human capital to achieve organizational strategies and goals. Organizational commitment reflects the extent to which a person identifies with an organization and its commitment to its goals (Robert and Angelo, 2010). Commitment to the organization involves three attitudes: sense of identification with organizational goals, feelings of involvement in organizational tasks and feelings of loyalty to the organization. Evidence suggests that lack of commitment can reduce organizational effectiveness (Gibson *et al.*, 2012). The commitment of lecturer’s organizations is the competitive advantage of private universities in the global era.

The balance of working life between the lecturers is normal, meaning that being in bad condition but also not bad. Management policies are needed to improve work life balance to enhance organizational commitment. The balance of working life balances the demands of work, family and community life (Maurya *et al.*, 2014). The non-traditional work arrangements have been introduced by many companies such as the division of labor, telecommuting and flexitime and flexiweek to ensure employee flexibility. Flexibility can be implemented to lecturers to improve work life of lecturers, to increase organizational commitment.

Job satisfaction of lecturers is high, especially against the work itself and altruism. Lecturers are satisfied with their work because the job as a lecturer in accordance with the education and ability and desires. Luthans (2011) found that the essential characteristics of job satisfaction are the job itself, payments, promotional opportunities, supervision and co-workers. This study found that to improve the job satisfaction of lecturers, management and leadership should be able to create a better academic atmosphere and provide tasks according to education and field of expertise.

Work engagement among private universities lecturers are high, especially vigor and dedication. Lecturers are eager to do the activities of teaching, research and community services as a part of the task of educating the nation. To increase work engagement especially absorption dimension, leader and management can improve professionalism of lecturer with proud to the universities and enjoy with their job. To increased work engagement in addition to paying attention to work-related factors as well as welfare and workplace situation in the workplace (Bakker, 2011). Rita McGee and Ann Rennie found some institution or industry has low work engagement, i.e, academics or higher education (23%), high technology (24%), chemical (24%), retail (24%) and government (25%).

The effect of work life balance on organizational commitment: The balance of working life has a direct and positive effect on organizational commitment. This means that the more balanced working life of the lecturer, the organization's commitment will increase. The results of this study are in line with Poulose and Sudarsan (2014) against police, drivers, teachers and call center staff, finding that work-life balance can lead to a decline in organizational commitment. Work life balance is expected to reduce the conflict between work and family, lower personal stress levels and improve employee work behavior (Omar, 2013). If more than 54% of respondents are women where more women work, it is prone to work

and family conflicts due to workload and family expectations, especially in caring and raising children (O'Neil, 2008; Zulkarnain *et al.*, 2015).

Some conditions that could explain the effect of work life balance to the commitment of lecturer's organizations. First, the balance of working life is closely related to culture. Countries like the United States with an individualistic culture, then conflicts caused by job demands that can lead to work-life-balance disputes tend to be weak. But on the contrary in a country with collectivist culture like Indonesia, the demand for work life and family life balance is increasing. Second, developments and changes in the workplace such as advances in information technology and off-the-job life that is changing socioeconomic environments, single parent families and increasing women's participation in the workforce can be the cause of an imbalance between work and home or family life (Wessels, 2012). Third in an era where some workers have family, dual-career and single parent role demands that individuals can adjust their time and effort to work and family, otherwise there should be a sacrifice (Mukhtar, 2012). Imbalance of work life of the lecturer can cause stress and desire to find alternative job, so, it takes policy known as family friendship.

The influence of job satisfaction on organizational commitment: The results showed that job satisfaction has a direct and positive influence on the lecturer's organizational commitment. Everyone expects to get job satisfaction from work because satisfaction will affect the spirit and motivation of work for lecturers to achieve company goals. Therefore, every manager or leader must be able to know what factors affect the satisfaction of his workforce in order to fulfill it for the achievement of common goals. Important characteristics of job satisfaction are: the job itself, payments, promotional opportunities, supervision and co-workers (Luthans, 2011). Job satisfaction depends on the individual, workplace and city where the employee is located. In line with Colquitt *et al.* (2015) say that job satisfaction affects organizational commitment. This is because satisfied employees prefer to remain in the company (affective commitment) and do not want to leave the company because of the normative commitment, satisfaction does not require the cost to stay together with the organization (continuance commitment).

The influence of work engagement on organizational commitment: Work engagement refers to employee relationships with work. Wessels (2012) describes employees engaged physically, cognitively and

emotionally with their job roles. Engagement refers to energy that focuses on organizational goals, the employees involved will work harder to increase energy in work. Kahn (1990) has found that three psychological conditions, courage, security and availability have an influence on individual involvement and disengagement. Most people choose the professions of lecturers because they meet three psychological conditions. Work engagement is a positive work situation that can improve organizational performance as it significantly affects employee performance, job satisfaction, turnover, customer satisfaction, organizational success and corporate profitability (Lu *et al.*, 2016)

Effect of work life balance on work engagement: There is a direct and positive influence between the balance of working life with job involvement, the more balanced working life of the employee, hence, the work involvement will increase. Kangure (2014) showing there is a linear and positive relationship between work life balance policies with employee engagement in some state-owned enterprises in Kenya.

The influence of job satisfaction on work engagement: The results of this study indicate, job satisfaction has a direct and positive effect on lecturer's involvement. The higher the lecturer's satisfaction with payment, supervisor, co-worker, promotion, work itself, environment, altruism and status then lecturer's engagement in achieving organizational goals is increasing. This is in the opinion of Gatenby *et al.* (2009), that engagement brings a positive influence on organizational performance through positive contributions through intellectual ability and experience and good relationships with colleagues. So that, satisfied employees will increase engagement in work.

Effect of work life balance on job satisfaction: The balance of working life has a direct and positive effect on the lecturer's job satisfaction. The more created the balance between work and family then increasing the job satisfaction of lecturers. This study is in line with Maurya *et al.* (2014) finding that work-life balance policy is a predictor of job satisfaction, performance and productivity.

CONCLUSION

Work life balance, job satisfaction, work engagement have an effect on commitment organization of lecturer. College managers can increase lecturer's commitment to the organization by balancing work life and non-work life

(personal, family). Increasing the lecturer's satisfaction with the work can be done by giving lecturers the opportunity to develop lecturer's career according to their field of science through teaching activities, research and community service engagement of lecturers in realizing organizational goals can be improved by allowing lecturers to use creativity and innovation in learning and research.

RECOMMENDATIONS

For further research, it can add rational variables of commitment and emotional commitment as well as analysis of individual diversity as factors that enhance organizational commitment.

REFERENCES

- Anonymous, 2009. An HR director's guide to employee engagement. Chartered Institute of Personnel and Development (CIPD), London, UK. http://www.digitalopinion.co.uk/files/documents/An_HR_Directors_Guide_to_Employee_Engagement.pdf
- Anonymous, 2011. Seven categories of work-life effectiveness. WorldatWork, Scottsdale, Arizona, USA. <https://www.worldatwork.org/>
- Armstrong, M., 2010. Armstrong's Essential Human Resource Management Practice: A Guide to People Management. Kogan Page Publishers, London, England, ISBN:978-0-7494-5989-5, Pages: 424.
- Bakker, A.B., 2011. An evidence-based model of work engagement. *Curr. Dir. Psychol. Sci.*, 20: 265-269.
- Cohen, A., 2003. Multiple Commitments in the Workplace: An Integrative Approach. Lawrence Erlbaum Associates, Mahwah, NJ., ISBN-13: 9780805843682, Pages: 354.
- Colquitt, J., J.A. Lepine and M.J. Wesson, 2015. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. 4th Edn., McGraw-Hill Education, New York, USA., ISBN:9780077862565, Pages: 613.
- Federici, R.A. and E.M. Skaalvik, 2011. Principal self-efficacy and work engagement: Assessing a Norwegian principal self-efficacy scale. *Social Psychology Educ.*, 14: 575-600.
- Gatenby, M., C. Rees, E. Soane and K. Truss, 2009. Employee engagement in context. Master Thesis, Chartered Institute of Personnel and Development (CIPD), London, UK.
- Gibson, J.L., J.M. Ivancevich and H. James, 2012. *Organizations: Behavior, Structure, Processes*. 14th Edn., McGraw-Hill, New York, USA.,

- Harvard Business Essentials, 2005. Time Management: Increase your Personal Productivity and Effectiveness. Harvard Business School Press, Brighton, Massachusetts, ISBN-13:1978-1591396338, Pages: 192.
- Kahn, W.A., 1990. Psychological conditions of personal engagement and disengagement at work. *Acad. Manage. J.*, 33: 692-724.
- Kangure, F.M., 2014. Relationship between work life balance and employee engagement in state corporations in Kenya. Ph.D Thesis, Jomo Kenyatta University of Agriculture and Technology, Juja, Kenya.
- Kossek, E.E. and S.J. Lambert, 2005. Work and Life Integration: Organizational, Cultural and Individual Perspectives. Lawrence Erlbaum Associates, Publishers, Hillsdale, New Jersey, ISBN:9780805846157, Pages: 570.
- Lin, C.P., 2010. Modeling corporate citizenship, organizational trust and work engagement based on attachment theory. *J. Bus. Ethics*, 94: 517-531.
- Lu, L., A. Lu, D. Gursoy and N. Neale, 2016. Work engagement, job satisfaction and turnover intentions: A comparison between supervisors and line-level employees. *Intl. J. Contemp. Hospitality Manage.*, 28: 737-791.
- Luthans, F., 2011. Organizational Behavior an Evidence-Based Approach. 12th Edn., Mc Graw-Hill Co., Singapore.
- Maurya, V.N., C.K. Jaggi, B. Singh, C.S. Arneja and A.K. Maurya *et al.*, 2014. Empirical analysis of work life balance policies and its impact on employee's job satisfaction and performance: Descriptive statistical approach. *Am. J. Theor. Appl. Stat.*, 4: 33-43.
- McShane, S.L., 2013. Organizational Behavior. Mc. Graw Hill, New York, USA., ISBN:9781121965515, Pages: 518.
- Mukhtar, F., 2012. Work life balance and job satisfaction among faculty at Iowa State University. BA Thesis, Iowa State University, Ames, Iowa, USA.
- Omar, M.K., 2013. Non standard work arrangements and affective commitment: The mediating role of work-life balance. *Procedia Soc. Behav. Sci.*, 107: 4-12.
- O'Neil, J.M., 2008. Summarizing 25 years of research on mens gender role conflict using the gender role conflict scale: New research paradigms and clinical implications. *Couns. Psychologist*, 36: 358-445.
- Poulose, S. and N. Sudarsan, 2014. Work life balance: A conceptual review. *Intl. J. Adv. Manage. Econ.*, 3: 1-17.
- Robert, K. and K. Angelo, 2010. Organizational Behavior. 9th Edn., McGraw-Hill, New York, USA.,.
- Schaufeli, W.B., A.B. Bakker and W.V. Rhenen, 2009. How changes in job demands and resources predict burnout, work engagement and sickness absenteeism. *J. Organ. Behav.*, 30: 893-917.
- Schermerhorn, J.R. and J.N. Richard, 2011. Organizational Behavior. 12th Edn., John Wiley and Sons, Hoboken, New Jersey, USA., ISBN:978-0-470-87820-0,.
- Waumsley, J.A. D.M. Houston and G. Marks, 2010. What about us? Measuring the work-life balance of people who do not have children. *Rev. Eur. Stud.*, 2: 1-17.
- Wessels, C., 2012. How work engagement and its influencers affect work-life balance and job satisfaction and the moderating role of flexible working. Master Thesis, Erasmus University Rotterdam, Rotterdam, Netherlands.
- Zulkarnain, E.A. Yusuf and A.V. Pulungan, 2015. The impacts of work-family conflict on burnout among female lecturers. *Hubs Asia*, 9: 87-96.