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DEPARTMENT OF COMMERCE**

**WORK-LIFE BALANCE AND JOB SATISFACTION
AMONG TEACHING STAFF AT YANGON UNIVERSITY
OF ECONOMICS**

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This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Accounting (M.Act)

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ABSTRACT

This study intends to analyze the relationship between perceived level of work-life balance and job satisfaction among teaching staff at Yangon University of Economics. Quantitative and qualitative research methods are used in this study. A sample size of 144 teaching staff is used in this study. This research is used Spillover Theory. Descriptive type of research, inferential analysis and multiple regression analysis are used to measure work-life balance and job satisfaction among teaching staff. In this research, both primary and secondary sources of data are used. The structured questionnaires are distributed to the teachers to collect the primary data. The collected primary is analyzed with using SPSS. Secondary data is acquired from the relevant books, articles, journals, and internet website. In findings, personal life interference with work and work interference with personal life have no impact on job satisfaction. In addition, work enhancement by personal life and personal life enhancement by work have impact on job satisfaction is found in this study. Therefore, the authorized persons should try to balance professional life and personal life to retain experienced teaching staff.

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LIST OF ABBREVIATIONS

AUN	ASEAN University Network
BEHS	Basic Education High School
CAES	Certificate in ASEAN Economic Studies
COE	Centers of Excellence
DEM	Diploma in Education Management
DIM	Diploma in Marketing
Dip DS	Diploma in Development Studies
EMBA	Executive Master of Business Administration
EMDevS	Executive Master of Development Studies
EMPA	Executive Master of Public Administration
GPA	Great Point Average
MBA	Master of Business Administration
MBF	Master of Banking and Finance
MDevS	Master of Development Studies
MDIS	Management Development Institute of Singapore
MPA	Master of Public Administration
MPF	Mandatory Provident Fund
MRes	Master of Research
PhD	Doctor of Philosophy
PLEW	Personal life Enhancement by Work
PLIW	Personal life Interference with Work
SPSS	Statistical Packages of the Social Science
UUM	University of Utara Malaysia
WEPL	Work Enhancement by Work
WIPL	Work Interference with Personal life
WLB	Work-Life Balance
YUFE	Yunnan University of Finance and Economics

CHAPTER 1

INTRODUCTION

Education sector plays an important role in every country. Teachers' corporations, efforts, profession expertise and experiences can create the successful education system. Teachers are involving a very important sector for the development of students' knowledge, personal developments which can dominate the development of human resources and technical developments. The contribution of teachers is greatly depending on the motivation and eagerness of teachers. A high level of commitments, hard workings, and dedications are the factor of organizations as a motivated teacher. Teachers are the role models for young students in sectors for active inspiration activities because they are the most important human resource for the development of human resources. The perfect purpose of teachers is to fulfill the need of the knowledge of the society. Moreover, to fulfill the intellectual knowledge and to create the better fulfillment for the need of the resource is the duty and responsibility for the University. Teachers are main sources in the University Education level. So, the fully job satisfaction of teachers can achieve the objectives of the University. Therefore, this study is conducted to the work-life balance and job satisfaction of the teaching staff in Yangon University of Economics.

Work-life balance is important and essential for every human. (Clutterbuck, 2006) one of the human resource practitioner said, it just one a business matter for employees and employers which can benefit for both. In the study of (Blyton, Blunsdon, Reed & Datmalchian, 2006) shows organizations have recently received more pressure to perform better and cost effectively. The concept which includes the proper prioritizing the task between the work and life is the work-life balance concept. To gain the equilibrium between the professional work and personal work is the requirement of work-life balance. The metric quality and performance of every work place are usually developed according to the association, dedication or passion for the work of the incorporation workplace of each individual or team. Some people didn't aware about how to balance their life. Though they didn't awareness of life balance, these people cannot concentrate about their health and family. As people are maintained their personal life, they also are looking for a job with enjoyment, pay, promotion and satisfaction. At the same time, organizations are also looking for an

employee with better performance. To be able to gain a good result together with better performances from employees, organizations should adapt a work-life balance for different perspectives. Such as different people have different needs from work-life balance depending on his or her life.

In the study of Warren, 2004, shows working hours for people had increased from 43 hours to 47 hours on a week. Such a much working hours can cause the health problem like stress, work problems like absenteeism and lack of job satisfaction for employees. Some employees are feeling stressful from the work due to the heavy work load, and meeting deadlines. These stressful factors can happen not only health problems but also can cause the lower performance and work absent of an employee. People can decide and control for how, when and where they work through the work-life balance concept. People always want to create a good balance between their work life and their personal life. So that, they start getting awareness that family problems can become the problems at work too.

In the study of Guest, 2002, he mentions, work-life balance has always been a concern of those interested in the quality of working life and its relation to broader quality of life. To provide the quality of an employee at the same time retaining the productivity levels of an employee at the work place is the aim of work-life concern. Need to have a flexible time policy for married teachers for handing of their family matters. Organizations can achieve productive and innovative employees by using the balance work life score, (Greenhaus, 2003). The disparity assumption of is the work-life balance tends to develop depressed and dissatisfied staff (Kofodimos, 1993). Through it is a very broad subject which speaks about both career develop on one side and the family care on the other side, it is very necessary to know how the people balance the professional demands and domestic compulsions. The definition of professional life is aimed to grow and earn respect in the organization and society at large. Meanwhile personal life is to create a life for taking care of family, children, parents, health and spending the leisure time effectively. People are now can balancing their life with the development of education, economic, and social standards to great extent. In today's world, one of the most challenging problems of facing teachers in education sector is how to balance between their work and life. On the other hand, it is a work-life balance for teachers. To be able to face the challenging atmospheres and to reach the higher levels, teachers need to spend extra hours in every day. By using extra hours, teachers will get effective performances and

goals. Moreover, teachers not only look forwards teaching, but need to also focus soft skills and life skills so that they not only produce good professionals but develop well on citizens.

Job satisfaction is the important in term of organizational psychology and organizational behaviors. The clear vision of job satisfaction is not only the organizational psychology but also for the employees' physical and mental well-beings. Cranny, Smith & Stone, 1992 found out that in order to improve organizations productivity and profitability, they need to establish policies which may improve employees job satisfaction and employees job related behaviors. The other human resource practitioners, (Herberg, Mausner & Snyderman, 1993) through the aim and meaning of job satisfaction and job competence are similar.

Pitkoff, 1993 pointed out, one of the thing which can have direct impact on student's achievements and their future career is the educators' job satisfaction. Unsatisfied educators without motivation and as a result of less of motivation they are always trying to escape from their duties and responsibilities. In these circumstances, we tend to see an increase in absenteeism among teachers. As consequence of having such kind of teachers in our society is having a great negative impact on students' performances obviously and they also having just a little concern on their job and school matters. Teachers who are working in their working society always delivery their best. Satisfied or happy teachers will tend to loyal towards their organization and stick to it even in the worst circumstances. Such kind of teachers usually does their duties fully out of their passion, don't work out for compulsion. Some teachers cannot finish their tasks at the work place because of workload and other work conflict and sometimes they stay longer hours. One of the crystal clearly things for leading to a negative impact on works of people is dissatisfaction with their workplace and job. Due to over workload, stress and anxiety will increase more and more. Positive ambience at the work place and higher level of productivity of current teachers can get only from the happiness of their work life. So, the demanding for the commitment of both work and life are increasing obviously. People cannot neglect one side and cannot commitment to other side. If people did like that they can maintain their life balance with work without any barrier such as stress and anxiety. If they don't so, they will face conflicts and more conflicts will stay as long as they give extra commitment in one side. Work life conflict is one side of conflict that will happen if unbalance commitment between work and life of an employee. People prefer working

in organizations that support work-life balance. The sources of teacher feel stresses are worry of time management in their work and family. Most of the teachers accepts their family life is very important as their work. So, this is the very important for them, to have a good equality satisfaction between their work and family. Significant circumstances which can lead to imbalanced work-life equation among teachers are their work doesn't give a permission to care their family and for any other reasons, they feel unhappy at work and disappointed their work. In summarizing, work-life balance concept is greatly important and necessary for every nation in every sectors of work. And it is also an essential thing for continuous learning society like today 21st century environment.

1.1 Rationale of the Study

In current situations, work-life balance has become a key factor for every sectors of a government. Especially in education, because of the influence of the education, education is a vital investment for human and economic development. In today's education world, teachers are recondite as "teaching artists", not even because of their teaching responsibilities but because of their teaching methods and their creativity ideas. To become a perfect teacher for every student, that is the teacher who is full of a mind with as a teacher, need to be free from the stress and negative impact on his/her job. Today, most of the teacher are facing with many of workload and other conflicts in their work place, such as, some teachers can not finish their tasks to their home whether they wish or not. As a results of that, they may not be able to waste theirs relax time together with her beloved persons. When teachers are dissatisfied with their workplace and jobs, it will lead to negative impact on their work and personal life. They will also start feeling what is more, stress and anxiety for them from their work or their career.

According to studies of many human resources practitioners, the articulation of work and life have many theories and concepts to practically. Now, this project is based on assumptions of human resource practitioners related with work-life concept around the globe. Here are the some of these. Eikhof, Warhurst & Haunschild, 2007 said, it is become a key feature of much current government, practitioners and academic debate. Work-life balance can balance career with a personal or family life can be challenging and impact on a person's satisfaction in their work and personal life, is a belief of made by (Broers, 2005). From the point of by practitioners

(Stephen, 1994), work-life balance has been studied within the context of business for profit organizations. Work-life balance concept can only be explored within higher education organizations, found by (Johnsrud, Heck & Rosser, 2002). So, the purpose of this study is to identify how work-life balance is achieved or not achieved their job satisfaction among teachers. To attain the best possible quality of life for the teachers, they must be gained satisfaction from their job and must maintain the balance between their life and job. Not only for the teachers but also for employees in other organizations, work-life balance is the strategic issue for both of them. Organizational awareness and action with respect to implementing job satisfaction and work-life balance strategies hinges on an organization's need to attract and retain valued employees in a highly competitive market the concept of work-life balance and job satisfaction is important in more than one way. Like social factor, psychology factor, working environment, type of job, job satisfaction, family background, schedules at home a life stage, there may have other many effected factors on work-life balance and job satisfaction. Organizations had to wish to contribute employees for success of the organization; they need to make a well-provide for employee to maintain their balance between their private and professional life and to have a high degree of job satisfaction.

For the development of nation, both of education and business sector are really important. Education sector and business sector related to each other. They are also supporting conversely. In a nation, business sector cannot gain the successful development without a good and perfect education system which can produce a good professional. As like that, to become a good and perfect education system depends on the well-development of nation's economy conditions, in other words, a good business conditions figure out most of the education need. Therefore, to create a best system for both education and business is not only a responsibility for economists but also for business men and educators. This study is about the job satisfaction of teaching staff at the Yangon University of Economics. Among them, Yangon University of Economics is currently training for professional fields of accounting, commerce, statistics and management. All of these sectors are mainly important sectors for the nation's business. Yangon University of Economics is founded in 1964 is trying to provide the culture of excellent in every corner of our campuses. Graduated from Yangon University of Economics aimed to produce dynamic business managers, administrators, statistics, and development agents. To produce a skillful

leader who is ability to lead, foster creativity and innovation, effective decision makers, teachers in Yangon University of Economics are trying effectively and efficiently in their duties without any hesitation. To be able to make a lecture, teachers in Yangon University of Economics are usually study up to date lesson for teacher and make many efforts for higher level of subjects. And they are always trying to learn more subjects than students, to become a skillful teacher. As a result of continuous learning of teacher, sometimes they will feel work stress and over workload.

Additionally, in the development of work between public and private institution of higher education forms a fundamental difference in these two sectors. This study focused solely on one public institution. Therefore, this research project focused on the work-life balance of the teaching staff and their job satisfaction in Yangon University of Economics.

1.2 Objectives of the Study

The main objective of this study is to provide better understanding of the work-life balance and job satisfaction among teachers at Yangon University of Economics. This study is conducted with the following objectives;

1. To identify perceived level of work-life balance among teaching staff at Yangon University of Economics.
2. To identify the job satisfaction among teaching staff at Yangon University of Economics.
3. To analyze the relationship between perceived level of work-life balance and job satisfaction among teaching staff at Yangon University of Economics.

1.3 Scope and Method of the Study

This study generally focuses on work-life balance and job satisfaction among teaching staff at Yangon University of Economics. The total teachers 226 sample size of 144 teaching staffs are used in the study. This study uses descriptive type of research. Quantitative and qualitative methods are used in this study. The scope of this study is limited to the teaching staff at Yangon University of Economics. In this research, both primary and secondary sources of data are used. The structured questionnaires are distributed to the teachers to collect the primary data. Secondary data are acquired from the relevant books, articles, journals, and internet website.

Factor Analysis and Multiple regression analysis are used to study the work-life balance and job satisfaction among teaching staff.

1.4 Organization of the Study

This study consists of five chapters; Chapter one presents introduction, rationale of the study, objective of the study, scope and method of the study and organization of the study.

Theoretical background is presented in chapter two. It includes definition of work-life balance, job satisfaction, review of previous study and conceptual framework of the study.

Chapter three is presented work-life balance of Yangon University of Economics. It includes education system in Myanmar, profile of Yangon University of Economics, programs offered by University of Economics.

Chapter four describes the results of analysis conducted on demographic profiling and the relationship between work-life balance and job satisfaction among teaching staff at Yangon University of Economics.

Findings, conclusion, and recommendation on further studies are discussed in chapter five.

CHAPTER 2
THEORETICAL BACKGROUND OF THE STUDY

This chapter includes theoretical background of work-life balance and job satisfaction and conceptual framework of this paper. The aim of this chapter is to review theories and concepts of the work-life balance and job satisfaction. The chapter concludes with review of previous studies on work-life balance and job satisfaction. Then, based on these literature reviews, conceptual framework of the study is developed.

2.1 Work-Life Balance: Definitions

Work-life balance is a broad concept involving proper prioritizing between “work” on one hand and “life” on another. The term work-life balance is sometimes used interchanging with the term work-family balance. However, the later term is very limited in its scope including only the responses of work and family. Table 2.1 illustrates the definitions of work-life balance postulated by various researchers.

Table 2.1 Definitions of Work-Life Balance

Year	Authors	Definitions
1993	Kofodimos	“Work-life balance is a satisfying healthy and productive life that work, play, and love.....”
1996	Marcks & MacDermid	“Role balance is the tendency to become fully engaged in the performance of every role in one’s total role system, to approach every typical role and role partner with an attitude to attentiveness and care. Put differently, it is the practice of that evenhanded alertness known sometimes as mindfulness”
2000	Kirschmeyer	“Living a balanced life is achieving satisfying experiences in all life domains, and to do so requires personal resources such energy, time and commitment to be well distributed across domains”
2000	Clark	“Work-life balance is satisfaction and good functioning at work and at home with a minimum of role conflict”

Year	Authors	Definitions
2001	Pillinger	“Work-life balance refers to the flexible working arrangements that allow the employees to avail of working arrangements that provide a balance between work responsibilities and personal responsibilities.”
2002	Repaort et al.,	“Proposed work-personal life integration “instead of balance to encompass different parts of life and their integration depends on one’s priorities, which not necessary need to demand equal amount of personal resources.”
2002	Swift	“Juggling a competing demand is tiring if not stressful and brings lower productivity, sickness and absenteeism. So, work-life balance is an issue for all employees and al organizations.”
2003	Greenhaus	“Work-life balance is the extent to which an individual equally engaged in an equally satisfied with his or her work role and family role purpose three components of work-life balance i.e. Time balance, Involvement balance, Satisfaction balance”
2003	Frone	“Low levels of conflict and high levels of inter role facilitation represent work-family balance”
2003	Lockwood	“Employees’ viewpoint. It is the dilemma of managing work obligations and personal/family responsibilities. Employer’s viewpoint. It is the challenge of creating a supportive company culture where employees can focus on their jobs while at work”.
2006	Greenhaus & Allen	“Work-life balance is the extent to which an individual’s effectiveness and satisfaction in work and family roles are compatible with the individual’s life-role priorities at a given point in time”
2007	Grzywacz & Carlson	“Work-life balance is accomplishment of life related expectations that are negotiated and shared between an individual and his or her role partners in the work and family domains.”

Year	Authors	Definitions
2007	Fleetwood	“Work-life balance is about people having a measure of control over when, where and how the work.”
2008	Kalliath & Brough	“Work-life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities”
2008	Chandra	“Work-life initiatives are those strategies, policies, programs and practices initiated and maintained in workplace to address flexibility, quality of work and life and work-family conflict.”
2008	Voyganoff	“Work-life balance is the global assessment that works and family resources are sufficient to meet work and family demands such that participation is effective in both domains.”
2010	Selvarani.	“Work-life balance, the quality relationship between paid work and unpaid responsibilities is critical for success in today’s competitive business world.”
2012	Igbinomwanhia et al.,	“Work-life balance program offers a win-win situation for employers and employees. While the employee may perceive work-life balance as the dilemma of managing work obligations and non-work responsibilities, work-life balance from the employer point of view encompasses the challenge of creating a supportive company culture where employees can focus on their jobs while at work. In whichever way it is viewed, the existence of effective work-life balance program in an organization will do both the employee and employer good.”

The overview of the definitions of work-life balance brings us to the conclusion that although the term is widely employed but till there is no universal definition in the existing literature. However, it is recognized that poor work-life balance can result in reduced health, performance and productivity of employees, their families and organizations as a whole. As results the interest in work-life balance

research is increasing among researchers and media. Wide variety of work-life definition and measures are being developed for ‘the theoretical advancement of the construct and for practical human resource interventions’ (Kalliath & Brough, 2008).

2.2 Work-Life Balance: Concept

Work-life balance was initially conceived in terms of work family conflict (Kahn et al., 1964), work family enhancement/ facilitation (Grzywacz & Marks, 2000), or work-family balance. Kahn et al., 1964 defined role conflict as the “simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other”. Greenhaus & Beutell, 1985 based on the work of (Kahn et al., 1964), defined work family conflict as: “A form of inter role conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role.” Conflict between work and family has been found to be bi-directional (Greenhaus & Beutell, 1985). Most researchers make the distinction between work-family conflict, and family-work conflict. Work-to-family conflict occurs when experiences at work (e.g. extensive, irregular, or inflexible work hours, work overload and other forms of job stress, interpersonal conflict at work, extensive travel, career transitions, unsupportive supervisor or organization) interfere with family life. For example, an unexpected meeting late in the day may prevent a parent from picking up his or her child from school. Family-to-work conflict occurs when experiences in the family (e.g. presence of young children, primary responsibility for children, elder care responsibilities, interpersonal conflict within the family unit, unsupportive family members) interfere with work life. For example, a parent may take time off from work in order to take care of a sick child.

As noted by (Grzywacz & Bass, 2003) how work and family intersect in a person's life, or rather how they fit, has been reported to have important ramifications for individuals and families. The preponderance of work-family research conceptualized fit as the absence of work-family conflict (Greenhaus, 2006 & Perry-Jenkins et al., 2000). However, workers' everyday experiences showed that work and family are both sources of growth and support as well as burdens and strains (Barnett & Hyde, 2001). This evidence suggested the possibility that work and family can benefit each other, and that work-family conflict is distinct from positive spillover or

work-family enhancement (Grzywacz & Marks, 2000). Greenhaus & Powell, 2006 also argued that work and family responsibilities need not always clash. From enhancement approach, a number of terms have been used to describe the positive benefits of work and family role participation including, work-family positive spillover (Edwards & Rothbard, 2000), work-family enrichment (Greenhaus & Powell, 2006) and work family facilitation (Grzywacz, 2002). Grzywacz et al., 2007 laid the conceptual foundation for work family facilitation and defined it as the extent to which an individual's engagement in one social system, such as work or family, contributes to growth in another social system.

Work-family balance was defined as "the extent to which individuals are equally engaged in and equally satisfied with work and family roles" (Clark, 2000). Work-family balance referred to the degree to which an individual is able to simultaneously balance the temporal demands of both paid work and family responsibilities, whereas work-family conflict represented incompatibilities between work and family responsibilities because of limited resources like time and energy (Gröpel, 2005).

In recent years, it is being realized that life involves multiple domains and is not restricted to the domains of work and family only. Warren, 2004, for example, noted that over 170 different life domains have been identified in previous investigations. The major ones include domains of work, financial resources, leisure, dwelling and neighborhood, family, friendships, social participation and health. All these domains of life are closely related to each other. This means, that neglecting or in appropriately preferring one life area will have an impact on other areas. For example, spending too much time and energy for work could lead to health problems (e.g., somatic complains) or conflicts in the family (e.g., with one's partner), which in turn might affect the performance at work. On the other hand, spending too little time and energy for work usually leads to problems at the workplace and loss of employment which could also affect other life areas (e.g., stress, depression, family problems, less self-actualization). A broad term thus emerged in literature to refer to work/non-work conflict and it is "Work Life Balance" (Fisher, 2001 & Hobson et al., 2001). It offers more inclusive approach to study work/non-work conflict compared to work family conflict.

The term "work-life balance" was coined in 1986, although its usage in everyday language was sporadic for a number of years. Interestingly, work/life

program existed as early as 1930's. Before World War II, the W.K. Kellogg Company created four six hour shifts to replace the traditional three daily eight-hour shifts, and the new shifts resulted in increased employee morale and efficiency (Lockwood, 2003).

Kirschmeyer, 2000 defined a balanced life as achieving satisfying experiences in all life domains. Kirschmeyer, 2000 went on to be more prescriptive, stating that to achieve satisfying experiences in all life domains requires personal resources like energy, time and commitment to be well distributed across domains.

Blyton et al., 2006 defined work-life balance as harmonious and holistic integration of work and non-work, so that men and women can achieve their potential across the domains in which they play out their life roles. According to (Fisher, 2001) work-life balance comprises of four components. The first component is time, i.e., how much time is spent at work, and compared to how much time is spent engaged in other activities. The second component is related to behavior, such as, work goal accomplishment, as work-life balance is based on ones' belief that he is able to accomplish what he would like at work and in his personal life. Two additional issues or components are Strain and Energy. Strain has been defined as a third source of inter role conflict (Greenhaus & Beutell, 1985). The rationale for including energy is consistent with the notion of time; energy is a limited resource and relevant to employee being able to accomplish work and/or non -work related goals. He further suggests that work-life balance, includes both work/personal life interference as well as work/personal life enhancement and gives four dimensions of work-life balance, i.e.,

1. Work interference with personal life (WIPL)
2. Personal life interference with work (PLIW)
3. Work enhancement by personal life (WEPL)
4. Personal life enhancement by work (PLEW)

Work-life Balance has also been defined as a state of equilibrium in which the demands of both person's job and personal life are equal. Greenhaus et al., 2003 described work-life balance as acceptable levels of conflict between work and non-work demands. This according to her usually involves managing competing demands for resources. She suggested that achieving work-life balance is dependent on attaining and managing sufficient resources to make possible the achievements that people regard as the most important.

Lockwood, 2003 defined the term from the viewpoint of employer, and of the employee. From employees' viewpoint: "It is the dilemma of managing work obligations and personal/family responsibilities" and from employer's viewpoint: "It is the challenge of creating a supportive company culture where employees can focus on their jobs while at work". (Rapoport et al., 2002) suggested work/personal life integration as a working terminology to capture the synergies and connections between different parts of life and the way they flow into each other.

Ransome, 2007 in her research, defined work-life balance as involving three things: role overload, work to family interference and family to work interference. Role overload is having too much to do in the amount of time one has to do it in. Thus, it leads to the feeling of stress, fatigue and time crunch. Work to family interference occurs when work demands and responsibilities make it more difficult for an employee to fulfill family role responsibilities. Family to work interference occurs when family demands and responsibilities make it more difficult for an employee to fulfill work role responsibilities.

Maeran, 2013 defined work-life balance as a practice that is concerned with providing scope for employees to balance their work with the responsibilities and interests they have outside work. It enables them to reconcile the competing claims of work and home by meeting their own needs as well as those of their employers.

Although definitions and explanations vary, work-life balance is generally associated with equilibrium, or maintaining an overall sense of harmony in life (Clark, 2000). Work-life balance refers to the effective management of multiple responsibilities at work, at home, and in the other aspects of life. It is an issue that is important both to the organizations and to employees. In the current economic scenario, organizations are hard pressed for higher productivity and need employees with improved work-life balance as an employee with better work-life balance will contribute more meaningfully towards the organizational growth and success (Khan & Agha, 2013). This issue has come to the fore due to multitude of changes in the work place, in employee demographics and in the family sphere. The term 'work-life balance' was coined in 1986 in America (Lockwood, 2003) and it became popular in 1990's because of the book named 'The Overworked American: The Unexpected Decline of Leisure' written by Juliet Schor's, 1991. The book illustrates how the changing pattern of employment has created so many demands on people that they have very little time left for leisure (Guest, 2002). It has been identified that factors

contributing to increased interest in work-life balance issues are rising competition, aging workforce, sophisticated technology, increasing dual income families along with greater number of women entering in the workforce.

According to (Rantanen et al., 2011) it was the role stress theory that has guided the work family research and most of the attention was paid on the negative side of work life interaction. But recently the attention is shifting towards the positive aspect of work and family life interaction. Nowadays the term 'work-life balance' is gaining widespread popularity in research as it is more comprehensive involving wider understanding of non-work aspects of life, than the term 'work family'. According to Harris & Foster, 2008, early interest in work and personal life research was driven by the increased entry of women in the workforce which resulted in the erosion of male bread winning model.

Early research on work-life balance has its origin in two interrelated areas. Firstly, due to increased entry of women in the workforce during 1970's and 1980's, organizations started implementing family friendly policies and childcare programs. Such organizations paid more attention to quality childcare and health of working mothers. Secondly, various kinds of Employee Assistance Programs (EAP) were introduced by the companies in 1970's which identified relationship between employee stress, depression, poor health and reduced productivity.

Work-life balance refers to effective management of duties and responsibilities at work, at home and at other aspects of life. It is the measures of control people have about when, where and how they work. According to Ransome, 2007, chairman of unique U.K-based advocacy group, work-life balance is the most important issue for both organizations and employees at this point of time than ever before. Globalization, societal changes and demographics have forced organizations to transform the way in which they operate business. In order to attain higher productivity in this changing scenario, organizations need employees with proper work-life balance so that they can contribute effectively towards the achievement of organizational goals.

Work-life balance is becoming a subject of concern for employers, employees and researchers due to the contemporary technological, demographic, market and organizational changes associated with it. Due to globalization and privatization, life is becoming very complex in 21st century, making work-life balance the prime expectation of today's job applicant. As a result, organizations have started investing

in various work- life balance programs and initiatives to attract and retain talent and at the same time reduce turnover cost. The study conducted by McCrindle Research 2007 shows that while setting their Employee Value Proposition (EVP), companies have started shifting their focus from job tenure or security to work place flexibility and work-life balance provisions.

2.2.1 Work-Life Balance: Theories

Several theories have been propounded to explain the work family linkage. These include Segmentation, Compensation, Spillover, & the Border theory. The earliest view of the relationship between work and home was that they are segmented and independent and do not affect each other. (Blood & Wolfe, 1960) who were pioneers of this perspective applied this concept to blue collar workers. They explained that for workers in unsatisfying or un-involving jobs, segmentation of work and home is a natural process. The separate spheres pattern viewed the family as a domestic haven for women and work as a public arena for men (Zedeck, 1992). However, this view of segmentation was challenged by researchers who demonstrated that work and family are closely related domains of human life (Voydanoff, 1987).

The Compensation theory proposed that workers try to compensate for the lack of satisfaction in one domain (work or home) by trying to find more satisfaction in the other (Lambert, 1990). Piotrkowski, 1981 also concluded that men “look to their homes as havens, look to their families as sources of satisfaction lacking in the occupational sphere”. Two forms of compensation have been distinguished in the literature (Edwards & Rothbard, 2000). First, a person may decrease involvement in the dissatisfying domain and increase involvement in a potentially satisfying domain (Lambert, 1990). Second, the person may respond to dissatisfaction in one domain by pursuing rewards in the other domain (experiences that may fulfill the person’s desires, Champoux, 1978). The latter form of compensation can be either supplemental or reactive in nature (Zedeck, 1992). Supplemental compensation occurs when individuals shift their pursuits for rewarding experiences from the dissatisfying role to a potentially more satisfying one. For example, individuals with little autonomy at work seek more autonomy outside of their work role. On the other hand, reactive compensation represents individuals’ efforts to redress negative experiences in one role by pursuing contrasting experiences in the other role such as engaging in leisure activities after a fatiguing day at work.

The most popular view of relationship between work and family was put forth by Spillover theory. Several researchers suggested that workers carry the emotions, attitudes, skills and behaviors that they establish at work into their family life (Piotrkowski & Crits Christoph, 1981) and vice-versa (Crouter, 1984). Spillover can be positive or negative. Positive spillover refers to fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain. Clark, 2000 presented a work/family border theory - a new theory about work-family balance. According to this theory, each of person's roles takes place within a specific domain of life, and these domains are separated by borders that may be physical, temporal, or psychological. The theory addresses the issue of "crossing borders" between domains of life, especially the domains of home and work. According to the theory, the flexibility and permeability of the boundaries between people's work and family lives will affect the level of integration, the ease of transitions, and the level of conflict between these domains. Boundaries that are flexible and permeable facilitate integration between work and home domains. When domains are relatively integrated, transition is easier, but work family conflict is more likely. Conversely, when these domains are segmented, transition is more effortful, but work family conflict is less likely (Bellavia & Frone, 2005).

2.2.2 Measurement of Work- Life Balance

The Work-life balance is measured using variety of scales developed by researchers. Fisher, 2001 developed a scale that measures work-life balance in terms of four dimensions namely: Work interference with personal life (WIPL): WIPL occurs when duties and responsibilities at work make it difficult to fulfill family responsibilities. Personal life interference with work (PLIW): PLIW occurs when family duties and responsibilities make it difficult to fulfill work responsibilities. Work enhancement by personal life (WEPL): WEPL involve positive impact of personal life on work. Personal life enhancement by work (PLEW): PLEW involve positive impact of work on personal life.

Fisher, 2001 further suggested that work-life balance consists of four components. They are: Time, Behavior, Stain, and Energy. Time signifies the amount of time invested at work in proportion to the time spent in activities other than work.

The second component is behavior which illustrates that individual's behavior at work influences his behavior in personal life and vice versa. Strain is a source of inter role conflict between work life and personal life (Greenhaus & Beutell, 1985). Energy is a limited resource and relevant to employee being able to accomplish work and/or non-work related goals.

Work-life balance consists of five dimensions they are: Personal and Social needs, Time Management, Team Work Organizational benefits and support, and Type of Work. Personal and Social needs include exercise, hobbies, and recreational activities. Time management signifies the ability of an individual to balance time demands between work and personal life. Team work is measured by the work environment and culture prevailing at work place. Organizational benefits and support includes benefits and support offered by organization to employees. Type of work: includes the type of work to be performed by the employee.

Greenhaus, Collins & Shaw, 2003 determined three dimensions to measure work-life balance. They are time, involvement and satisfaction. Satisfaction includes career satisfaction i.e. satisfaction from work and life satisfaction i.e. satisfaction from personal life.

2.2.3 Factors of Work -Life Balance

Parvin, 2014 studied various factors influencing work life issues and has postulated some common dimensions influencing work-life balance namely, individual, organizational and societal factors. The factors of work-life balance are included Individual Factors: Research studies conducted to identify the individual factors influencing work-life balance of employees described in terms of: personality and work-life balance: Personality is basically the sum total of ways in which an individual reacts to and interact with others which in term influences work-life balance. Well-Being and work-life balance: Well-being includes traits such as hope, optimism and self-satisfaction. Psychological well-being results in improved work-life balance. Emotional Intelligence and Work-Life Balance: Emotional Intelligence is defined as the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotion". Emotional intelligence is positively linked to work - life balance.

Organizational Factors include: Work Arrangements, Work-life balance Practices, Work support, Job stress, Technology, and Job related factors. Work

Arrangements is the flexible work arrangements help the employees to manage their work-life balance properly and also enable organizations to motivate, attract and retain the employees. Work-life balance practices like flextime, annual hour system, child care enhanced job satisfaction of employees. Work support at workplace from management, supervisor, and colleagues are positively related to work-life balance. Higher job stress leads to physical and mental strain among employees. Due to job stress work-life balance of employees is reduced. Technology can facilitate as well as hinder work-life balance of employees. Job related factors such as long working hours, work overload; work pressure also influences work-life balance.

Societal factors include issues which are part of personal life of employees. They are: childcare responsibilities: Personal life related factors such as total number of children and their responsibilities result in reduced work-life balance. Family Support: Amount of support from family and spouse influences work-life balance.

2.2.4 Importance of Work- Life Balance

In the current scenario, due to increasing work pressure, globalization and technological advancement, working professionals are finding it very difficult to attain the desired level of work-life balance. Due to the vast progress taking place in information and communication technology employees have to follow fixed schedules, strict deadlines and rising corporate targets in order to survive in today's competitive business environment. Thus, making work-life balance the need of the hour. Hobson, Delunas & Kesic, 2001 illustrated Individual, Societal and Organizational consequences of work-life imbalance. They are: Individual and Societal consequences: increased level of stress and health illness, decreased life satisfaction, higher incidence of family disputes, violence and divorce, rising rate of drug abuse, rising problems with parenting and supervision of children and adolescents and escalating rates of juvenile delinquency and violence. Organizational consequences: increased rates of turnover and absenteeism, decreased productivity, reduced job satisfaction, decreased organizational commitment and loyalty towards organization and increasing healthcare cost.

2.3 Job Satisfaction

Job satisfaction has been defined in many different ways and through many different theories from Maslow's Hierarchy of Needs to the Genetic Theory of Needs. A

clear definition of job satisfaction can be defined as the level of fulfillment and satisfaction an employee has with his/her job and which has an impact of their job performance (Landis et al., 2015). Like work-life balance, job satisfaction is a vital concept which the employer must be aware and cater for when possible as whatever level of satisfaction the employee is at will affect their mindset and attitude to the organization (Walt & De Klerk, 2014). Another definition of job satisfaction which supports (Landis et al, 2015) defines the concept as a “direct measure of utility an employed worker derives from his/her current job” (Tumen & Zeydanli, 2016). Tumen & Zeydanli, 2016 continue on by explaining that job performance and productivity are proven to be affected job satisfaction and reiterate the importance of this concept. A study undertaken showed the importance of job satisfaction had on productivity as an example with a 6.6% increase in productivity per hour due to a high level of job satisfaction. On the opposite side of the scale, job dissatisfaction is counter-productive and involves an employee having a general negative attitude and contentment with their job (Tumen & Zeydanli, 2016). It accounts to an employee having a negative outlook on the organization that employs them, the work environment and the overall views and requirements needed. Job dissatisfaction can be negative not only to the employer but the employee also in relation to their physical and mental well-being. Employees who are unhappy in their job can suffer from mental issues and in extreme cases lead to depression. Work-life balance can be a primary contributor towards job dissatisfaction for employees (Tumen & Zeydanli, 2016). The more and more work and hours spent in the employees place of work will lead to discontent and the employee will become aggrieved and displeasure towards their job and the workplace. Regards retail, work-life balance will have a great bearing on the job satisfaction and dissatisfaction but primary aspects such as wages, conditions and future prospects within the company will influence it to a greater extent. As many people are already aware, attaining job satisfaction in retail can be very difficult due to the factors mentioned with many employees leaving in search of better employment which leads to high turnovers which is the ideology know regards retail work.

Job Satisfaction is the most studied variable in organizational research (Spector, 1997). Basically, job satisfaction describes how much content employees are with their present job. The most used definition of job satisfaction in research is given by (Locke, 1976) who defined it as ‘a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’. The appraisal involves

various elements related to job such as salary, working environment, relationship with colleagues and superiors, career prospects and intrinsic rewards related to one's job (Arnold et al., 1998). Job Satisfaction refers to one's feeling towards the job. It is determined by how well the outcomes are meeting one expectation. Satisfaction results in increased commitment and enthusiasm towards the job. Table 2.2 illustrates the definitions of job satisfaction postulated by various researchers:

Table 2.2 Definitions of Job Satisfaction

Year	Authors	Definitions
1973	Lawler	'The pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values.'
1976	Locke	'Job Satisfaction is the difference between what people thought they should receive and what they perceived that they actually did receive.'
1976	Locke	'Job Satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.'
1982	Schultz	'The psychological disposition of people toward their work and this involves a collection of numerous attitudes or feelings.'
1983	Feldman & Arnold	'Job Satisfaction is the amount of overall positive affect (or feelings) that individuals have towards their jobs.'
1988	Andrew	'Job Satisfaction is the amount of pleasure or contentment associated with a job.'
1989	Davis & Newstrom	'Job Satisfaction is a set of favorable or unfavorable feelings with which employees view their work.'
1991	Lofquist & Dawis	'An individual's positive affective evaluation of the target environment; result of an individual's requirements being fulfilled by the target environment; a pleasant affective state; the individual's appraisal of the extent to which his or her requirements are fulfilled by the environment.'
2000	Kirschmeyer	'Job Satisfaction is an affective or emotional response toward various facets of one's job.'

2.3.1 Job Satisfaction: Concept

Mullins, 2005 defines job satisfaction as an emotion, a feeling, an attitude and a matter of perception. It results from an appraisal of an employee's experiences at work. Job satisfaction involves likes, dislikes, and intrinsic and extrinsic needs. Job satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism and turnover. One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal (Organ & Ryan, 1995). There are important reasons why we should be concerned with job satisfaction. First, the humanitarian perspective is that people deserve to be treated fairly and with respect. Job satisfaction to some extent is a reflection of good treatment. It can also be considered an indicator of emotional well-being or psychological health. Secondly, the utilitarian perspective is that job satisfaction can lead to behavior by employees that affect the organizational functioning. In the past, satisfaction was approached by some researchers from the perspective of need fulfillment, i.e. whether the job met employees' physical/psychological need. The approach has however been deemphasized because today most researchers tend to focus attention on cognitive processes rather than underlying needs. The attitudinal perspective has become the predominant one in the study of job satisfaction (Torrington, Hall & Taylor, 2005).

2.3.2 Importance of Job Satisfaction

In order to validate, the importance of job satisfaction (Spector, 1997) has given three reasons. First, the organizations will treat their employees with respect which will result in building up of humanitarian values along with mental fitness. Second, job satisfaction influences employee's behaviors (positive or negative) towards organizational operations. Third, it is an indicator of organizational efficiency by mentioning the areas of improvement. Following are the outcomes of job satisfaction:

1. Innovation and Commitment: Satisfied employees will be more creative, innovative and committed towards their employers and there is a direct relationship between staff satisfaction and patient satisfaction (Mowday, 1984).

2. Increased Employee Performance: Job Satisfaction helps in increased motivation and efficiency which in turn results in enhanced employee performance.
3. Decreased burnout and turnover: Higher job satisfaction reduces burnout and turnover as a result the problem of staffing is reduced which in turn improves productivity (Pillinger, 2001).
4. Improves retention: Satisfied employees feel committed with the organization and hence their retention level increases.
5. Reduction in the cost of hiring of new employees: Increased Job Satisfaction reduces the cost of recruitment, selection, training and results in improved organizational development (Padilla, 1993).

Furthermore, job satisfaction is given so much importance because people spends sufficient portion of their lives at the work place. Dissatisfaction at the work place due to any of the reasons leads to 'spill-over effect' i.e. dissatisfied employees start feeling bad about their personal lives as well (Singh, 1983).

2.4 Review of Previous Studies

Nadeem & Abbas, 2009 conducted a study in Pakistan to analyze the relationship between work life and job satisfaction. Data is collected from 157 employees of public and private sector through questionnaire. Data is analyzed through correlation, regression and descriptive analysis. The research results indicate that work overload does not influence job satisfaction and there is a positive relationship exists between job autonomy and job satisfaction.

McNall et al., 2010 conducted the study to analyze the relationship between flexible work arrangement and job satisfaction. Data is collected from 220 employees. Data is analyzed through regression analysis. Results of the study indicate that greater the flexible work arrangements provided more are the satisfaction employee will have from their jobs.

Saif et al., 2011 conducted research in Pakistan to analyze relationship work life balance practices have with job satisfaction. Data is collected from 450 layoff supervisors from two large organizations in Pakistan through questionnaire. The results reveal that work-life balance practices and level of job satisfaction share a positive relationship.

Rani et al., 2011 conducted the study to evaluate the relationship between work-life balance and employee satisfaction. Data is collected from 210 respondents in IT organizations through questionnaire. Multiply regression analysis was applied to drive the results. Results indicated job satisfaction have positive relationship with work-life balance and negative relationship with work recognition, relationship with subordinate and supervisor and task at work.

Varatharaj & Vasantha, 2012 conducted the study to examine relationship job satisfaction have with work-life balance in women. Data is collected from 250 Service Sectors working women in Chennai city through questionnaire. Data is analyzed through Correlation, Chi-Square test, Wallis Test and Kruskals. Result shows strong positive relationship exists between job satisfaction and work life balance.

Fatima & Sahibzada, 2012 conducted research to examine role ambiguity and role conflict effect on employee's job satisfaction as well as leaving intention. Data is gathered from 120 teachers from Rawalpindi and Islamabad universities in Pakistan. SPSS and Regression Analysis are used to analyze the data. The results indicate that job role conflict and role ambiguity are negatively related to job satisfaction and positively related to job leaving intentions.

Quarat-ul-ain et al., 2013 conducted the study to examine the relationship of job satisfaction with role conflict and impact of job stress on the relationship in private banking sectors employee in Pakistan. Data is collected from 350 employees through questionnaire. Data is analyzed using SPSS, Correlation and ANOVA test. Study results shows that role conflict share a positive relationship with job stress and negative relationship with job satisfaction.

Gayathiri & Ramakrishnan, 2013 conducted study to investigate the concept of quality of work life and to analyze nature of relationship it has with job satisfaction. The result indicates that the concept of work life quality is multidimensional and it influence employee's use of skills, knowledge, relationship with other and professional interaction and collaboration. Positive relationship exists between job satisfaction and quality of work.

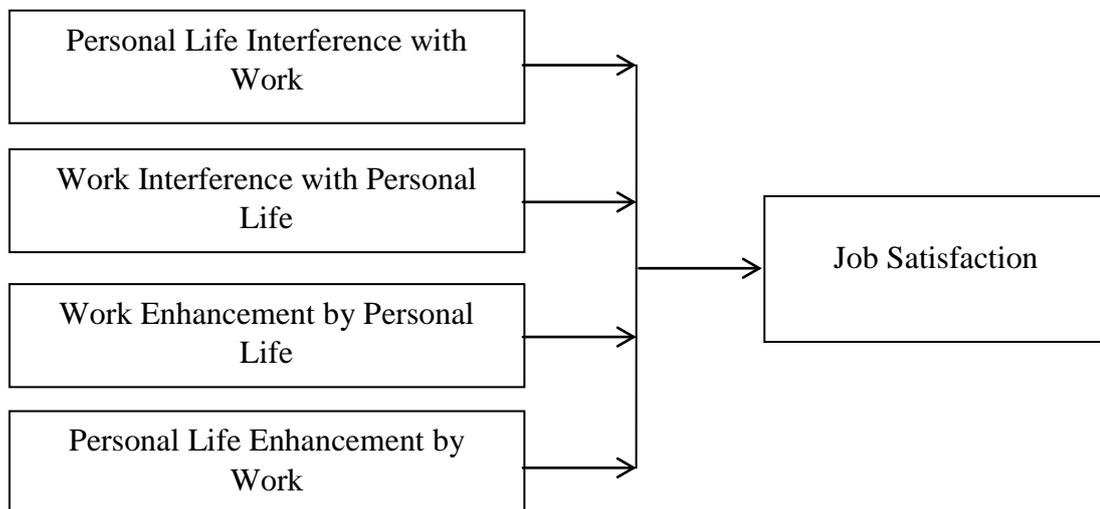
Yadav & Dabhade, 2013 conducted research to analyze the relationship that exists between work life balance and job satisfaction of the working women. Sample is collected from education sector and banking sector. Data is collected from 150 women employees 75 women from each sector. Authenticity of data is analyzed

through application of standard deviation. The results indicate that work-life balance and job satisfaction share significant relationship.

2.5 Conceptual Framework of the Study

Conceptual framework of this study is developed to identify perceived level of work-life balance, to identify the job satisfaction and to analyze the relationship between perceived level of work-life balance and job satisfaction among teaching staff at Yangon University of Economics. In this study, the independent variables are work-life balance and the dependent variable is job satisfaction. The independent variables of work-life balance are personal life interference with work, work interference with personal life, work enhancement by personal life and personal life enhancement by work. Accordingly, job satisfaction is influenced by the work-life balance variables. Moreover, this work-life balance will impact on teaching staff job satisfaction. The teaching staff satisfaction are generate developed the individual performance and organizational performance. In order to better understand, the main theoretical framework is established as the following:

Figure 2.1 Conceptual Framework of the Study



Source: Own Compilation

Several theories have been propounded to explain the work family linkage. These include Segmentation, Compensation, Spillover, & the Border theory. In this study is based on Spillover theory. Several researchers suggested that workers carry the emotions, attitudes, skills and behaviors that they establish at work into their

family life (Piotrkowski & Crits Christoph, 1981) and vice-versa (Crouter, 1984). Positive spillover refers to fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain. The independent variables of work-life balance are Work interference with personal life (WIPL): WIPL occurs when duties and responsibilities at work make it difficult to fulfill family responsibilities. Personal life interference with work (PLIW): PLIW occurs when family duties and responsibilities make it difficult to fulfill work responsibilities. Work enhancement by personal life (WEPL): WEPL involve positive impact of work on personal life. Personal life enhancement by work (PLEW): PLEW involve positive impact of personal life on work. The dependent variable of job satisfaction as an emotion, a feeling, an attitude and a matter of perception.

CHAPTER 3

WORK-LIFE BALANCE OF YANGON UNIVERSITY OF ECONOMICS

This chapter describes the education system in Myanmar. And, it also describes profile of Yangon University of Economics in which it involves vision, mission, major departments, programs, admission requirements, situation of work-life balance and numbers of academic staff are presented.

3.1 Education System in Myanmar

The educational system of Myanmar is operated by the government Ministry of Education with the vision to create an education system will generate a learning society capable of facing the challenges of the knowledge age. The motto is building a modern developed nation through education. The Ministry of Education is implementing short and long-term plan to develop a lifelong learning society. The implementation of the education development plan is not only bringing about the enhancement of the quality of higher education and promoted diversity, but it has also markedly increased accessibility to higher education. There are two main systems in the education sectors: the basic education system and the higher education system.

3.1.1 Basic Education System

The Basic Education system is 5-4-2 system consisting of five years of primary school (KG to Grade 4), for four years of lower secondary (middle) school (Grade 5 to 8) and two years of upper secondary (high) school education (Grade 9 and Grade 10), totaling 11 years. Primary school education is compulsory. By grade 11, students sit for the Basic Education High School Examinations, the matriculation examination to enter the tertiary level. The Ministry of Education is mainly responsible for the provision of basic education in Myanmar. Two other ministries also involved are the Ministry of Religious Affairs (responsible for monastic schools) and the Ministry of Border Affairs (responsible for schools in the troubled border regions of Myanmar). The administration and management of basic education is undertaken by three Departments of Basic Education. These are Basic Education Council, Basic Education Curriculum, Syllabus and Textbook Committee and Teacher Education Supervisory Committee. The departments are responsible for

matters concerning primary education, secondary education (middle school and high school), the inspection and supervision of schools, educational planning and project management and student affairs.

The ministry of education has been attempting to change the education system since the last few years. In basic education sector, one of the reform plans is to practice KG+12 systems from 2016-17 academic year. This is to make a change at Kindergarten. The new syllabus includes the child-centered approach teaching methods. Besides, the students will have to learn one more year in high school level in the new system.

3.1.2 Higher Education System

The departments of Higher Education run universities and professional institutes from upper Myanmar and lower Myanmar, and office headquarters are based in Yangon and Mandalay respectively. Higher education administrative policy falls under two councils. The Universities' Central Council holds responsibilities in generating broad policies for higher education. The Council of University Academic Bodies' responsibilities lie in academic regulations and academic work. The Myanmar Education Committee was established in 1991 and was renamed the National Education Committee in 2011. The committee remains responsible for up-keeping cultural, social, and traditional values within the education system, while respecting the economic and political visions of the country. The committee is chaired by the Union Minister of Education.

University entrance derives from students' tenth grade standard examination marks. Some universities set a minimum exam score for student acceptance in the university. Minimum scores vary depending on the University, but medical schools demand the highest exam scores. Student enrollment in university in 2014 was 550,000. Universities offer bachelor's degree programs, master's degree programs, and doctorate degree programs. Some Universities have begun offering morning, evening, and night courses, some towards degrees and diplomas, to allow students more flexibility in their schedules. The higher education system follows a 4-1-3-year program with 4 years for a bachelor's degree, one year of qualifying classes, and 3 years for a master's degree.

3.2 Profile of Yangon University of Economics

The Yangon University of Economics is a State University which is under the Department of Higher Education (Yangon Region, Myanmar), Ministry of Education. The University was established as a professional institute to train economist, statisticians, accountants, and management personnel, and to do research on economic, business and statistical issues related to the Myanmar Economy.

The Yangon University of Economics originated as Department of Economics under the University of Rangoon (Yangon) in 1924. In 1940, the Department of Economics began teaching Commerce as a special subject. Special courses in Statistics were given by the Department since 1953. In 1955, separate Commerce Department was established; and in 1956, a separate Statistics Department was established. Also in 1958, another Department of Economics came into being in Mandalay along with the founding of Mandalay University.

With the introduction of the new system of Education in 1964, all these departments were brought together and reorganized into present Yangon University of Economics. In 1988, the Department of Management Studies and Department of Applied Economics were set up. The University now has five major teaching departments, namely, Economics, Commerce, Statistics, Management Studies, Applied Economics, and Commerce. The other supporting Departments of the University are Myanmar, English, Mathematics, and Geography Departments.

At present, the University is offering the courses for 9 bachelor degree, 9 master degrees, 6 graduate diploma degrees, and 3 doctoral degrees. The University has three Campuses: Kamayut Campus, Hlaing Campus, and Ywar Tha Gyi Campus. The Kamayut Campus, the Original Campus, located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. The Hlaing Campus is situated about one mile from the Kamayut Campus. The Ywar Tha Gyi Campus, the newly Campus established in 2000, is located 13 miles away from Kamayut Campus. The undergraduate courses are being offered in Ywar Tha Gyi Campus and Master courses and PhD courses are being conducting in Kamayut Campus. In Hlaing Campus, YUEco has been offering the courses under the Human Resource Development (HRD) programme and has established Myanmar-India Entrepreneurship Development Center since 2009.

The University offers undergraduate and graduate degrees and diplomas, mostly in commerce, statistics and economics. It added not only a full-time MPA (2000), MDevS (2004) but also a full-time MBA program in 1995, an executive MBA (EMBA) program in 2002, and an online MBA program in 2007. The Yangon University of Economics is recognized as one of the Centers of Excellence (COE) by the Association for Overseas Technical Scholarship (AOTS) of Japan and also member of ASEAN University Network (AUN). The university is also affiliated with Osaka Sanjo University of Japan, Yunnan University of Finance and Economics (YUFE) of China, Management Development Institute of Singapore (MDIS), University of Utara Malaysia (UUM) and University of Kaiserslautern of Germany.

3.2.1 Vision and Mission of Yangon University of Economics

The vision of Yangon University of Economics to create the intellectually and morally developed human resources that can effectively utilize in development of national economy. The University also has the following mission.

1. To be an internationally recognized institution
2. To provide the educational services that can assure the quality of our students to the modern economic environment
3. To enhance the development and welfare of faculty members.
4. To build up the required competence and skills needed in research that can be applied in the business community and the public sector
5. To fulfill the interests of stakeholders and the society

3.2.2 Major Departments

There are five major departments and four supporting departments. The major departments are:

1. Department of Economics
2. Department of Commerce
3. Department of Statistics
4. Department of Management Studies
5. Department of Applied Economics

The supporting departments are:

1. Department of Myanmar
2. Department of English
3. Department of Mathematics
4. Department of Geography

3.3 Programs Offered by University of Economics

The university confers bachelor's, master's and doctoral degrees as well as post-graduate diplomas. The duration of degree programs are 4 years for first degree, 5 years for honours degree, 3 years for master degree, 2 years for graduate diploma, and 5 years for doctoral degree.

Table 3.1 Overview

Departments	Bachelor's	Master's	Doctoral
Commerce	B.Com.	M.Com, MBF	Ph.D. (Com.)
Accounting	B.Act.	M.Act.	Ph.D. (Com.)
Business Administration	BBA	MBA	Ph.D. (Com.)
Development Studies	B.Dev.S.	M.Dev.S.	Ph.D. (Eco)
Economics	B.Econ.	M.Econ.	Ph.D. (Econ.)
Public Administration	BPA	MPA	Ph.D. (Eco)
Population Studies	B.P.S	M.P.S	Ph.D. (Stats)
Statistics	B.Econ. (Stats)	M.Econ. (Stats)	Ph.D. (Stats)

Source: Yangon University of Economic 2016

The following postgraduate diplomas are also offered by Yangon University of Economics.

1. Diploma in Economics Studies DES
2. Diploma in Statistics DS
3. Diploma in Management and Administration DMA
4. Diploma in Development Studies Dip DS
5. Diploma in Education Management DEM
6. Diploma in Marketing DIM
7. Diploma in Research Studies Dip RS

The University's Center for Human Resource Development conducts short-term training courses, certificate and diploma programs to meet the needs of public and private sectors of the country. Higher diplomas lead to degree programs.

The following are the diploma and certificate programs under Center for Human Resource Development.

1. Diploma in Business Studies DBS
2. Diploma in Financial Accounting DFAC
3. Diploma in Management Accounting DMAc
4. Diploma in Business Accounting DBAc
5. Diploma in Secretarial Management DSM
(In Collaboration with LCCI EB of British Council)
6. Diploma in Banking DB
(In Collaboration with Myanmar Institute of Banking)
7. Certificate in Business Studies CBS
8. Certificate in Book Keeping CBK
9. Certificate in Basic Computing CBC
10. Certificate in Business Information Studies CBIS
11. Certificate in Advanced Business Studies CABS
12. Certificate in Advanced Accounting CAA
13. Certificate in Computerized Accounting CCA
14. Certificate in ASEAN Economic Studies CAES

Programmes aims to produce dynamic business managers, administrators, statisticians, development agents who will be able to lead, foster creativity, and innovation, and to be effective decision makers in various environments and contexts. In order to do so, these programmes are designed to meet international academic standard as well as to cope with changing environment and needs in Myanmar. Through our well established academic and multi-disciplinary courses, they are dedicated to the goals of diversity and excellence in providing quality education.

3.4 Workloads of Yangon University of Economics

The University is organized with the Rector, Pro-Rectors and Heads of Departments forming the Administrative Board and the Academic Board. There are at present a total of 226 full-time staffs in the Yangon University of Economics. The University is offering postgraduate/undergraduate degrees, diplomas and Master's

degrees in Commerce, Economics and Statistics subjects as full-time and part-time courses. The University has three Campuses: Kamayut Campus, Hlaing Campus, and Ywar Tha Gyi Campus. The Kamayut Campus, the Original Campus, located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. The Hlaing Campus is situated about one mile from the Kamayut Campus. The Ywar Tha Gyi Campus, the newly Campus established in 2000, is located 13 miles away from Kamayut Campus. The undergraduate courses are being offered in Ywar Tha Gyi Campus and Master courses and PhD courses are being conducting in Kamayut Campus. In Hlaing Campus, YUEco has been offering the courses under the Human Resource Development (HRD) programme and has established Myanmar-India Entrepreneurs. The University begins teaching Commerce and Statistics as major subjects. In 1955, Commerce Department and in 1956, Statistics Department was established. At present, five major departments and four supporting departments (Myanmar, English, Mathematics and Geography Departments) of the university were teaching the students.

Increasing the number of students in the Yangon University of Economics was also increasing awarded degrees. Such an increase in awarded degrees caused more works for teaching staffs of university. Previous, has only MBA program and now has offered several programs in the university. It happens to take more several extra teaching hours for the teaching staffs. Some programs are Saturday and Sunday classes. Therefore, the working hours of the teaching staffs were also rising. In addition, the teaching staffs of the university have been assigned everywhere with each duty. They served their duties in early morning and evening everywhere. Those of increasing tasks happened more increased works for the teaching staffs. According to the increase in awarded degrees and programs, the teaching staffs were taken much responsibility. As the results, it can cause the work-related problems.

The Yangon University of Economics has fifty-five married teaching staffs and eighty-nine single teaching staffs. The university was provided the dormitories for both married and single teaching staffs for the living convenience. And, the university also provided ferry for the transportation convenience and the foreign Scholars programs as the benefit of teacher's efforts. For emergency health conditions of teaching staffs and students, founded a clinic of the university. Moreover, university canteens were also provided for the eating convenience. In such circumstances, although there were, fare wares plan for satisfaction in the workplace, on the other

side can suffer the stresses by the mush workload between work and personal lifestyle. Single and married teaching staffs can also have social concerns which scheduled to perform in holidays. Therefore, they have difficulties to carry out these plans because of the university's weekend programs. Married teaching staff may also have difficulties to fully fulfill the responsibilities at their home. Thus, many extra working hours can lead to problems between work and life. Furthermore, excess workload has become an issue for dual-career families because of the high demand of with the longer working hours has become their norm. In the present scenario, people nowadays are difficult to achieve desired work-life because they work long hour and harder than before.

In the business world, every employee seems to be exposing the workload problem. Furthermore, excessive workload can cause many employees feel under pressure to work on this long hour to finish their tasks and keep their jobs. It also will lead employees reduces the time to spend with their family. It revealed that, employees will lose their WLB if they increase in their working timing. WLB aimed in helping employees to achieve a better self-determined in order they can manage multiple tasks effectively in a responsible manner at home, community or in the workplace. Stress can occur from the work have met deadlines or have to work overtime. Excessive workload happens when multiple demands exceed the available resources, either in qualitative or quantitative. Sometimes, employee face excessive workload because they like to delayed their work until the due date and thus will face stress to settle it.

Many employees who face heavy work demands will result in higher level of stress, which cause negative impact to their physical and psychological wellbeing. Therefore, every organization has to understand the important of job stress and WLB of its employees. It can be said that stress will decrease employee's WLB.

CHAPTER 4

RESEARCH METHODOLOGY

The aim of this study is to analyze the effect of work-life balance and job satisfaction among teacher at Yangon University of Economics. In order to conceptual framework, the primary data are collected using the questionnaire set for this study. Then the primary data are analyzed with the aids of statistical methods. Descriptive analysis is performed in order to show the quality of the data and multiple regression analysis which is main analytical method of the study is carried out to find out which work-life balance variables have the effect on job satisfaction.

4.1 Research Design

This research applied qualitative and quantitative research methods are used in this study. Qualitative research is the measure of the respondent's perceptions. This qualitative information is measure by using five-point Likert scale. The statistical analysis methods are applied describe the research compliance both qualitative and quantitative. The most analysis is used qualitative methods. The approach of this research is deductive research. Type of research is survey research because this research is deductive structure. The research analysis methods are factors analysis and multiple regression analysis.

In line with this approach, descriptive research and inferential analysis is carried out to measure work-life balance and job satisfaction among teachers at Yangon University of Economics. Questions are designed to answer the level of job satisfaction on variables regarding work-life balance and job satisfaction. In order to minimize the biasness, questions are developed in a simple and understandable manner for the ease of respondents and the researchers. The four dimensions of work-life balance which include personal life interference with work, work interference with personal life, work enhancement by personal life, personal life enhancement by work are to be rated with five-point of Likert-scale.

This study uses both factor analysis and multiple regression methods to arrive at conclusion and recommendation. Secondary data is acquired from the relevant books, articles, journals, and internet website Primary data are collected from Yangon University of Economics, by personal interview, and telephone interview through questionnaires.

This study is carried out with an intention to understand the nature of the relationship between work-life balance and job satisfaction among teaching staff at Yangon University of Economics. Hence the population of the study includes all departments and all teachers from this University. The current study focuses only on Yangon University of Economics which has the population of the 226 teachers. According to the list, there are 9 departments; Department of Economics, Department of Commerce, Department of Statistics, Department of Management Studies, Department of Applied Economics, Department of Myanmar, Department of English, Department of Mathematics and Department of Geography.

The total teaching staff 226 and the lists of sampling random samples of 144 teaching staff are proportionately selected from Yangon University of Economics. The proportion of population and sample of Yangon University of Economics are mentioned in Table 4.1. According to Krejice & Morgan, 1970 (shown in Appendix A), the required sample size for this study is 144 teaching staffs.

Table 4.1 Population and Sample of Teaching Staff in Yangon University of Economics

Departments	Population	Sample
Department of Economics	34	22
Department of Commerce	42	26
Department of Statistics	42	27
Department of Management Studies	35	21
Department of Applied Economics	32	20
Department of Myanmar	8	5
Department of English	10	7
Department of Mathematics	16	12
Department of Geography	7	4
Total	226	144

Source: Current Study

4.1.1 Questionnaire Design

Data collection methods are an integral part of the research design in which data can be collected from diverse sources in different approaches with different setting. Numerous methods can be used for data collecting purposes and the most

commonly used are primary data and secondary data. Primary data is where the individual provide information when interviewed, administered questionnaires, or observed. Secondary data will be acquired from the relevant books, articles, journals, and internet website. In order to complete the study, qualitative and quantitative research is also used by distributing questionnaires to large group of respondents to collect the primary data and they are also searched and looked for secondary data by reading journal, articles, books and others that are useful to the study topic.

Questionnaire is a written set of questions to which respondents to record their answers and it is an efficient data collection method to know exactly what is required and how to measure the variables of interest. The questionnaire used is to focus mainly on work-life balance and job satisfaction of teaching staffs. The core advantage of using questionnaires is that it is able to collect back a completed response within a short period and it is convenient for the respondents to answer the questions as well. This is the most efficient data collection method from target populations. Furthermore, questionnaire can help to reach a large number of respondents in order to make statistical analysis for the results.

This study uses the structured questionnaires to collect the primary data. In the questionnaire (shown in Appendix B) the specific questions or items to measure each variable were adapted from previous literature. The questionnaire preparation process was done in two stages. First, the questionnaires were prepared in English version. Second, the questionnaires were distributed to teachers in Yangon University of Economics. The questionnaire is designed with four pages of the questions and this would not take much of time for the respondents to answer the questions. Therefore, they would be willing to provide their response.

The questionnaire is divided into three parts such as sections A, B, and C. Questions included in Section-B is divided into four groups of work-life balance which include the questions about personal life interference with work, work interference with personal life, work enhancement by personal life and personal life enhancement by work. There are total of 36 questions under this section. Section-C is included job satisfaction. There are total of 13 questions. Section-A are about the respondents' profile which are gender, age, designation, department, marital status, no. of children, working hours per week, total experience, current experience, and travel time to work place.

4.2 Demographic Profile of the Respondents

Descriptive analysis is the elementary transformation of data in a way that describing the basic characteristics and summarize the data in a straightforward and understanding manner. Thus, one of the most common ways to summarize a set of data is to construct a frequency distribution which is a set of data organized by summarizing the number of times a particular value of a variable occurs (Zikmund, Babin, Carr & Griffin, 2010). Besides that's, it is use to describe demographic characteristic of the respondents such as gender and education background.

Yangon University of Economics is the sample of the study. Respondents from this university are listed in Table 4.2.

Table 4.2 Respondents by Yangon University of Economics

Department	No of Respondents	Percent
Department of Economics	22	15
Department of Commerce	26	18
Department of Statistics	27	19
Department of Management Studies	21	15
Department of Applied Economics	20	14
Department of Myanmar	5	3
Department of English	7	5
Department of Mathematics	12	8
Department of Geography	4	3
Total	144	100

Source: Survey Data (2018)

Table 4.2 shows the number of respondents from each department. According to data, 27 respondents (19 percent of the sample respondents) are selected from Department of Statistics, 26 respondents (18 percent of the sample respondents) are selected from Department of Commerce, 22 respondents (15 percent of the sample respondents) are selected from Department of Economics, 21 respondents (15 percent of the sample respondents) are selected from Department of Management Study, 20 respondents (14 percent of the sample respondents) are selected from Department of Applied Economics, 12 respondents (8 percent of the sample respondents) are selected from Department of Mathematics, 7 respondents (5 percent of the sample

respondents) are selected from Department of English, 5 respondents (3 percent of the sample respondents) are selected from Department of Myanmar, and 4 respondents (3 percent of the sample respondents) are selected from Department of Geography.

The demographic profile of the respondents is presented in the following table. Table 4.3 displays respondents by gender.

Table 4.3 Respondents by Gender

Gender	No of Respondents	Percent
Male	7	5
Female	137	95
Total	144	100

Source: Survey Data (2018)

According to Table 4.3, the total respondents comprised of 144 teachers from the Yangon University of Economics. Of these, male respondents constituted 5 percent and female respondents constituted the majority, i.e. 95 percent. This study shows female respondents are more than male respondents.

Table 4.4 shows respondents by age.

Table 4.4 Respondents by Age

Age	No of Respondents	Percent
Under 28	24	17
29 - 33	16	11
34 - 38	20	14
39 - 43	36	25
44 - 48	19	13
49 - 53	20	14
Above 54	9	6
Total	144	100

Source: Survey Data (2018)

Table 4.4 shows age of the respondents in Yangon University of Economics. Ages of respondents are classified into seven categories as under 28, 29 - 33, 34 - 38, 39 - 43, 44 - 48, 49 - 53 and above 54 years. Majority of the respondents are between the ages of 39-43 years which is made up of 25 percent (36) of total respondents

followed by age under 28 years at 17 percent (24) of total respondents. Age 34 - 38 and 49 - 53 years is approximately 14 percent (40) of total respondents, 44 - 48 years is approximately at 13 percent (19) of total respondents. Age 29 - 33 years is approximately 11 percent (16) of total respondents and above 54 years is approximately at 6 percent (9) of total respondents. Majority of respondents fall in age group above 54 years.

Table 4.5 shows respondents by designation level.

Table 4.5 Respondents by Designation Level

Designation level	No of Respondents	Percent
Associate Professor	12	8
Lecturer	73	51
Assistance Lecturer	32	22
Tutor	27	19
Total	144	100

Source: Survey Data (2018)

According to Table 4.5, it can be seen that out of 144 respondents, 8 percent (12) of the respondents are Associate Professor, 51 percent (73) of the respondents are Lecturers, 22 percent (32) of the respondents are Assistance Lecturer, and 19 percent (27) of the respondents are Tutors. This reflects the hierarchy of structure in most University.

Table 4.6 shows respondents by marital status

Table 4.6 Respondents by Marital Status

Marital Status	No of Respondents	Percent
Single	89	62
Married	55	38
Total	144	100

Source: Survey Data (2018)

According to Table 4.6, the total respondents comprise of 144 teachers from the Yangon University of Economics. Of these, married respondents constituted 38 percent (55) of the respondents and single respondents constituted the majority, i.e. 62

percent (89) of the respondents. This study shows single teachers are more than married teachers.

Table 4.7 shows the respondents by children.

Table 4.7 Respondents by Children

Children	No of Respondents	Percent
Non	107	74
0 - 1	27	19
Above	10	7
Total	144	100

Source: Survey Data (2018)

According to Table 4.7, the total respondents are 144 teachers, 74 percent (107) of the respondents have not children, 19 percent (27) of the respondents have one child, and 7 percent (10) of the respondents have two children. It shows that the total respondents 144 teachers are more no children than children.

Table 4.8 shows respondents by working hours per week.

Table 4.8 Respondents by Working Hours per Week

Working Hours per Week	No of Respondents	Percent
Up to 40	87	61
41 - 48	27	19
49 - 60	15	10
Above 60	15	10
Total	144	100

Source: Survey Data (2018)

According to Table 4.8, the total respondents are 144 teachers. 61 percent (87) of respondents are Up to 40 working hours per week, 19 percent (27) of respondents are 41 - 48 working hours per week, 10 percent (15) of respondents are 49 - 60 working hours per week, and 10 percent (15) of respondents above 60 working hours per week. This study shows the total respondents 144 teachers are more up to 40 working hour per week by 60.4 percent.

Table 4.9 shows respondent by total experience.

Table 4.9 Respondent by Total Experience

Total Experience	No of Respondents	Percent
Up to 5 years	24	17
06 - 10 years	25	17
11 - 15 years	38	26
Above 15years	57	40
Total	144	100

Source: Survey Data (2018)

According to Table 4.9, in term of total experience in university 57 respondents have the total experience of above 15 years at 40 percent, 38 respondents have the total experience of 11 - 15 years at 26 percent, and 25 respondents have the total experiences 06 - 10 years at 17 percent, and 24 respondents are up to 5 years who are normally Tutor in Yangon University of Economics with 17 percent. The study shows the majority groups of respondents are with above 15 years total experiences.

Table 4.10 shows respondents by current experience.

Table 4.10 Respondents by Current Experience

Current Experience	No of Respondents	Percent
Up to 3 years	84	58
4 - 7 years	17	12
8 - 11 years	19	13
Above 12 years	24	17
Total	144	100

Source: Survey Data (2018)

According to Table 4.10, in term of current experience in University, 84 respondents are up to 3 years in Yangon University of Economics with 58 percent, 24 respondents have the current experience of above 12 years at 17 percent, 19 respondents have the current experience of 8 - 11 years at 13 percent, and 17 respondents have the current experiences 4 - 7 years at 12 percent. The study shows the majority groups of respondents are with up to 3 years' current experiences.

Table 4.11 shows respondents by travel time to work place.

Table 4.11 Respondents by Travel Time to Work Place

Travel time to Work Place	No of Respondents	Percent
Less than 1 hours	11	8
1 - 2 hours	59	41
2 - 3 hours	64	44
Above 3 hours	10	7
Total	144	100

Source: Survey Data (2018)

According to Table 4.11, the total respondents are 144 teachers. 64 respondents have travel time to work 2 - 3 hours at 44 percent, 59 respondents have travel time to work 1 - 2 hours at 41 percent, 11 respondents have travel time to work up to 1 hours at 8 percent and 10 respondents have travel time to work above 3 hours at 7 percent. This study shows 2 - 3 hours are more than other hours.

4.3 Reliability and Validity Test

Reliability is an indicator of the measure's internal consistency. Internal consistency represents a measure's homogeneity or the extent to which each indicator of a concept converges on some common meaning and it is measured by correlating scores on subsets of the items which makes up a scale (Zikmund et al., 2010). It is used to ensure the degrees to which measures are free from random error and therefore yield consistent results. The reliability of the data in the present study is assessed by Cronbach's Alpha. According to Sekaran & Bougie, 2010 defined Cronbach's Alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. It is computed in terms of the average inter-correlations among the items measuring the concept. In addition, Cronbach's Alpha is range in value from 0, meaning no consistency, to 1, meaning complete consistency. Normally, the scales with a coefficient alpha between 0.80 and 0.90 are considered to have excellent reliability. The scales with a coefficient alpha between 0.70 to below 0.80 is considered as good reliability, while an alpha value between 0.60 to below 0.70 indicates acceptable reliability. The coefficient alpha is between 0.50 to below 0.60 indicates poor reliability, while an alpha value is below 0.50 is considered as unacceptable reliability (Manerikar & Manerikar, 2012).

Validity is a measurement concept that is concerned with the degree to which a measuring instrument actually measures what it purports to measure and it is justified by the evidence (Bull, 2005). Validity refers to the question of whether or not one's measurement of a phenomenon is true (Tashakkori & Teddlie, 2003). The major importance in the use of assessment instruments is the extent to which their factorial structures are valid (Byrne, 2001). For the purpose of this study, the validity of the measuring instrument was assessed by means of construct validity.

1. Construct Validity

Construct validity relates to research on various concepts whose constructs have been detailed and how representative the questions in a measuring instrument are of the same characteristics making up the construct (Black, 1999). According to Welman, Kruger & Mitchell, 2009, the construct validity of a questionnaire refers to the degree to which it measures the intended construct rather than irrelevant constructs.

2. Factor Analysis

The purpose of factor analysis is to achieve data reduction or retain the nature and character of the original items, and to delete those items which had lower factor loadings and cross loading. This study follows (Hair, Black, Babin, Anderson & Tatham, 2006) factor analysis guideline as below.

1. KMO measure of sampling adequacy (MSA) with minimum value of 0.60
2. Bartlett's test of sphericity was used to test the significance of correlations among all factors with 0.50 cut off point was employed in determining the significance level.
3. Anti-image correlation of items with minimum value of 0.50
4. Communalities table will be used to find out the proportion of the variance explained by individual variable. Thus, value below 0.50 qualifies the items to dropped
5. Factor with eigenvalues above 1 will be retaining.

Factor analysis was performed for each study variable (i.e. work-life balance and job satisfaction). Based on the guidelines by Hair et al., 2006, the conceptualization of the variable will be taken into consideration. Therefore, even the

loading value is important issues; the way the factors were conceptualized is also very important. Reliability test were subsequently carried out after factor analysis.

Reliability analysis is conducted by computing the Cronbach's alpha. The result of the study is presented in table 4.12.

Table 4.12 Reliability Test

No.	Variables	Cronbach's Alpha	No. of Item	Items Retained
1	Personal Life Interference with Work	0.774	9	7
2	Work Interference with Personal Life	0.802	9	6
3	Work Enhancement by Personal Life	0.756	9	8
4	Personal Life Enhancement by Work	0.838	9	8
5	Job Satisfaction	0.786	13	8

Source: Survey Data (2018)

According to Table 4.12, personal life interference with work is measured with nine items but to strengthen the reliability of the factor in the study two items were deleted and has got Cronbach's alpha value of 0.774. Work interference with personal life is measured with nine items but to strengthen the reliability of the factor in the study three items were deleted and has got Cronbach's alpha value of 0.802. Work enhancement by personal life is measured with nine items but to strengthen the reliability of the factor in the study one item were deleted and has got Cronbach's alpha value of 0.756. Personal life enhancement by work is measured with nine items but to strengthen the reliability of the factor in the study one items were deleted and has got Cronbach's alpha value of 0.838. Job satisfaction is measured with thirteen items but to strengthen the reliability of the factor in the study five items were deleted and has got Cronbach's alpha value of 0.786.

Factor analysis was done on the four dimensions of work-life balance. Principle components analysis with varimax rotation was used to assess the dimensionality and uniqueness of the variables. The data was appropriate for factor analysis since the KMO's value was 0.734 for personal life interference with work, 0.745 for work interference with personal life and 0.689 for work enhancement by personal life, 0.815 for personal life enhancement by work. The overall significant of correlation among all items was also sufficient with Bartlett's test of sphericity achieving a p-value of less than 0.01. The Eigenvalues greater than 1.0 were maintained.

In this study, confirmatory factor analysis with varimax rotation was performed. For each measure variable, the value of factor loading of each variable above 0.50. Thus, all factors are retained to do the final analysis. Then factors analysis was done on the job satisfaction. Principle components analysis with varimax rotation was used to assess the dimensionality and uniqueness of the variables. The data was appropriate for factor analysis since the KMO's value was 0.684 for job satisfaction. The overall significant of correlation among all items was also sufficient with Bartlett's test of sphericity achieving a p-value of less than 0.01.

4.3.1 Personal Life Interference with Work

The results of factor analysis for personal life interference with work variable are shown in Table 4.13. It includes nine items and the results reveal that seven items are organized into one factor and two items are deleted because of the low loading values. The first deleted item is "I am often preoccupied with home related through during work hours." and the second deleted item is "I have had to make compromises on the work front to keep my family happy".

Table 4.13 Personal Life Interference with Work

Factors and items loaded in each factor	Factor 1
Personal Life Interference with Work	
1. My family member does not understand my work demands which impacts on my family relationship.	0.583
2. Making me irritable at work by family/home related stress.	0.546
3. Hindering my performance at work by home responsibilities.	0.743
4. Having to postpone things at work due to demands on my time at home.	0.655
5. Due to my preoccupation with social activities, finding it difficult to complete work in time.	0.693
6. Interfering my work related activities by the needs and demands of my family members.	0.666
7. Can't concentrate in my work due to the dependent care issues at home.	0.666
Eigenvalue	3.239
Kaiser-Meyer-Olkin measure of sampling adequacy	0.734
Cronbach's alpha	0.774

Source: Survey Data (2018)

Based on the results of Table 4.13, the eigenvalue is more than 1, factor loading of all items are greater than 0.6 and also Cronbach's alpha is more than 0.6. Therefore, it is inferred that all items included in personal life interference with work are found to have significant loadings. Among them, providing supports depending on requirements (0.743) is highest in factor 1.

4.3.2 Work Interference with Personal Life

The results of factor analysis for work interference with personal life variable are shown in Table 4.14. It includes nine items and the results reveal that six items are organized into two factor and three items are deleted because of the low loading values. The first deleted item is "My job requires me to work after hours to complete my routine tasks", "My family members feels uncomfortable due to my preoccupation with the work", and "I often have to compromise on my social engagements on account of work".

Table 4.14 Work Interference with Personal Life

Factors and items loaded in each factor	Factor 2
Work Interference with Personal Life	
1. As having to spend more time in my work domain, failing to fulfill my family responsibilities.	0.627
2. Preoccupying with office tasks even after I get home.	0.806
3. Making my personal life stressful by the demands arising from my work.	0.754
4. Sufficing from work related stress which manifests as physical ailments such as headaches, insomnia, depression, blood pressure, etc.	0.762
5. Making me irritable at home by work related stress.	0.563
6. Being the way an individual can grow fast in an organization by sacrificing personal life.	0.651
Eigenvalue	3.324
Kaiser-Meyer-Olkin measure of sampling adequacy	0.745
Cronbach's alpha	0.802

Source: Survey Data (2018)

In addition, the results in Table 4.14 describe that eigenvalue is greater than 1, factor loading of all items are greater than 0.6 and also Cronbach's alpha is more than 0.6. Therefore, it is inferred that all items included in work interference with personal life are found to have significant loadings. Among them, providing supports depending on requirements (0.806) is highest in factor 2.

4.3.3 Work Enhancement by Personal Life

The results of factor analysis for work enhancement by personal life variable are shown in Table 4.15. It includes nine items and the results reveal that eight items are organized into three factors and one item is deleted because of the low loading values. The first deleted item is "My job keeps my personal/family life enjoyable".

Table 4.15 Work Enhancement by Personal Life

Factors and items loaded in each factor	Factor 3
Work Enhancement by Personal Life	
1. Providing me enthusiasm and happiness to pursue my personal/family roles by work.	0.601
2. Contributing to the positive development of my personality by work.	0.571
3. Giving me ample opportunities to get rid of the tensions arising from the personal/family life by work.	0.687
4. Helping me to provide proper care to my dependents by exposure and interactions at work	0.786
5. Helping me to plan and execute my family activities regularly by work schedule.	0.552
6. Helping me to do my personal/family role properly by culture and punctuality at work.	0.584
7. When I perform my job well, contributing to my personal growth and development	0.585
8. Increasing my feeling of itself-esteem by job.	0.599
Eigenvalue	3.102
Kaiser-Meyer-Olkin measure of sampling adequacy	0.689
Cronbach's alpha	0.756

Source: Survey Data (2018)

Based on the results of Table 4.15, the eigenvalue is more than 1, factor loading of all items are greater than 0.6 and also Cronbach's alpha is more than 0.6. Therefore, it is inferred that all items included in work enhancement by personal life with work are found to have significant loadings. Among them, providing supports depending on requirements (0.786) is highest in factor 3.

4.3.4 Personal Life Enhancement by Work

The results of factor analysis for work enhancement by personal life variable are shown in Table 4.16. It includes nine items and the results reveal that eight items are organized into four factors and one item is deleted because of the low loading values. The first deleted item is "My work/profession has no role in miseries I suffer, in my personal life".

Table 4.16 Personal Life Enhancement by Work

Factors and items loaded in each factor	Factor 4
Personal Life Enhancement by Work	0.828
1. Giving me energy and better mood to perform my duties at work places by family life.	0.797
2. Making me punctual and responsible at work by family responsibilities and experience.	0.725
3. Providing me better skill at work by the experience of managing my family.	0.765
4. Due to the supportive nature of my family members, baling to relieve tensions originating at work.	0.653
5. Increasing my self-esteem at work by family life.	0.786
6. Helping me to be more dedicative and sincere at work by personal/family life.	0.617
7. Making me a better parent/spouse by the experience I gained at work.	0.584
8. Helping to improve my interpersonal skills in the work place by personal/family life.	
Eigenvalue	4.198
Kaiser-Meyer-Olkin measure of sampling adequacy	0.815
Cronbach's alpha	0.838

Source: Survey Data (2018)

In addition, the results in Table 4.16 describe that eigenvalue is greater than 1. The entire items factor four has relatively high loadings on the factors they belong to because all eight items are equal and greater than 0.6. Concerning the internal reliability of the scale, Cronbach's alpha is 0.838. Therefore, it is higher than 0.6 and it could be considered excellent level. Based on the results of Table 4.16, eight items include in personal life enhancement by work is found consistent high level of significant.

4.3.5 Job Satisfaction

Total number of items under the job satisfaction variable is thirteen items. Factor analysis filtered the unrelated items and remaining eight items summarized as a factor five. The results of factor analysis pointed out that another five items were not relevant under this factor thirteen. Therefore, these five items were deleted from this factor thirteen. The deleted items are "I am satisfied with my salary", "I am satisfied with the working relationship I have with my colleagues", "I am satisfied with the among of responsibility and authority available in the University", "I am satisfied with the various organizational programs and policies such as retirement plan benefits etc. provided by the University" and "I am satisfied with being a teacher". The result of factor analysis for job satisfaction is shown in Table 4.17.

Table 4.17 Job Satisfaction

Factors and items loaded in each factor	Factor 5
Job Satisfaction	
1. Satisfying with my overall job security.	0.565
2. Satisfying with the availability of office and teaching resources.	0.661
3. Satisfying with work environment available in the university.	0.626
4. Satisfying with the training provided for career growth and research through seminars and workshops.	0.559
5. In most ways, closing to my ideal by being teacher.	0.605
6. Being excellent my conditions of being a teacher.	0.662
7. Satisfying with being a teacher.	0.684
8. If I could choose my career over, changing almost nothing.	0.653
Eigenvalue	3.955
Kaiser-Meyer-Olkin measure of sampling adequacy	0.684
Cronbach's alpha	0.786

Source: Survey Data (2018)

In addition, the results in Table 4.17 describe that eigenvalue is greater than 1. The entire items factor five has relatively high loadings on the factors they belong to because all eight items are equal and greater than 0.6. Concerning the internal reliability of the scale, Cronbach's alpha is 0.786. Therefore, it is higher than 0.6 and it could be considered good level. Based on the results of Table 4.17, eight items include in job satisfaction is found consistent high level of significant.

4.4 Perceived Level of Work-Life Balance among Teaching Staff

In this section, job satisfaction on four dimensions of work-life balance is analyzed. These four dimensions are personal life interference with work, work interference with personal life, work enhancement by personal life and personal life enhancement by work. Regarding these dimensions, respondents are asked to rate their level of agreement on each statement, and then mean value for the dimension is calculated. For this purpose, six to nine statements are used in the study and five point Likert scales are applied.

Taking into consideration that the scale used for work-life balance dimensions is 1 to 5 where 3 is the middle point; the high averaging scores might suggest that the teachers have high satisfaction on these dimensions. The higher the score, the greater the level of teachers' job satisfaction on work-life balance of the University to them. The analysis is presented in Table 4.18.

Table 4.18 Mean and Standard Deviation of Work-Life Balance Variables

Factor	Mean	Standard Deviation	Level of WLB
Personal Life Interference with Work	2.53	0.738	Moderate
Work Interference with Personal Life	3.23	0.623	Moderate
Work Enhancement by Personal Life	3.31	0.674	Moderate
Personal Life Enhancement by Work	3.41	0.596	Moderate
Total Work-Life Balance	3.12	0.663	Moderate

Source: Survey Data(2018)

According to the mean value of the items, the respondents generally agree the four work-life balance variables of their job (mean values more than 3: Neither agree nor Disagree). In this study, four work-life balance variables and job satisfaction have

been measured. Each factor includes different number of items and is measured on five-point Likert scale. As shown in Table 4.18, Personal Life Interference with Work includes 7 items, Work Interference with Personal Life includes 6 items, Work Enhancement by Personal Life includes 8 items, Personal Life Enhancement by Work includes 8 items. These items are asked by using five-point Likert scale. The choices normally as strongly disagree (SD), disagree (D), Neutral (N), agree (A) and strongly agree (SA). All question in section of the questionnaire for employee are using Likert scale, therefore the respondent can fill up their answer by selecting one from the five options. The means value of variables is categorized into the three levels. Means value of less than 2.00 are as low level, means value between 2.00 and less than 3.50 are as moderate level and means value of 3.50 or higher are as high level of satisfaction towards a particular variable (Sekaran, 2010). According to descriptive statistics, most of the respondents agree upon the fact that their University use the personal life enhancement by work as moderate work-life balance, representing 3.41 overall score. Another, work-life balance that teaching staff perceived they received from the University are work enhancement by personal life. Thus, it can be concluded that the University focuses the most on personal life enhancement by work, followed by, work enhancement by personal life. Other work-life balance such as personal life interference with work and work interference with personal life are perceived as moderately offered. On average, from the teaching staff point of view the Yangon University of Economics work-life balance to a moderate level.

4.5 Perceived Level of Job Satisfaction among Teaching Staff

In this section, job satisfaction is analyzed. Regarding these dimensions, respondents are asked to rate their level of agreement on each statement, and then mean value for the dimension is calculated. For this purpose, six to eight statements are used in the study and five point Likert scales are applied.

Taking into consideration that the scale used for work-life balance dimensions is 1 to 5 where 3 is the middle point; the high averaging scores might suggest that the teachers have high satisfaction on these dimensions. The analysis is presented in Table 4.19.

Table 4.19 Mean and Standard Deviation of Job Satisfaction Variables

Factor	Mean	Standard Deviation	Level of Job satisfaction
Job Satisfaction	3.48	0.637	Moderate

Source: Survey Data (2018)

According to the mean value of the items, the respondents generally agree the four work-life balance of their job (mean values more than 3: Neither agree nor Disagree). In this study, four work-life balance practices and job satisfaction have been measured. Each factor includes different number of items and is measured on five-point Likert scale. As shown in Table 4.19, Job Satisfaction includes 8 items. These items are asked by using five-point Likert scale. The choices normally as strongly disagree (SD), disagree (D), Neutral (N), agree (A) and strongly agree (SA). All question in section of the questionnaire for employee are using Likert scale, therefore the respondent can fill up their answer by selecting one from the five options. The means value of variables is categorized into the three levels. Means value of less than 2.00 are as low level, means value between 2.00 and less than 3.50 are as moderate level and means value of 3.50 or higher are as high level of satisfaction towards a particular variable (Sekaran, 2010). According to Table 4.19, job satisfaction is perceived by teachers as moderate levels.

4.6 Effect of Work-Life Balance Practices on Job Satisfaction

Multiple regression analysis is an extension of simple regression analysis which allowing a metric dependent variable to be predicted by multiple independent variables. Multiple regression analysis is used to analyze the relationship between a single dependent variable and several independent variables. In multiple regression models, the job satisfaction is used as dependent variable and personal life interference with work, work interference with personal life, work enhancement by personal life and personal life enhancement by work are used independent variables. Job satisfaction includes 13 dimensions. In addition, multiple regression analysis is the most commonly used tool to reveal possible interactions among the independent and dependent variables. To ensure that regression analysis is valid, this study uses the five known assumptions multiple regressions namely; linearity, heteroscedasticity,

normality, multicollinearity, and outliers. Generally, multiple regressions are used to test the relationship between dependent variable and independent variables.

Regression analysis is conducted with job satisfaction as the dependent variable and the four dimensions of work-life balance as the independent variables. This method is used to predict the change in dependent variable in response to changes in the independent variable. Job satisfaction (Y) was expressed as a function of work-life balance variables specified in the following regression equation:

$$Y = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \varepsilon$$

Where,

Y = Job Satisfaction

β_0 = Constant

β_i = Regression Coefficients for Independent Variables X_i

X_{1i} = Personal Life Interference with Work

X_{2i} = Work Interference with Personal Life

X_{3i} = Work Enhancement by Personal Life

X_{4i} = Personal Life Enhancement by Work

ε = Standard Error Term

Multiple regression analysis is the most commonly used techniques to assess the relationship between one dependent variable and several independent variables. The specific variables dimensions of work-life balance variables are the independent variables for this study. The whole fitness of the regression model is shown by its adjusted R square which gives more accurate information about the share of variation in the dependent variable explained by the variation in the dependent variable. In this study, the adjusted R square, F-value and t-value from SPSS output have been used to interpret the results of multiple regression analysis.

Table 4.20 Effect of Work-Life Balance Variables on Job Satisfaction

Variables	Unstandardized Coefficient		t	Sig	VIF
	B	Std. Error			
(Constant)	1.214	0.389	3.120	0.002	-
Personal life interference with work	0.039	0.072	0.541	0.589	1.234
Work interference with personal life	0.018	0.077	0.234	0.815	1.201
Work enhancement by personal life	0.214**	0.085	2.523	0.013	1.136
Personal life enhancement by work	0.324***	0.079	4.113	0.000	1.109
R ²	0.265				
Adjusted R ²	0.232				
F-value	8.113***				
Sig.	0.000				

Source: Survey Data (2018)

Note: *** indicates that significant at 1 percent level and ** indicates that significant at 5 percent level.

Results of regression analysis indicate that much of the variation in the dependent variable is explained with adjusted R² of 0.232 and F-value 8.113 (p<0.01) with four independent variables. This figure reveals that 23.2 percent of total variance of job satisfaction is explained by work-life balance practices.

According to Table 4.20, work enhancement by personal life and personal life enhancement by work emerged as the significant variables in explaining the variance in job satisfaction. Personal life interference with work and work interference with personal life are insignificant variables in explaining the variance in job satisfaction. It is of interest to note that only two dimensions of work-life balance variables emerged as the predictor of job satisfaction in the case of Yangon University of Economics. Personal life enhancement by work had the strongest effect on job satisfaction with a standardized coefficient beta of 0.324.

CHAPTER 5

CONCLUSION

The study is conducted with the aim of identifying the perceived level of work-life balance among teaching staff at Yangon University of Economics, identifying the perceived level of job satisfaction among teaching staff at Yangon University of Economics and the relationship between work-life balance and job satisfaction among teaching staff at Yangon University of Economics. Based on the results of the data analysis, this chapter presents the findings and discussion, suggestion and recommendation and needs for further study.

5.1 Findings and Discussion

The findings of the study supported the importance of work-life balance to increase job satisfaction among teaching staff at Yangon University of Economics. The study identifies the most influential work-life balance on job satisfaction among teaching staff at Yangon University of Economics.

As part of preliminary analysis, demographic factors of the respondents in the study are explored according to the variables such as gender, age, designation, department, marital status, no of children, working hours per week, total experience, current experience, and travel time to work place. Regarding with gender, it is found that more female respondents participated than the males do. This is not surprising since the nature of work of education sector demands more female teaching staff than male teaching staff.

Out of 144 respondents, ages of 39 to 49 year respondents are more than other (24 - 28 age, 29 - 33 age, 34 - 38 age, 44 - 48 age, 49 - 52 age, and 54 - 57 age and 58 above). So that most of respondents in Yangon University of Economics are those who are age of between 39 - 49 years. According to designation, most of respondents are lecturers. The majority of respondents are those who are work at operation level. According to department, 22 respondents are Department of Economics, 26 respondents are Department of Commerce, 27 respondents are Department of Statistics, 21 respondents are Department of Management Study, 20 respondents are Department of Applied Economics, 5 respondents are Department of Myanmar, 7 respondents are Department of English, 12 respondents are Department of

Mathematics, and 4 respondents are department of Geography. Most of the respondents are Department of Statistics. Regarding with marital status of respondents, majority of respondents are single. According to children, 27 respondents have one child, 10 respondents have two children, and 107 respondents have no children. Regarding with working hour per week of respondents, most of respondents are up to 40 hours than others (41 - 48 hours, 49 - 60 hours, above 60 hours). According to total experience of respondents, most of respondents are 15 years above than others. According to current experiences of respondents, most of respondents 0 - 3 years are more than others. Regarding with travel time to work of respondents, most of respondents are 2 - 3 hours.

By using the Statistical Packages for Social Science 25, the collected data are checked for reliability and validity. Some of the items are deleted in the final analysis to strengthen the reliability of the instrument in the study. Regarding the validity, all the independent items in the study have factor loading value of 0.6 and above. Thus, all the items are retained in the final analysis. And the KMO value suggests that the data was appropriate for factor analysis in the study. The overall correlation between all the items was significant in the study.

Then, the study explores the relationship between perceived level work-life balance and job satisfaction among teaching staffs in the Yangon University of Economics. In the current study, four main dimensions namely; personal life interference with work, work interference with work, work enhancement by personal life and personal life enhancement by work are included as the work-life balance. This work-life balance is measured from the teaching staff point of view in the study. Thus, focus of the study is the job satisfaction on work-life balance practices of Yangon University of Economics. These work-life balance are measured by using five point Likert scale item (1= strong disagree to 5= strongly agree). The higher mean value upon each item suggests that the teaching staff have high satisfaction on work-life balance.

According to descriptive statistics, most of the respondents agree upon the fact that their University uses the personal life enhancement by work as highest work-life balance, representing 3.41 overall score. Another, work-life balance that teaching staff perceived they received from the University are work enhancement by personal life. Thus, it can be concluded that the University focuses the most on personal life

enhancement by work, followed by, work enhancement by personal life. Other work-life balance such as personal life interference with work and work interference with personal life are perceived as moderately offered. On average, from the teaching staff point of view the Yangon University of Economics work-life balance to a moderate level.

After that the study measures the satisfaction level of teaching staff at Yangon University of Economics. To measure the job satisfaction level, the study uses the five point Likert scale assessing the agreement degree on the given statements (1= Strong disagree to 5= strong agree). Thus, the study suggests that the higher mean value, the higher satisfaction of the teaching staff at Yangon University of Economics. It implies that most of the teaching staff at Yangon University of Economics has the moderate satisfaction their jobs. According the study suggests that the University should also encourage their teaching staff to experience greater job satisfaction. When converting the numerical mean value to level of satisfaction is high level in teaching staff at Yangon University of Economics.

In addition, the study explores the influential factors on job satisfaction in teaching staff at Yangon University of Economics using multiple regression analysis. Regarding the job satisfaction, work enhancement by personal life, and personal life enhancement by work are significant influential factors in the current context. Among them, personal life enhancement by work is the most influential factor. According to this result, it can be interpreted that job satisfaction of teaching staff at Yangon University of Economics is largely depend on work enhancement by personal life, and personal life enhancement by work. This finding coincides with the previous literature on satisfaction of the teaching staff. Thus, if the University have best practices for these two factors, their teaching staff will have high level of job satisfaction.

5.2 Suggestions and Recommendation

This results of this study have important implications both for theoretically and practical perspectives. From the theoretical perspectives, this study contributes to the impact of work-life balance on job satisfaction at Yangon University of Economics. This impact and influences are tested in other context, but for Myanmar context this is the first attempt in this field of work-life balance. Thus, this could stimulate further study in the area.

From a practical perspective, this study provides practitioners in Yangon University of Economics with key information that makes helpful for human resources management decisions and social responsibility decisions in Myanmar context. According to result, it can be interpreted that work-life balance such as work enhancement by personal life and personal life enhancement by work largely impact on job satisfaction among teaching staffs at Yangon University of Economics. Work enhancement by personal life involves positive impact of work on personal life. Therefore, University should be giving job advancement opportunities for their special effort. And, University should raise the level of their teaching staff job satisfaction by improving work place environment. And then, teaching staff should be paid high salary because giving effort and taking salary is not balance. Office and teaching resources should be completely supported. Therefore, teaching staffs to be more self-confident, to satisfy and to accomplish the job well.

Another work-life balance the head officers must consider is personal enhancement by work which is the key impact on job satisfaction of teaching staff at Yangon University of Economics. According to data, teaching staff at Yangon University of Economics perceived that they have high level personal life enhancement by work. Thus, authorized persons are suggested to improve the personal life enhancement by work to increase the job satisfaction. Thus, they need to explore personal life enhancement by work are important for their teaching staff because, their satisfaction would be increased individual performance and university performance. When the teaching staff has permit to participate in decision making process and other critical process in the job place to some extent, they are more attachment to the job place. Moreover, most teaching staff are feeling of self-esteem by their job. Thus personal life enhancement by work would lead teaching staff feel self-esteem and thus would support to strengthen the job satisfaction. According to job characteristics model, personal life enhancement by work is one of the core job dimensions which increases the teaching staff satisfaction. Thus, personal life enhancement by work for teaching staff is important to increase job satisfaction. At the end of discussion, it is concluded from the research that the teaching staff work-life balance affects job satisfaction. Those university teaching staff's having balance in their work and life are more satisfied with their job. Thus, it is concluded that professional life and personal life needs to be integrated and balanced by

organizations through work-life balance initiatives. The results of the study contributed to the recommendations for the improvement of the literature on work-life balance and job satisfaction at Yangon University of Economics.

It is important for every organization in different sectors should conduct a study the impact of job satisfaction on work-life balance and the relationship between work-life balance and job satisfaction. Because job satisfaction is the key important factor for organizations. According to Spillover Theory, several researchers suggested that workers carry the emotions, attitudes, skills and behaviors that they establish at work into their family life (Piotrkowski & Crits Christoph, 1981) and vice-versa (Crouter, 1984). Positive spillover refers to fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain. Therefore, Personal life not interference with work authorized persons should be taken to balance between the family responsibilities and work responsibilities. And then, it has become a challenge for the teaching staff in all professional. Work life imbalance effect both personal and work life. With increasing levels of stress, competition and insecurities in life, work-life balance issues have become important. Thus, authorized personal should take consideration practically the findings of the study as a guideline for them to provide their level of job satisfaction. Single and married teaching staffs can also have social concerns which scheduled to perform in holidays. Therefore, they have difficulties to carry out these plans because of the university's weekend programs. Married teaching staff may also have difficulties to fully fulfill the responsibilities at their home. Thus, many extra working hours can lead to problems between work and life. Furthermore, excess workload has become an issue for dual-career families because of the high demand of with the longer working hours has become their norm. In the present scenario, people nowadays are difficult to achieve desired work-life because they work long hour and harder than before. In this circumstances, can also work interference with personal life. Therefore, university should recognize excessive hours of work and enhance their teaching staff job satisfaction level by means of reducing working hours of their teaching staff. And then, university should organize seminars, workshops, conferences, training programs to develop knowledgeable manpower, create awareness and change mental attitudes among the professional. And then, the

authorized persons should try to balance professional life and personal life to retain experienced teaching staff. Because, more experienced teachers support greater student learning for their colleagues and their school as well as for their own student.

Work-life balance has different benefits to the organization as well as to the individual. Organization benefits are increased productivity, commitment and better team work. Individual benefits have more value, balance in daily life and work and reduce stress. This study proved to be a milestone for the students, researchers and policy makers to properly understand the concepts of teaching staff work-life balance and job satisfaction.

5.3 Limitations and Need for Further Study

This section will attempt to explain the requirements of the limitations and the further studies of the current study. The main limitation of this study is that it was narrowed to only one University. This study was only done on teaching staff. Time has become one of the major limitations. For the purpose of the future study and much better results, the sample size and different locations of the respondents can be increased. Data collection was a problem because most of the teachers generally do not have time to provide responses. Some respondents were so busy in their routine task that they are not easily ready to fill the questionnaire.

Firstly, this study only focuses on work-life balance and job satisfaction among teaching staff at Yangon University of Economics. This would lead some suggestions for further studied. The recommendations for further researches would provide several advantages in the exploration of new model or modifying the proposed model to gain a better understanding of the relationship between work-life balance and job satisfaction.

Further researchers are recommended to explore the relationship between work-life balance and job satisfaction on organizational commitment and work-life balance, job satisfaction and intention to stay should be studied in the future. Furthermore, if further researchers are used other statistical analysis tools more than present statistical analysis tools more affective results could be obtained. And then, Yangon University of Economics of different geographic locations also should be conducted to know work-life balance and job satisfaction among teaching staff of different areas.

Further researchers are recommended to compare the public school with other private school to assess work-life balance and job satisfaction. Work-life balance and job satisfaction in other relevant industries, school or university etc. (e.g., Private or Public School, Private or Public industries, and other Private or Public University etc.) should also be explored in the future.

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APPENDIX - A

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejice & Morgan (1970)

Note: _ N is population size.

S is sample size

Final Questionnaire for Work-Life Balance and Job Satisfaction among Teaching Staff at Yangon University of Economics

Dear Sir/ Madam,

I am a M Act student of Yangon University of Economics. I am conducting the thesis "**Work-Life Balance and Job Satisfaction among Teachers at Yangon University of Economics**" as a partial fulfillment of the requirement for the Degree of Master of Accounting at Yangon University of Economics.

The purpose of this research is to analyze the effect of job satisfaction among teachers at Yangon University of Economics. I am highly appreciated your precious energy and time spent on completing this survey questionnaire. Your time, answers and experiences are greatly valuable contribution to the outcomes of the research. All information provided will be treated as confidential.

Thank you very much for your attention and help!

Zin Mar Myint
Master of Accounting Candidate
Yangon University of Economics

Section A: General Information

Gender:	Male	[]	Female	[]
Age			
Designation			
Department			
Marital Status:	Single	[]	Married	[]
No. of Children			
Working Hours per Week:	Up to 40	[]	41- 48	[]
	49-60	[]	Above 60	[]
Total Experience:	Up to 5 years	[]	06-10 years	[]
	11 - 15 years	[]	Above 15 years	[]
Current Experience:	0 - 3 years	[]	04-7 years	[]
	8- 11 years	[]	Above 12 years	[]
Travel Time to Work Place:	Less than 1 hour	[]	1 - 2 hours	[]
	2 - 3 hours	[]	Above 3 hours	[]

Section B: Work-life Balance

Please write (✓) at the cell which you would prefer in the table and answer

Please indicate the extent to which you agree or disagree with the statements in the table.

Where 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree,

4 = Agree,

5 = Strongly Agree

Personal Life Interference with Work

No.	Statement on Personal Life Interference with Work	1	2	3	4	5
1	My family members does not understand my work demands which impacts on my marital relationship.					
2	Family/home related stress makes me irritable at Work.					
3	My home responsibilities often hinder my Performance at work.					
4	Many a time I have to postpone things at work due to demands on my time at home.					
5	Due to my preoccupation with societal activities, I find it difficult to complete work in time.					
6	The needs and demands of my family members interfere with my work related activities.					
7	I cannot concentrate in my work due to the dependent care issues at home.					

Work Interference with Personal Life

No.	Statement on Work Interference with Personal Life	1	2	3	4	5
1	As I have to spend more time in my work domain, I often fail to fulfill my family responsibilities.					
2	I am often preoccupied with office tasks even after I get home.					
3	The demands arising from my work make my personal life stressful.					
4	I suffer from work related stress which manifests as physical ailments such as headaches, insomnia, depression, blood pressure, etc.					
5	Work related stress often makes me irritable at home					
6	Sacrificing personal life is the way an individual can grow fast in an organization.					

Work Enhancement by Personal Life

No.	Statement on Work Enhancement by Personal Life	1	2	3	4	5
1	My work provides me enthusiasm and happiness to pursue my personal/family roles.					
2	My work contributes to the positive development of my personality.					
3	My work gives me ample opportunities to get rid of the tensions arising from the personal/family life.					
4	My exposure and interactions at work help me to provide proper care to my dependents.					
5	My work schedule helps me to plan and execute my family activities regularly.					
6	The culture and punctuality at work help me to do my personal/family role properly.					
7	My job increases my feeling of self-esteem.					
8	When I perform my job well, it contributes to my personal growth and development.					

Personal Life Enhancement by Work

No.	Statement on Personal Life Enhancement by Work	1	2	3	4	5
1	My family life gives me energy and better mood to perform my duties at work places.					
2	My family responsibilities and experience make me punctual and responsible at work.					
3	The experience of managing my family provide me better skill at work.					
4	Due to the supportive nature of my family members, I am able to relieve tensions originating at work.					
5	The family life increases my self- esteem at work					
6	My personal/family life helps me to be more dedicative and sincere at work.					
7	The experience I gained at work makes me a better parent/spouse.					
8	My personal/family life has helped to improve my interpersonal skills in the work place.					

Section C: Job Satisfaction

Please write (✓) at the cell which you would prefer in the table and answer

Please indicate the extent to which you agree or disagree with the statements in the table.

*Where 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree,
4 = Agree, 5 = Strongly Agree*

Job Satisfaction

No.	Statement on Job Satisfaction	1	2	3	4	5
1	I am satisfied with my overall job security.					
2	I am satisfied with the availability of office and teaching resources.					
3	I am satisfied with work environment available in the university.					
4	I am satisfied with the training provided for career growth and research through seminars and workshops.					
5	In most ways, being a teacher is close to my ideal.					
6	My conditions of being a teacher are excellent.					
7	I am satisfied with being a teacher.					
8	If I could choose my career over, I would change almost nothing.					

Reliability Tests**Reliability Statistics****Personal life Interference with Work**

Cronbach's Alpha	N of Items
0.774	7

Work Interference with Personal life

Cronbach's Alpha	N of Items
0.802	6

Work Enhancement by Personal life

Cronbach's Alpha	N of Items
0.756	8

Personal life Enhancement by Work

Cronbach's Alpha	N of Items
0.838	7

Job Satisfaction

Cronbach's Alpha	N of Items
0.786	8

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	4.9	4.9	4.9
	Female	137	95.1	95.1	100.0
	Total	144	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 28	24	16.7	16.7	16.7
	29-33	16	11.1	11.1	27.8
	34-38	20	13.9	13.9	41.7
	39-43	36	25.0	25.0	66.7
	44-48	19	13.2	13.2	79.9
	49-53	20	13.9	13.9	93.8
	Above 54	9	6.3	6.3	100.0
	Total	144	100.0	100.0	

Designation Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate Professor	12	8.3	8.3	8.3
	Lecturer	73	50.7	50.7	59.0
	Assistance Lecturer	32	22.2	22.2	81.3
	Tutor	27	18.8	18.8	100.0
	Total	144	100.0	100.0	

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Department of Economics	22	15.3	15.3	15.3
	Department of Commerce	26	18.1	18.1	33.3
	Department of Statistics	27	18.8	18.8	52.1
	Department of Management Study	21	14.6	14.6	66.7
	Department of Applied Economics	20	13.9	13.9	80.6
	Department of Myanmar	5	3.5	3.5	84.0
	Department of English	7	4.9	4.9	88.9
	Department of Mathematics	12	8.3	8.3	97.2
	Department of Geographic	4	2.8	2.8	100.0
	Total	144	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	89	61.8	61.8	61.8
	Marital	55	38.2	38.2	100.0
	Total	144	100.0	100.0	

Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non	107	74.3	74.3	74.3
	0-1	27	18.8	18.8	93.1
	Above	10	6.9	6.9	100.0
	Total	144	100.0	100.0	

Working Hour per Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 40	87	60.4	60.4	60.4
	41-48	27	18.8	18.8	79.2
	49-60	15	10.4	10.4	89.6
	Above 60	15	10.4	10.4	100.0
	Total	144	100.0	100.0	

Total Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 5 years	24	16.7	16.7	16.7
	06-10 years	25	17.4	17.4	34.0
	11-15 years	38	26.4	26.4	60.4
	Above 15 years	57	39.6	39.6	100.0
	Total	144	100.0	100.0	

Current Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 3 years	84	58.3	58.3	58.3
	4-7 years	17	11.8	11.8	70.1
	8-11 years	19	13.2	13.2	83.3
	Above 12 years	24	16.7	16.7	100.0
	Total	144	100.0	100.0	

Travel Time to Work Place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hours	11	7.6	7.6	7.6
	1-2 hours	59	41.0	41.0	48.6
	2-3 hours	64	44.4	44.4	93.1
	Above 3 hours	10	6.9	6.9	100.0
	Total	144	100.0	100.0	

Regression

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.515	.265	.232	.461	.265	8.194	4	91	.000	1.883

- a. Predictors: (Constant), Average personal life enhancement by work, Average personal life interference with work, Average work enhancement by personal life, Average work interference with personal life.
- b. Dependent Variable: Average job Satisfaction.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.493	4	2.623	8.113	.000 ^b
	Residual	44.945	139	.323		
	Total	55.438	143			

- a. Dependent Variable: Average job satisfaction.
- b. Predictors: (Constant), Average personal life enhancement by work, Average personal life interference with work, Average work enhancement by personal life, Average work interference with personal life.

Coefficients^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	1.214	.389		3.120	.002		
	Average personal life interference with work	.039	.072	.046	.541	.589	.810	1.234
	Average work interference with personal life	.018	.077	.020	.234	.815	.832	1.201
	Average work enhancement by personal life	.214	.085	.205	2.523	.013	.880	1.136
	Average personal life enhancement by work	.324	.079	.331	4.113	.000	.901	1.109

a. Dependent Variable: Average job satisfaction.