



Study Domain and Its Influences on Family-Work Enrichment among Teachers

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ABSTRACT

Work-Life balance (WLB) studies have investigated heavily on family domain even though there are sub domains in life. Thus, this study will contribute to the literature by examining study domain (lifelong learning and organizational learning) and its influence on family-work enrichment (FWE) among teachers who are currently continuing their education in Lundu district. A total of 117 teachers responded to the self-administered questionnaire. The finding revealed that both organizational learning and lifelong learning have a positive significant relationship with family work enrichment. Therefore, school management should encourage the culture of lifelong learning and at the same time provide facilities and atmosphere to support the culture will ensure family-work enrichment among teachers who are continuing their study.

Keywords: Family-Work Enrichment; Study; Life Long Learning; Organizational Learning; Teachers

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INTRODUCTION

As Malaysia aspires to be a developed country by 2020, Ministry of Education has a huge responsibility in developing a human capital that is comprehensive, progressive, high in morals and also ethics. Based on this, Malaysia's Ministry of Education is

working hard toward preparing quality teachers, and this effort is guided by the National Philosophy of Education (NPE) and Philosophy of Teacher Education (PTE) (Jamil, Razak, Raju, & Mohamed, 2010). As we move further into the 21st century and globalization, the world is changing rapidly. These changes undoubtedly affect the educational systems around the world, and countries are committed to serious reforms in order to improve their educational systems. Jamil et al. (2010) acknowledged "teachers are not only one of the 'variables' that need to be changed in order to improve the educational system but are also the most significant 4 agents in this reform" (p.1).

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Teachers must be well prepared and ready to enter the teaching profession.

In an effort to provide the ideal education, the Ministry of Education has developed and planned to upgrade and improve the quality of education. A teacher's job has become more challenging in school due to various expectations from the society. Malaysia government has instructed teachers to upgrade their skills and knowledge by furthering their study to a degree level. Under 10th Malaysia Plan, Ministry of Education targeted to have 60% graduate teachers from primary school and 90% graduate teachers from secondary school by 2015. Meanwhile, under 11th Malaysia Plan one of the agenda towards education is encouraging lifelong learning. Thus, many primary teachers pursued their degree while teaching full time.

Work life balance has important implications for individuals, organizations, and society, and consequently, a growing body of research has explored the intersection of work and family domains. The majority of work–family research has focused on demands and outcomes and also between the work and family domains only (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). Besides family, Frone (2003), a prominent scholar in WLB field, proposed other domains in life including community domain, personal domain and study domain. Thus, this study focuses on how study domain may influence work life balance, particularly on family work enrichment.

Past studies on the work–family interface has focused on the negative connections between work and family life (e.g., work–family conflict, (Hassan, Dollard &

Winefield, 2010) largely ignoring the positive connections. Few researchers, however, have called for a more balanced approach to the work–family interface by examining the benefits of multiple role memberships (Frone 2003; Parasuraman & Greenhaus 2002) as well as antecedents of enrichment (Brough, Hassan, O'Driscoll, 2014).

Benefits can be derived from work and applied to family [(i.e., work-to-family enrichment (WFE)] or derived from family and applied to work [(i.e., family-to-work enrichment (FWE)]. Carlson, Kacmar, Wayne, and Grzywacz (2006) described the bidirectional and multidimensional concept of work-to-family enrichment (WFE) as how family roles benefit from work roles through developmental resources, positive effect, and psychosocial capital derived from involvement in work.

Specifically, this study explores the new domain, which is the study domain in work-life balance context. No known research has explored the relationship between this study domain and family-work enrichment, particularly in Asian context. By identifying the family work enrichment issue among teachers, it can help the school as well as Education Department to plan, design and develop an effective and efficient family work balance practices. An effective and efficient family work balance practices in the school can enhance the job enrichment and feeling enjoyable at work among teachers.

The specific objectives of this study are as followed:

1. To identify the relationship between lifelong learning and family work enrichment (FWE).
2. To identify the relationship between organizational learning and family work enrichment (FWE).

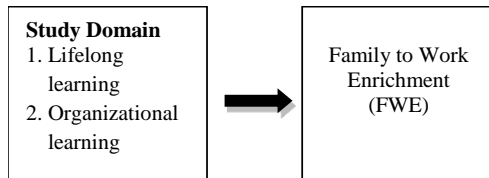


Figure 1: Conceptual framework

LITERATURE REVIEW

Family Work enrichment (FWE)

FWE is defined as how work roles benefit from family roles through developmental resources, positive effect, and gains in efficiency derived from involvement in family (Carlson, Kacmar, Wayne, & Grzywacz, 2006). For this present study, the focused is based on Greenhaus and Powell's (2006) definition of "work-family enrichment", "the extent to which experiences in one role improves the quality of life in the other role" on the ground of reason that it offers the broadest conceptualization of the positive side of the work-family interface at the individual level of analysis. This concept of family-to-work enrichment is based on the theory of multiple roles or identities. Focusing on the net positive gains obtained from engaging in multiple roles, Marks (1977) and Sieber (1974) noted that the scarcity perspective only presents part of the picture of pursuing multiple roles. As opposed to the scarcity perspective, they suggested the accumulation perspective that posits the

whole person is more than the sum of the parts, and resources from multiple roles are expandable, not fixed. Therefore, strong commitment to one role does not necessarily preclude strong commitment to another, and it can generate resources for use in the other role. This idea provides the theoretical foundation for family-to-work enrichment – an individual's involvement in the family role can benefit that person's involvement in the work role (Barnett and Hyde 2001; Rothbard 2001; Frone 2003; Greenhaus and Powell 2006).

Drawing on the notion of domain specificity (Frone et al., 1992), there is evidence that the consequences of work-to-family conflict stem from the family domain whereas consequences of family-to-work conflict stem from the work domain. In fact, a recent meta-analysis shows that work-to-family conflict predicts family satisfaction while family-to-work conflict predicts job satisfaction (Ford et al., 2007). However, results from work-family enrichment studies have found different results. Consequences of enrichment have been found to reside in the originating role domain (Wayne et al., 2004, 2006). Thus, this study proposes study domain variables i.e. lifelong learning and organizational learning will be influencing family work enrichment instead of work family enrichment.

Furthermore, Social Exchange theory by Blau (1964) assumed that when employees perceive that their organizations are helping them integrate work and family roles, they will perceive their organizations as more supportive and consequently feel obligated to reciprocate with favourable attitudes toward the job and the organization. This situation will make the employees feel appreci-

ated and their motivation level to perform the work will increase and enhance the productivity too. By cultivating organizational culture in schools, the teachers whom are continuing their study will feel supported.

In addition, based on Greenhaus and Powell's theoretical framework, if enrichment occurs, it is likely that employees will experience more positive affect toward work, regardless of whether it is WFE or FWE. Additionally, following the logic that individuals who experience enrichment will reciprocate with not only more positive feelings, but also behaviors due to social exchange theory (Wayne et al., 2006). Thus, we propose:

Hypothesis 1: There is a significant relationship between lifelong learning and family work enrichment.

Hypothesis 2: there is a significant relationship between organizational learning and family work enrichment.

Lifelong Learning

Lifelong learning is viewed as both a social prerogative and economic necessity (Anderson, 1999). Social and ethical notions of inclusion and increased access to learning at an institutional level underpin educational objectives embodied by the commitment of policy-makers to engage learner participation in learning opportunities throughout life (Hayland & Musson, 2001). Kivinen and Silvennoinen (2002) proposed individuals are encouraged to make meaningful choices about their learning and development at different stages of their working lives. Whether enacted in the transition from edu-

cation to work, during periods of unemployment, or when there is a need to update knowledge and skills, lifelong learning is multi-faceted, intricate arrangement of trends and developments that can reshape or change occupational structures, shifts in the organization of employment, or personal values in term of lifestyle and community.

There are varying levels of participation in lifelong learning by for different groupings in society, such as socio-economic status, gender, and ethnicity (Gorard et al., 2006). Individuals can be involved successfully in such an environment only if they permanently educate themselves, if they are perceptive to the changes, if they are capable of self-enhancement and if they can demonstrate active in dependent behaviour. Thus, teachers as change agent for the nation must be equipped with new skills and competencies to educate students to face future challenges. In this study, lifelong learning is seen as a variable that can influence the enrichment level of the teacher towards their family or work. The lifelong learning practice innate from themselves to develop their way of life to be better. With a high level of motivation, the teacher will exercise the lifelong learning practices to gain extra valuable knowledge and improve their quality of work.

Organization learning

Organizational learning is identified as the coming together of individuals to enable them to support and encourage one another's learning, which will in the longer term be of benefit to the organization (Hodgkinson, 2000). Chen (2005) views OL as "the process in which an organization continuously adjusts and/or changes itself by utiliz-

ing and enriching organizational knowledge resources in an effort to adapt to both external and internal environmental changes to maintain a sustainable competitive advantage”.

As organizations attempt to become learning organizations, building learning capability at the individual level becomes critical (Confessore & Kops, 1998). Huntoon (2005) also emphasized shift of mind – from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something “out there” to seeing how our own actions create the problems we experience. Furthermore, Huntoon (2005) believes a learning organization is a place where people are continually discovering how they create their reality, and how they can change it. Senge (1990) introduced this shift of mind as the discipline of system thinking. This is the discipline where individuals are able to connect the organization to its environment. These individuals are helped to see the effect of their work on the entire organization and link it to the communities, including his/her family life. A learning organization creates continuous learning opportunities and promotes inquiry and dialogue among their employees (Watkins and Marsick, 1996). The promotion of inquiry and dialogue refers to an organization’s effort in

creating a culture of questioning, feedback and experimentation among their employees (Watkins and Marsick, 1996).

A learning organization encourages their employees to strengthen their ability to think critically, creatively and lifelong. OL is necessary because it creates capacity to learn and to share learning with others. Capabilities to question, plan, reflect and act on experiences enables and enhance capabilities of members to learn, to understand and address the serious problems. These learning capabilities have value and can be implemented beyond a workplace organization. This working environment will train the employees to be sensitive in scanning the environment and use the information they get to improve their work practices and it can be implemented to the community (Watkins and Marsick, 1996), including family life. Therefore, the organizational learning will influence the quality of the individuals such as problem solving, critical thinking, so that it will impact to the quality of the family life.

RESEARCH METHOD

A quantitative method through survey questionnaires was conducted at primary schools in Lundu district, Sarawak among the 117 primary school teachers from the total pri-

Table 1: Summary of research instrument

No	Measures	Total Items	Sources	Cronbach Alpha, α
1	Lifelong Learning and the Readiness for Organizational Learning and Evaluation Instrument	17	Preskill & Torres (2000)	.900
2	Family Work Enrichment	11	Lewis et al., (2006)	.930

Table 2: Means, Standard Deviations, and Inter-correlations (N=117)

Variables	Mean	Sd.	FWE
Family Work Enrichment (FWE)	3.97	0.38	
Lifelong learning	4.93	0.67	0.49**
Organizational learning	4.34	0.53	0.50**

**Correlation is significant at the 0.01 level (2-tailed)

mary school teachers of 130 who was continuing their studies while this study took place. Prior approval was obtained from Ministry of Education and District Department of Education. The distribution and collection of questionnaires was managed by the respective clerk in each primary schools. The minimum sample was generated based on Raosoft sampling calculator with percentage of margin error of 5% with confidence level of 95% and total population of 130 with 50% response distribution and the calculation figure was 98 minimal respondents required (Raosoft.com, 2016). No major problem with normality and outlier test and also the validity and the Cronbach alpha value ($>.70$) which met the benchmark (Hair et al., 1998); each item factor loadings met the value of 0.40 as well as Kaiser Myer-Olkin ($>.70$) and Bartlett's test of Sphericity [P value $>.05$] (Hair et al., 1998).

RESULT AND DISCUSSION

The total respondents of the study were 117

with age ranking from 35 to 44 years old represent the highest percentage (62, 53%). Majority were female respondents (73, 62%) while majority of respondents are married, with a number of 101 respondents (86.3%). In terms of number of children, most of the respondents do not have children (23.1%) and 21.4% of respondents have 2 children. However, only 2 respondents have children more than 5. Majority of respondents are married for more than 15 years (38.5%) and their highest education level are different; certificate or diploma (79.5%), degree (18.8%) and master level represents (1.7%). The respondents from academic teacher is 85.5% and most of the respondents are in service between 16 to 20 years (31.6%).

In terms of length of study, majority of the respondents had 4 years (82.1%) with study mode long distance learning, showed the highest percentage which is 78.6%. Majority (62.4%) said self-motivation is the main purpose of continuing their study. Other reasons given include requirement from the

Table 3: Regression analysis

IV	DV	R ²	F	Df	Sig. Value	B	T
Lifelong learning	FWE	0.31	26.08	2,114	0.002	0.29	3.15
Organizational learning					0.001	0.33	3.52

Indicator: IV- Independent variable, DV-Dependent variable

Ministry of Education and also pressure from their family.

Based on table 2, Pearson Product Moment Coefficient revealed that both research objectives were statistically supported. Life long learning and organizational learning are positively related to FWE. In other words, higher life learning and organizational learning culture in the school will lead to higher experience of family work enrichment among teachers.

In addition, Table 3 showed the result of the regression indicated the two predictors explained 31.4% of the variance ($R^2 = 0.31$, $F(2,114) = 26.08$, $p < .05$). It was found that organizational learning significantly predicts the family work enrichment among teacher, $\beta = 0.33$, $p < .05$. Both predictors have significant value $p < .05$, but the β value showed organizational learning more significant in predicting family work enrichment. This happened because school environment encourages the teachers to further their studies and this will lead to high family work enrichment among them. Support from school management and from the other colleagues give a positive impact towards the family and work.

Relationship between lifelong learning and family work enrichment

The finding of the study found out that lifelong learning practice among primary school teacher especially in Lundu, Sarawak have a positive relationship with their family work enrichment. Apart from the requirement from the Ministry of Education Malaysia, they continue their study because of the awareness of lifelong learning culture within themselves. Their decision to contin-

ue the study mostly comes from a strong self motivation. Even though they have to balance up between their family and work matters, but from this study showed that the lifelong learning enriched their family and work.

This finding also supported the previous research done by Cruce and Hillman (2011) which claimed older adults “are most interested in learning for personal development or to acquire advanced skills. The changes here were positive changes. Because of lifelong learning practices, people can enhance their life style to be a better example. Other researchers also found that learning is innate in all humans, a latent process across the life cycle in which skills, experiences, intelligence, memory, and perception, among other qualities, intervene. Continuing education takes on a variety of goals and aims to develop the well-being of the individuals and their quality of life (Bermejo & Miguel 2008; Kallen 1996; Mas-Torelló 2006; OMS 2002; Padilla et al. 2010; Pérez and De-Juanas 2013). Thus, if this lifelong learning practice happened it will enrich the matter between family and work among the studied teacher.

Relationship between organizational learning and family work enrichment

The finding of this study also found out that organizational learning has a positive relationship with family work enrichment. In this context, school is a place where the teachers do their work. Here, school environment itself encourages the teachers to further their studies and gain more knowledge and skills. Those teachers who are studying now, get the support from their colleagues. Therefore, they do not feel dis-

turbed with their studies, work as well as family matters. The enrichment from work and family will help the teachers manage their studies well and effectively.

It is parallel with the finding from previous studies by Ellinger et al., (2003) which found out that the organizational learning provides a positive social environment for effective learning at all levels of individuals, teams, and the whole organization. The opportunity of learning at work can be considered another resource of the context that allows employees to cope with demands, meet their work goals, and in turn, may prevent negative outcomes (Salanova et al., 2005). The organizational learning culture in particularly school will create a harmony and excitement learning environment among studying teachers especially. When they feel pleased with this environment, in return will enrich both their family and work.

From the findings, the study showed that both lifelong learning and organizational learning have a significant relationship towards family work enrichment. Through the multiple regression analysis, it was found that organizational learning significantly contributes to the family work enrichment.

Implication of the Study

Generally, this study showed that lifelong learning and organizational learning among primary school teacher in Lundu Sarawak influences their family work enrichment. Teachers who experienced lifelong learning and organizational learning were also able to manage between their family and working life well.

A depth analysis should be done to promote lifelong learning and organizational learning culture in school. Lifelong learning should be promoted for the teachers to enhance their skills, knowledge and ability in performing their teaching activity specifically. Moreover, organizational learning also creates a conducive learning environment towards the teachers. Thus, school should encourage everybody in the school, especially the teachers to learn either in form of formal or informal learning. Family work enrichment can bring a positive influence to teachers' job engagement and feeling joy at work. When they have good experiences from family, these good experiences will also benefit their working life. School management can organize a family day among the teachers and staff and do some leisure activities together to enhance their level of family work enrichment. Other than that, giving rewards to the teachers might enhance their family relationship such as vacation packages for those teachers that are performing well. If the school management is able to do so, the consequences will enrich both family and work.

CONCLUSION

The study contributes to the literature by identifying another antecedent of family work enrichment i.e. study domain. The study domain in this research, lifelong learning and organizational learning bring a positive influence on family work enrichment among teachers whom are continuing their study. Strong self-motivation from the studied teacher encourages the lifelong learning culture among themselves. Apart from that, support from the school and organizational learning environment create a

suitable and peaceful learning environment among them. Thus, this situation gives an overview that pursuing study while working is not a burden if there are high lifelong learning spirits and support from organization.

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