

Effectiveness of Work-Life Balance on Lecturer's Productivity of Higher Education During Covid-19

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ABSTRACT

The COVID-19 pandemic has had a profound and transformative impact on the entire education system, necessitating an urgent need to adapt it to the online environment. Lecturers are greatly affected in the learning process and conducting research, and as a result, lecturers are required to make extra efforts to build a virtual learning environment that is accessible to all students. This study provides a systematic analysis of how the COVID-19 pandemic has an impact on the harmonization process between individual lives, organizational life, and lecturers' social lives during the COVID-19 pandemic which affects the productivity process of lecturers. This study was provided to determine the effect of work-life balance on lecturers' productivity during the current COVID-19 pandemic. The research sample was 108 of 148 samples chosen randomly using the Slovin formula. The results showed that work-life balance had a positive and significant effect on the lecturers' productivity. Then the result shows that work-life balance affects lecturers' productivity.

Keywords

Work-life balance, lecturers' productivity, higher education, covid-19

Introduction

The COVID-19 pandemic has wreaked havoc on several aspects of civilization. Its quick spread, along with the high mortality rate, has created an unparalleled public health crisis. Faced with this problem, governments around the world have implemented a series of policies based on the social distancing concept, with the primary goal of protecting public health. In the case of the education sector, these policies had a significant impact, resulting in the complete closure of teaching establishments at all levels of education (Arroio, 2020; Murphy, 2020). As a result, there has been a rapid and "forced" shift from face-to-face to distance, digital, and online learning, as well as an increase in the ability of the world of education, particularly lecturers, to conduct research and teach (Carillo & Assunção, 2020). Despite the COVID-19 pandemic, a lecturer must be able to balance personal, organizational, and social life and remain productive.

Lecturers are one type of human capital that is a supporter and a key factor of continuing effectiveness in tertiary institutions. Higher education requires lecturers who implement productivity as global demands and changes in the quality of a tertiary institution. The greatness, glory,

and wealth of a country are rooted in its education. The noble goals of every national policy on education can be fulfilled through joint efforts on teaching, research, and community service known as Tri Dharma Perguruan Tinggi (Three Principles of Higher Education) by lecturers in Indonesia (The California State University, 1997).

Education is not only an instrument of change but also a variable for the economic growth and development of a country (Adebayo, 2015). All changes and growth depend on the extent to which lecturers productively. Lecturers are the main agents who are directly involved in the transformation of a student into an educated fellow. There are still many higher education institutions in Indonesia seen from the individual (lecturer) dimension and the organizational dimension of low productivity, especially private tertiary institutions. Almost 70% of Indonesian students at the golden age level are private students. Ironically, the development of private universities still has many very complex internal problems. Besides internal conflicts, there are also problems with the quality of lecturers and the accountability of the foundation. The government has paid a lot of attention to state campuses but there is still minimal attention on private campuses. Colleges that are performing well and can overcome crises are our hope. However,

this is still far from the expectation that lecturers are not yet productive.

Many meta-analyses found that the important determinant for the formation of lecturer productivity is the work-life balance (Greenhaus et al., 2003a). Lecturers have higher job demands because of their core responsibilities (teaching, conducting research, and doing community service, referred to as *Tridarma*) and activities to develop professionalism more than ever before. It is a fact that the responsibility for implementing *Tridarma* creates excessive workloads that often spend more hours than expected. Lack of job description triggers ambiguity (role ambiguity) and a lack of autonomy which can increase work pressure among lecturers. With high work demands, it is sometimes difficult for lecturers to harmonize between social life, individual life, and organizational life, or known as work-life balance (Poulouse & Susdarsan, 2014). This requires all leaders or parts of human resource development at universities in Indonesia to make work-life balance program policies as high schools in other countries such as the United States which incidentally have many universities that have high ranks internationally.

The phenomenon of the existing problems shows that there is no policy regarding work-life balance program, there is still no harmonization between the completion of organizational tasks, social life tasks, and personal life of lecturers, so it is very difficult for lecturers to increase their productivity (Alamsyah, 2017). There is a consensus among researchers that work-life balance is very important and appreciated by almost all employees (Kossek et al., 2014), and has important implications on employee welfare and productivity (Lyness & Judiesch, 2014).

Literature Review

Productivity

Productivity, as defined by economists, is the ratio of the output of goods and services to the input-production ratio (Adebayo, 2015). Productivity is the organization's output of products and services divided by its inputs (Samson & Daft, 2009). productivity is a performance measure including effectiveness and efficiency (Robbins, 2013). Productivity is an efficient and effective employee

performance measurement, which means to maximum performance targets and the targets related to quality, quantity, and time, and efficiency associated with contrasting input efforts with the realization of their use or how the work is performed, and efficiency is the criteria referred to in the scope of the organization's scarce resource usage. Efficiency is the ratio between output and input. Cost size, cost per unit, waste, time spent, cost per person, and so on. Efficiency is measured by the ratio between profit and cost or time spent. Productivity, as defined by economists, is the ratio of the output of goods and services to the input-production ratio. The input factors include labor, land, technology, tangible output, finance energy, and management expertise.

Furthermore, the concept of productivity involves the interplay of various elements in the workspace; while the output may be related to miscellaneous resources or input (labor, materials, capital) much of the separate productivity ratio is influenced by an array of relevant factors. In the educational system, productivity refers to the ratio between the total educational output and the resource inputs utilized in the production process. Productivity is a measure of how well resources such as information, finance, human and physical resources are combined and utilized to accomplish the specific and desirable result. Productivity may, therefore, be regarded as the relationship between output and any other associated inputs measured in the real term. Increased productivity is the desire of every organization or company, productivity contains understanding concerning the concept of economics, philosophy, productivity concerning the business or human activities to produce goods or services used for the fulfillment of the needs of human life and society in general. As a philosophical concept, productivity contains a view of life and a mental attitude that always strives to improve the quality of life where things are better today than yesterday, and the quality of life of tomorrow must be better than today.

Contended that in the educational system, productivity refers to the ratio between the total educational output and the resource inputs utilized in the production process (Adebayo, 2015). Productivity is a measure of how well resources such as information, finance, human and physical

resources are combined and utilized to accomplish the specific and desirable result. Productivity may, therefore, be regarded as the relationship between output and any other associated inputs measured in the real term (Oyedele, 2000; Saxena, 2014). Opined that productivity is efficient performance resulting in the high-level output of goods and services both in quality and quantity with minimal waste in resource and minimal cost in money, energy, and time as well as the users of the product (Fairweather, 2017; Rahman, 2010; Sofoluwe, 2000; Wolgemuth et al., 2018).

(Ukeje, 1996) stated that the competencies of good teachers include what they teach and how they teach, the nature of the human organism, how learning takes place; how they examine their values and build for themselves one more satisfying to them and the society; how to appraise an individual to meet educational diagnosis and help persons to develop desirably and how to help people think critically. It is encouraging to try to improve student achievement, be more productive in developing the textbook for students and develop themselves in improving achievement and productivity such as doing research as a manifestation and doing community service of three principles of higher education. While the concept of the system, guiding the idea that the achievement of a goal must have cooperation or integrity of the relevant elements as a system. Sedarmayanti states that education productivity includes three functions, namely: "a) the administrator's production function (PF1), b) the psychologist's production function (PF2), c) the economist's production function (PF3) (Sedarmayanti, 2009).

Work-Life Balance

Work-life balance is a deliberate organizational change in the organizational culture designed to reduce work-life conflicts and enable employees to be more effective in the workplace and other roles. Work-life balance has important consequences for employee attitudes towards their organizations as well as for the lives of employees (Marks, 2004). Delecta (2011) defined work-life balance as satisfaction and good functioning at work and home with a minimum of role conflict. Guest (2002) believes that it is possible to investigate the trend of

work-life balance and its developments that influence the well-being and job outcomes of employees at work. The issues relating to maintaining and obtaining a work-life balance have received substantial attention over recent years (Deery, 2008) but less attention, however, has been given to find the reality of work-life balance satisfaction in the higher education sector (Ko & Choi, 2019; Noor, 2011).

Work-life balance is the need of all individuals to achieve and maintain a balance between their paid work and their life outside of work. The word balance doesn't necessarily imply an even divide between work and life; instead, balance means successfully managing all the responsibilities you have in both areas of your life. Achieving work/life balance is about being allowed to have some control over when, where, and how you work so that you can perform at your best and also have time to recuperate and enjoy pursuing your own interests outside of work (Lockett, 2012).

Nevertheless, we need to understand the definition underlying work-life balance concepts. Defining the concept of WLB is a complex task, as it can be viewed from the meaning of 'work', 'life', and 'balance' (Deery, 2008). Noor (2011) argues that work-life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development, and leisure and recreation. (Greenhaus et al., 2003b) define work-life balance as the extent to which an individual is equally engaged in – and equally satisfied with – his or her work role and family role. Thus, employees who experience high work-life balance are those who exhibit a similar investment of time and commitment, to work and non-work domains (Virick et al., 2007). The extant literature on the subject of work-life balance tends to make several assumptions and one of those is that improving an organization's work-life balance leads not only to greater productivity but to greater company loyalty and a low level of intent to leave the organization (Moore, 2007).

Senthilkumar et al. (2012) stated that teaching professionals' work-life balance is the most significant aspect of the success and development of educational institutions. Any institution needs to

provide facilities to their staff members to get relieved from stress for balancing their work and personal life. (Robbins & Judge, 2017) work-life balance initiatives contribute positively to the organizational culture and thus to the bottom line in improved productivity, reduced absenteeism, and lowered disability costs. (Ashtankar, 2016), states also that From the employer's point of view, it ensures better insights regarding connections between work-life balance and employees' wellbeing, and their impacts on employees' commitment, absenteeism, turnover, productivity, and overall performance.

Objectives of the Research

The main objective of the research is to examine the influence of lecturer work-life balance on the lecturer's productivity. Based on the theoretical review and frame of mind that has been described, a hypothesis can be formulated that there is a positive effect of work-life balance on lecturers' productivity.

Methods

A survey method with a casual approach and path analysis is used in this study. The survey is used to explain the causal relationship and hypothesis assessment. The quantitative approach is used to interpret and measure the data result.

Variables in path analysis techniques consist of two types, namely endogenous variables and exogenous variables. Variables are work-life balance and lecturer's productivity. The endogenous variable is the lecturer's productivity while the exogenous variables are the lecturer's work-life balance.

The population are all the lecturers of Muhammadiyah University of Sukabumi (UMMI) registered in the Higher Education Database (HED) and have been validated through the Public Administration Bureau of Muhammadiyah University of Sukabumi (UMMI) with 148 lecturers. The lecturers are spread in 20 Study Programs with the distribution of lecturers in each study program.

Analysis of Result

The summary of the results of the calculation of descriptive statistics can be seen in the following table.

Table 1 Summary of Descriptive Statistics

Description	Productivity	Work-Life Balance
Average	145,74	148,44
Standard Error	0,67	0,93
Median	146,0	148,0
Mode	147	147
Standard Deviation	6,97	9,63
Variance	48,5677	92,6417
Range	36	39
The Lowest	127	129
The highest	163	168
Total score	15740	16032
Sample Size	108	108

Test for Normality of Regression Estimated Errors Y on X1

From the calculation results obtained Lvalue = 0.0414 this value is smaller than the value of Ltable (n = 108; α = 0.05) of 0.085. Considering that Lvalue is smaller than Ltable, the distribution of productivity data on work-life balance comes from a normally distributed population.

Test the Significance and Linearity Regression of Productivity on Work-Life Balance

The calculation data for the preparation of the regression equation model between productivity and work-life balance obtained a regression constant a = 100.91 and a regression coefficient b = 0.30. Thus the relationship of the simple regression equation model is $\hat{Y} = 100.91 + 0.30X_1$. Before the regression equation model is further analyzed and used in concluding, first the significance and linearity of the regression equation are tested. The results of calculations of significance and linearity are arranged in the ANAVA table as in the following table.

Table 1. ANAVA for the Test of Significance and Linearity of Regression Equations $\hat{Y} = 100,91 + 0,30X_1$

Source of Variance	df	SS	ANS	F _{count}	F _{table} $\alpha = 0,05$
Total	108	2299156			
Coefficient (a)	1	2293959,26			
Regression (b/a)	1	903,97	903,97	22,32 **	3,93
Residue	106	4292,77	40,50		
Tuna Cocok	36	1216,59	33,79	0,77 ns	1,59
Error (Galat)	70	3076,18	43,95		

Description :

** : Very significant regression ($F_{\text{count}} > F_{\text{table}}$)

ns : Regression is linear ($F_{\text{count}} < F_{\text{table}}$)

df : Degrees of freedom

SS : Sum of Squares

ANS : Average number of squares

Regression equation $\hat{Y} = 100.91 + 0.30X_1$, for the significance test obtained Fvalue 22.32 greater than Ftable (0.05; 1: 106) 3.93 at $\alpha = 0.05$. Because $F_{\text{value}} > F_{\text{table}}$, the regression equation is stated to be very significant. For the linearity test, the Fvalue is 0.77 smaller than the Ftable (0.05; 36: 70) of 1.59 at $\alpha = 0.05$. Because $F_{\text{value}} < F_{\text{table}}$, the estimated point distribution forming a linear line is acceptable.

The calculation results of track coefficients and t-test. The direct impact of work-life balance (X_1) on lecturers' productivity (Y) is $\beta_1 = 0.283$ and the value of Tvalue = 3.38, and the value of t_{table} at significant level $\alpha = 0:05 = 1.98$ for $ss = 104$. Because the value of $T_{\text{value}} > T_{\text{table}}$, H_0 is rejected and H_1 is accepted. That means this track coefficient is significant. Therefore, it can be concluded work-life balance had a positive direct effect on lecturers' productivity. The results were consistent with previous studies. A study by (Goud & Nagaraju, 2013) stated that the work-life balance score provides an organization with a productive and innovative employee.

The result of relationships between variables is illustrated in the table.1

Table 2. Correlation of work-life balance on productivity

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)		52,192	12,781		4,084	,000
Work Life Balance (X1)	,205	,061	,283		3,375	01

a Dependent Variable: Productivity (Y)

Discussion and Conclusion

The results of hypothesis analysis produce findings that work-life balance has a direct positive effect on work productivity. Based on these findings it can be concluded that work productivity is directly affected positively by work-life balance. The work-life balance that runs harmoniously will result in increased work productivity of lecturers.

The results of this study are in line with the opinions of several experts, among them are findings generated from Fapohunda (2014) research stating that policies regarding the work-life balance of organizations can improve work-life balance and lecturer work productivity. Furthermore, Goud and Nagaraju (2013) stated that the concept of work-life balance is an extrinsic factor of job satisfaction of a lecturer. It aims to provide a good quality of life for a lecturer while maintaining the level of productivity of a lecturer on campus that is

identified through the process of education and teaching and productive in preparing scientific papers or journals or campus which is identified with community service. When the work-life balance scores well, a campus (organization) will have lecturers who are productive and have innovative behavior.

However, if the work-life balance goes out of harmony, life can also have the opposite effect. For lecturers who have some signs of work-life balance disharmony, it will affect the reduction in productivity (Perlow & Porter 2009), job dissatisfaction, poor health, anger, and stress every day, and even the worst-case scenario, eliminating physical responses and psychological to long-term stress (Teasley & Buchanan, 2016). Likewise, organizations will also face increased costs in the form of absenteeism, low productivity, health costs, and lecturer turnover. The increased interest in work-life balance remains influenced by concerns that work-life imbalances can cause health problems, low work productivity, and consequences for individuals, families, and lecturer organizations (Lu & Kao, 2013; Singh, 2010). Furthermore, the influence of work-life imbalance on the organization is low productivity (Mantalay, Chakpitak, Janchai, & Sureepong, 2012), poor organizational image (Kumar & Chakraborty, 2013), and increased absenteeism and resignation of lecturers (Chimote & Srivastava, 2013; Kumari, 2012).

Recommendation

This research may have been by its geographical scope or be done by looking at one campus studied namely Muhammadiyah University of Sukabumi (UMMI), no researching in all campuses in West Java or moreover all of Indonesia. Again no research can be said to be completely exhaustive.

The work-life balance (WLB) provides an opportunity to conduct further research on predictor variables and outcomes or consequences of the WLB variable. Therefore, the research can be seen the results or integration variables that emerged from work-life balance; diminished absenteeism, absenteeism, job rotation, job satisfaction, affective commitment, psychological well being, occupation stress, the work-family conflict (WFC) which has a negative effect on WLB, the perceived organizational support (POS)

which has a positive direct effect on work-life balance. Similarly, the topics of job involvement, employee engagement, and productivity have the contribution of very large work to further research, because during the study and several variables found predictors that affect significantly on productivity such as job satisfaction, perceived organizational support (POS), affective commitment, group cohesiveness.

Researchers may want to do more research on focusing on the same research using different locus, sample, and sample numbers. Of particular interest is the study or study of the gender requirements of work-life balance (WLB) and the study of work-life balance in various professions.

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