



## An Examination of Relationship between Job Characteristics and Work-Life Balance According to the Teachers' Opinions \*

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### Abstract

In this study, it was aimed to examine the relationship between job characteristics of teaching profession (JCTP) and work-life balance of teachers (WLBT) according to the teachers' opinions. The study was conducted with the voluntary participation of 413 teachers working in official secondary education institutions in nine central districts of Ankara. The data of the study were collected with the Work-Life Balance Scale (WLBS) and the Job Characteristics of Teaching Profession Scale (JCTPS). In analyzing the obtained data, standard deviation, arithmetic mean, Pearson correlation, confirmatory factor analysis and multivariate regression analysis were used. As a result of the analyzes, it is observed that there is a significant correlation between the job characteristics of the teaching profession and the work-life balance of teachers. When evaluated in terms of the dimensions of the WLBS; there is a positive and significant relationship between the Work-Life Harmony dimension and the JCTP; although there is a negative and significant relationship between the Making Time for Personal Activities dimension and the JCTP. The results of multiple regression analysis point out that job characteristics of teaching profession is not a significant predictor for the work-life balance of teachers.

### Keywords

Job characteristics of teaching profession  
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### Introduction

Despite the general acceptance in the society of the fact that the teaching profession is important, it is difficult to say that the necessary social value given to the teachers performing the profession is sufficient. However, the teaching profession plays an important role in the acculturation and socialization of the growing generations. In fact, by using their professional formations, teachers enable students to acquire knowledge, skills and attitudes; thus, they shape society's present and future (Haynes, 2002). It is possible to say that the given value to the teaching profession differs from country to country. In this context, it substantially depends on social, cultural, economic and theological bases (Özkan, 2005).

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The social function of the teaching profession is another factor that makes the profession valuable. Teachers are the main actors of the education process. Education has relationship with all sub-systems of social structure. Therefore, the quality of education also affects the quality of other sub-social systems to which it relates. For this reason, it is of great importance that all material and spiritual elements should be included to improve the quality of education. In this process, the success of the education system depends on the teachers who are the human resources of the system. The ability of teachers to perform their professional roles effectively depends on various factors. One of these factors is their motivation.

Motivation is one of the subjects that various disciplines, particularly psychology and management science are focused on. Researchers are notably interested in what motivates or reduces the employees' motivation in the work environment. Various theories on this issue have been advanced in the literature. One of them is *the job characteristics theory* formulated by Hackman and Oldham (1975). The job characteristics theory is based on the assumption that the structural characteristics of a job lead to some psychological consequences such as meaningfulness of the work. In this respect, job characteristics theory has a conceptual value in terms of defining the job characteristics of teaching profession.

The effects of the job characteristics of teaching profession on the motivation of teachers have been the subject of various researches. In one of the studies within this scope, it was found that teachers were feeling their profession monotonous and losing enthusiasm for the profession because of teaching the same subjects (Elma, 2003). In another study, it was observed that the social respectability towards teaching profession was low. In addition, it was determined that not to participate actively in the decision making processes had affected teachers' motivation negatively (Türkan, 1999). It was also an important finding in Akbaba's (1996) study that teachers had a low level of participation in decision-making processes related to education. In this context, Ersoy (2006) and Yaylacı (2004) stated that teachers tended to have low level of participation in decision-making processes. When the findings are evaluated as a whole, it is understood that the job characteristics of the teaching profession need to be improved. In fact, Dodd and Ganster (1996) found that the sense of responsibility increased because of the autonomy granted to employees. Therefore, it can be said that it is possible for teachers to get rid of the sense of monotony and to actively participate in the decision-making process by making the profession relatively autonomous.

According to job characteristics theory, *feedback* is another factor that has an effect on employee motivation. In the context of teaching profession, performance feedback for the teacher is often provided through student success. However, the fact that many factors play roles in the success of a student beyond the influence of the teacher makes it difficult for the teacher to see his or her own influence in this process. Therefore, feedback based on student success alone does not directly contribute to teachers to percept the profession as meaningful and thus to increase their motivation. Elma's (2003) research results show that teaching profession is problematic in getting feedback. In this research, it is revealed that teachers think that the knowledge and skills they provide to their students do not contribute to them in real life.

When evaluated within the framework of job characteristics theory, the structural characteristics of teaching profession may cause teachers to feel a sense of professional dissatisfaction. Decrease in job satisfaction may also affect teachers' private lives negatively. Therefore, it seems likely that there is a relationship between job characteristics of teaching profession and teachers work life balance. Work-life balance generally refers to the harmony of actions, obligations, aspirations and expectations between work and private life of the employees. Providing balance between work life and private life presents some difficulties for teachers. These difficulties may cause experience anxiety and stress in teachers. In some studies, conducted in this context, it was found that teachers had subsistence difficulties, did additional work, had difficulty in spending for personal and professional development materials, thought that their salaries and living standards were low and intended to change jobs if they encountered a better alternative (Özdayı, 1990; Özdemir, 1986; Özpolat, 2002). In literature review, no study has been found examining the relationship between job characteristics of teaching profession and

teachers' work-life balance. Therefore, it is considered that a study is needed on this issue. This study conducted in this context is thought to contribute to the literature on teacher motivation and teachers work-life balance. It is expected that the research carried out for this purpose will also contribute to the implementing institutions within the scope of determining policies aimed at increasing teacher motivation.

### **Conceptual Framework**

#### *Job Characteristics of Teaching Profession*

Numerous studies have been conducted in the field of business administration to identify the factors affecting the motivation of employees. In the Hackman and Oldham's (1975) job characteristics theory, it is argued that rearrangement of work according to job characteristics will provide positive contributions to the individual's job satisfaction and performance, and thus to the overall success of the organization. According to Hackman and Oldham (1980), the most decisive factor in achieving organizational productivity and job motivation is the degree of the harmony of the person with his/her job. In this framework, job characteristics theory has been developed to show, decompose, and systematize the relationships between job characteristics and employee's reactions. In the job characteristics theory, there are five core dimensions (skill variety, task identity, task significance, autonomy and feedback) and three psychological states they prompt (experienced meaningfulness of the work, experienced responsibility for work outcomes and knowledge of the results). These psychological states have effects on individual and/or work related outcomes or results (work motivation, job satisfaction, strength of personal growth satisfaction and effectiveness). The job dimensions, the psychological states and the links between the psychological states and the results or outcomes are also determined by the moderators (knowledge and skill level, individual growth need strength and satisfaction with various aspects of the work environment) in the model (Hackman & Oldham, 1980). This model emphasizes the need to redesign the job in order to ensure the business alignment of the employees with the workplace by focusing on job characteristics and employee's qualifications, rather than the employee's occupational selection systems and training activities. In this approach, it is envisaged that the job designs to be made considering the individual qualifications will be easily accepted by the employees and so that there will be no harmony problem. Also redesigning the job will provide high work motivation, job satisfaction and organizational efficiency for the employee.

The job characteristics of teaching profession have been discussed for years. Although different cultures interprets differently, the common thought is that, teachers are the individuals who aware of their responsibilities, reveal the talents of the students, and exhibit exemplary behaviors to their students. In our study, job dimensions of the teaching profession characteristics were identified by taking Oldman and Hackman's *Job Diagnostics Survey (JDS)* as a model. *Skill variety*, the first dimension of the model, refers to the degree, which the job gives opportunity to the employees to use their various skills in carrying out the different activities of the work. *Teacher competencies*, which we take as the counterpart of skill variety dimension in our study, represent the knowledge, skills and attitudes necessary for the work of teachers. *Task identity*, the second dimension of the model, refers to the completion of a whole job or an identifiable part of a job, from the beginning to the end with a visible outcome by the employee. *Teachers' roles and responsibilities*, which we take as the counterpart of task identity dimension in our study, comprises general teacher responsibilities, roles and responsibilities related to teaching and classroom management, managerial roles and responsibilities, and roles and responsibilities related to relationships with others. *Task significance*, the third dimension of both the model and our study, refers to the substantial impacts of the job on the works and lives of other people in the workplace or in the external environment. *Autonomy*, the fourth dimension of the model, pertains to the degree of freedom, independence and discretion to the workplace, which the job provides to the employee in planning the work and determining the procedures to be use in carrying out the work. Teacher autonomy refers to the scope of freedom and authority of teachers in which they participate in planning, executing and developing the procedures of educational activities, and in decision-making processes (Öztürk, 2011). *Feedback*, the fifth dimension of the model, refers providing direct information to the employee by establishing a direct relationship between the outcome of the work and the actions

of the employee. *Performance feedback* will inform the teachers about the usefulness of the methods and techniques of lecturing in classrooms and will increase the motivation of the teacher to continue the useful practices (Polat, 2017).

#### *Work-Life Balance of Teachers*

The concept of work-life balance began to be discussed in the 70's, with the increasing integration of women in the workforce. In this context, domestic duties, child care and other family related issues have begun to be seen as not just issues of the individuals, but also issues of the changing business environment. Thus the concept of work-life balance has been put forward (McIntosh, 2003). Work-life balance is not only a problem area for women, but a constantly changing and expanding concept that can vary from person to person depending on the determinants. According to the model developed by Guest (2002) outlining the causes, nature and consequences of work-life balance; the determinants of work-life balance are divided into two categories as organizational factors (work demands and culture, and life demands and culture) and individual factors (compatibility, personality, energy, personal control and coping, gender, age and life-career stages). In the model, work-life balance includes both subjective predictors (the individual's sense of balance or imbalance in work or life) and objective predictors (individual's working hours and spare time in off-work life and their roles in the family). And the consequences or impacts of work-life balance are work and life satisfaction, individual's mental and physical health, performance in work and non-work life, and interaction with others at work and at home (Guest, 2002). Importance of work-life interaction has been increasing in terms of individuals, organizations and the society and different scientific disciplines deal with it in different manners. In terms of human resources management, it is considered as one of the important elements of strategies of keeping the employees to stay in the organization and increasing productivity. On the other hand, work-life interaction is mostly addressed through the concepts of family and women in psychology in general in terms of its effects on behavioral outcomes in individuals (mental health, life satisfaction, stress, burnout, etc.).

Work-life balance is an important issue for teachers as well as for all other employees. However, when the impacts of teachers' work-life balance/imbalance on other individuals are considered, it is obvious that this is important not only for them but also for the whole society. Due to the length of vacation periods and reasonable working hours, it is perceived that there is a lower probability of work-life conflicts in the teaching profession than in other professions (Cinamon & Rich, 2002). On the other hand, when the teachers' job characteristics and the expectations from teachers are taken into consideration, it will be seen that it is not so easy for teachers to ensure their work-life balance. In this context, it is also possible for the teachers, who show the necessary effort to make their jobs and family duties well, to be in trouble because of the fact that spending time and energy at work or home to prepare for the lessons has an adverse impact on the off-work life or vice versa (Özkul, 2014).

#### *Literature Review*

In their research analyzing the applicability of the job characteristics theory to school teaching, Charters, Bogen, Dunlap, Harris, and Landry (1984) developed a scale based on the original JDS items by adapting the job characteristics items to the teaching profession. Guise (1988) found that positive personal and work related outcomes of the job characteristics model increased job satisfaction in teachers and that the increase in satisfaction motivated them to work with higher performance. Lawrence (2001) found that teachers substantially agree with the skill variety (dealing with students) and autonomy while they slightly agree with task significance and feedback. Ngimbudzi (2009) found that there is significant relationship between teachers' job satisfaction and five dimensions of job characteristics. Kass, Vodanovich, and Khosravi (2011) applied the core dimensions of the job characteristics model to the university education. They found that job enrichment strategies can yield positive affective and behavioral outcomes such as higher school satisfaction and attendance by increasing the core dimensions of the job characteristics model. Talebi and Shams (2012) have found that although there is a significant relationship between teachers' performance and skill variety, autonomy and feedback dimensions, there is no relationship between task identity dimension and teachers' performance and motivation. Aliakbari and Kafshgar (2013) investigated the relationship

between teacher responsibilities and job satisfaction. They handled teacher responsibilities in four dimensions of student motivation, student achievement, and relationships with students and teaching. And they handled teachers' job satisfaction in five dimensions of meaningfulness of the job, supportive administration, job characteristics, social benefits and intention to remain in the job. They found that there was only a meaningful relationship between teacher responsibility for student motivation and two of job satisfaction sub-scales; supportive administration and job characteristics. Daryanto's (2014) study showed that, the greater the differences between teachers' individual characteristics, job characteristics and career development, the more the job dissatisfaction and intention to leave the profession. Osei-Owusu, Osei-Owusu, and Effah (2014) also concluded that there was a relationship between job characteristics and job satisfaction. Bonhomme, Jolivet, and Leuven (2016) found that the main factors that determine teachers' turnover (assignment, changing places, searching for different job opportunities) are the ratio of disadvantaged students, the student-teacher ratio, the ratio of teaching support staff, and teaching hours. On the other hand, they found that teachers attribute value to their schools, having regard to the schools' standings in a nationwide exam.

In Turkish educational literature, in the remarkable research of Mavi (2015), it has found that the average scores of teachers' job characteristics dimensions are at a very high level, and that there are relationships between job characteristics, emotional labor and workflow. This is one of the rare domestic studies in which the job characteristics of the teaching profession are addressed. On the other hand, the job characteristics theory seems to have been studied apart from educational organizations (Aşan, 2000; Kaşlı, 2007).

In domestic studies, there is a limited number of studies in which job characteristics model is analyzed outside of educational organizations. In these studies, issues such as the relationship between job characteristics and job satisfaction; organizational loyalty and organizational citizen behaviors (Ünüvar, 2006), job characteristics and work integration (Demirbaş, 2008), the effects of job characteristics attitudes, the intention to quit work, organizational happiness, performance based on self-evaluation and general job satisfaction (Erben, 2008), personality characteristics with job characteristics and boredom in the workplace (Coşkun, 2012), the relationship between job characteristics and perceived organizational support (Arslan ve Güzel, 2016).

It is considered that practices such as reducing class size, developing support for children in need of special education, increasing time for planning and preparation, reducing non-teaching demands (e.g. administrative tasks, stationery works) will be effective in ensuring the work-life balance of teachers (Froese-Germain, 2014). Women teachers who have children have extra difficulties but male teachers are not affected by having children, on the other hand, work-life conflicts of teachers who have just entered the profession, newly married and have new children are higher (Altun Dilek & Yılmaz, 2016; Bostancıoğlu, 2014; Maeran, Pitarelli, & Cangiano, 2013; Senthilkumar, Chandrakumaramangalam, & Manivannan, 2012; Uddin, Ahshanul-Mamun, Hoque, & Uddin, 2013). Stress and burnout have impacts on work-life balance (Naylor & White, 2010; Irfan & Azmi, 2015). Work-life balance increases job satisfaction (Bennett, Iverson, Rohs, Langone, & Edwards, 2002; Saeed & Farooqi, 2014; Watson & Hillison, 1991). These are the other noteworthy study findings. There is a significant relationship between teachers' work-life balance and perceptions of organizational justice (Teker, 2015), and between teachers tendency to be a workaholic and their work-life balance (Altun Dilek & Yılmaz, 2016). The increase in the level job dependence negatively affects the work-life balance (Apaydın, 2011).

Through the literature review, it is understood that the job characteristics model in educational organizations has been subject to a limited number of researches abroad and domestically. This study is about the teaching profession as the key fact of educational organizations, and the educational organizations and in the study job characteristics and work-life balance which were summarized briefly above, were examined together as the two basic variables.

### ***Purpose of the Study***

In this study, the relationship between job characteristics of teaching profession and work-life balance of teachers was analyzed according to the teachers' opinions. In this context, the answers to the following questions were sought:

1. What are the opinions of teachers who participated in the study about "job characteristics of teaching profession" and "work-life balance of teachers"?
2. Is there a significant relationship between job characteristics of teaching profession and work-life balance?
3. Are the job characteristics of teaching profession significant predictors of "work-life balance"?

### **Method**

The present study, which concentrates on the pattern of the relationship between job characteristics of teaching profession and work-life balance of teachers based on the views of secondary school teachers, was designed in the relational screening model by taking the quantitative research approach as the basis.

#### ***Study Group***

The population of the study is composed of 6275 secondary school teachers in nine districts of Ankara. Since it was not possible to apply scales to the entire universe, it was decided to conduct the study on the sample drawn from the universe. As a result of calculations made at .05 significance level and 5% tolerance level, it was decided that 363 teachers would represent the universe consisting of 6275 elements (Balçı, 2004). Stratified sampling technique was adopted in determining the sample. For this purpose, nine districts (Altındağ, Pursaklar, Yenimahalle, Cankaya, Etimesgut, Keçioren, Sincan, Mamak and Golbasi) in the province of Ankara were identified as strata. Due to possible data losses, 430 scales were distributed in practice. 413 (96%) of the distributed scales were returned as convenient for data processing.

264 of the teachers who participated in the survey were female, 149 were male. When the ages of the teachers were examined, it was seen that, the number of teachers in the age group 22-26 was 52, number of teachers in the age group 27-31 was 52, the number of teachers in the age range 32-36 was 39, number of teachers in the age range 37-41 was 57, number of teachers in the age range 42-46 was 86 and the number of teachers who were 47 and above was 127. 300 of the teachers who participated in the study were married, and the remaining 112 were single. 338 of the teachers had bachelor's degrees and the remaining 75 had postgraduate degrees. Among the participant teachers, 69 teachers were from district of Altındağ, 118 teachers were from Çankaya, 40 teachers were from Etimesgut, 23 teachers were from Gölbaşı, 35 teachers were from Keçiören, 41 teachers were from Mamak, 35 teachers were from Sincan, 42 teachers were from Yenimahalle, and 10 teachers were from Pursaklar. 108 of the teachers worked in 1-2 schools, 199 in 3-4 schools, 94 in 5-6 schools and 92 in 7 schools and more in their careers.

#### ***Data Collection Tools***

In the study process, it was firstly evaluated whether the scales which could possibly serve the purpose of the study existed in the literature. In the literature review, a scale suitable for evaluating the job characteristics of teaching profession was not found. Based on this finding, it was decided to develop "Job Characteristics of Teaching Profession Scale" (JCTPS;) within the scope of the study. In the study, the "Work life Balance Scale" (WLBS) developed by Apaydın (2011) was used to evaluate the work-life balance of the teachers.

During the development process of JCTPS, Hackman and Oldham's job characteristic model was taken as the basis and a suitable item pool was created for the teaching profession; then, the experts were consulted for their views on content validity. After the content validity study, the pilot study of the finalized draft was carried out with the participation of 167 teachers working in official secondary schools in the city of Ankara. At this stage, the data were analyzed with the explanatory factor analysis (EFA). As a result of the EFA, the Job Characteristics of Teaching Profession Scale (JCTPS) with five

factors was developed. The main application of the scale was carried out with the participation of 413 teachers who were selected from the population of the city of Ankara through stratified sampling method. In the main application, the validity of JCTPS was evaluated with the confirmatory factor analysis (CFA) and its reliability was evaluated with the Cronbach alpha coefficient. The CFA results verified the five dimensional structures of JCTPS.

The JCTPS consists of five dimensions of "Teacher Competencies", "Teacher's Roles and Responsibilities", "Significance of Teaching Profession", "Teacher's Autonomy" and "Feedback to Teacher's Performance". The scale can be evaluated both by its dimensions' scores and by its total score. The JCTPS is designed in accordance with a 5-point Likert type scale. "My job is important for economic welfare" and "As a teacher, it is my duty to prepare the classroom layout" can be given as two examples of the scale items. Cronbach alpha value for internal consistency of the JCTPS was reported as .89. The internal consistency reliability values of the five sub-dimensions were reported as follows; teacher competencies=.90, teacher's role and responsibilities=.81, significance of teaching profession=.74, teacher autonomy=.74, and teacher performance and feedback=.77. Confirmatory factor analysis (CFA) values of the JCTPS were as follows;  $\chi^2=985.94$ ,  $df=550$ ,  $\chi^2/df=3.22$ ,  $RMSEA=0.073$ ,  $GFI=0.75$ ,  $AGFI=0.71$ ,  $CFI=0.90$  and  $IFI=0.90$ . The validity and reliability values calculated shows that the scale complies with the study.

The WLBS consists of four dimensions of "Work-Life Harmony", "Neglecting Life", "Making Time for Personal Activities" and "Over-Commitment to Work". The scale can be evaluated both by its dimensions' scores and by its total score. The WLBS is designed in accordance with a 5-point Likert type scale. "I can't find time even for simple things during the day" and "I can't keep up with my work" can be given as two examples of the scale items. Cronbach alpha value for internal consistency of the WLBS within the original study was reported as .91 and the values of the five sub-dimensions were reported as follows; work-life harmony=.88, neglecting life=.81, making time for personal activities=.77 and over-commitment to work=.79 (Apaydın, 2011). Results obtained from CFA in this study are as follows;  $\chi^2=390.99$ ,  $df=163$ ,  $\chi^2/df=2.39$ ,  $RMSEA=0.079$ ,  $GFI=0.95$ ,  $AGFI=0.94$ ,  $CFI=0.93$  and  $IFI=0.93$ . The validity and reliability values calculated shows that the scale complies with the study. In this analysis, Cronbach alpha value of the WLBS was calculated as .75 and the values of the five sub-dimensions were calculated as follows; work-life harmony=.72, neglecting life=.80, making time for personal activities=.76 and over-commitment to work=.71. According to these results, the scale was found also valid and reliable for this research.

### ***Procedures and Data Analysis***

In order to be able to apply the scales, firstly the permission of the Ethics Committee was taken and the legal permission of Ankara Provincial Directorate of National Education was taken for the application in the schools. In September-October of the 2015-2016 academic year, the schools were personally visited, with the permission of the school administrators the scales were applied to voluntary teachers who had the appropriate time and the data were collected. After the data were collected, incomplete scales and unsuitable ones in the data set were extracted by extreme value analysis. The collected data were analyzed with descriptive statistics such as arithmetic mean, standard deviation and Pearson correlation as well as CFA and multivariate regression analysis techniques. Interpreting the relative perceptions of participants' variables; the range of "1.0-1.80" was considered as very weak, the range of "1.81-2.60" was considered as weak, the range of "2.61-3.40" was considered as medium, the range of "3.41-4.20" was considered as high and the range of "4.21-5.0" was considered as very high. In the evaluation of the correlation between the variables, the correlation range of "0-.30" was considered as weak, the range of ".31-.60" was considered as medium and the range of ".61-1.0" was considered as high. According to the results of the test of normality done for the JCTP, the WLBS, and their dimensions; the skewness values of the items range from -.09 to .53, and the kurtosis values range from -.62 to .86. If the coefficients of skewness and kurtosis are within the limits of  $\pm 1$ , it can be interpreted that the scores do not show any significant deviation from the normal distribution (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2012). In that case, it was concluded that, the parametric tests can be used. While examining the correlations between the sub-dimensions of the scales, it was found

that the correlation coefficient of variables was lower than .85. Therefore, it was determined that there was no multi-collinearity problem between the dimensions.

## Results

Descriptive statistical and correlation analysis results regarding to the JCTP and WLBT are presented in Table 1.

**Table 1.** Descriptive statistical and correlation analysis results regarding the JCTPS and the WLBS, and their dimensions used in the research

Variable	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. JCTPS	1										
2. Competency	.73*	1									
3. Role & Responsibility	.77*	.56*	1								
4. Significance	.64*	.51*	.48*	1							
5. Autonomy	.70*	.18*	.30*	.24*	1						
6. Feedback	.69*	.43*	.47*	.39*	.38*	1					
7. WLBS	.16*	.05	.11**	.08	.15*	.20*	1				
8. Harmony	.37*	.26*	.29*	.26*	.21*	.39*	.06*	1			
9. Neglecting Life	.09	.02	.06	.02	.11	.08	.80*	-.36*	1		
10. Making Time	-.14*	-.14*	-.12**	-.08	-.05	-.11	.77*	-.31*	.62*	1	
11. Over-Commitment	.07	-.02	.02	-.02	.09	.15*	.79*	-.08	.53*	.56*	1
Mean	4.11	4.57	4.01	4.42	3.57	3.94	3.12	3.74	3.04	2.56	2.86
Standard Deviation	.41	.42	.60	.55	.71	.64	.45	.61	.82	.88	.70

N=413; \*\* $p < .01$ ; \* $p < .05$

As it can be seen from Table 1, the mean of the participants' scores for the JCTPS is 4.11 ( $SD=.41$ ), the mean for the WLBS is 3.12 ( $SD=.45$ ). According to this findings, the participants expressed that they agreed with the statements in the JCTPS at a *high* level and statements in the WLBS at a *medium* level. On the other hand, there is a positive, low and significant relationship ( $r=.16$ ,  $p < .01$ ) between the JCTPS and the WLBS. However, there is a positive, medium level and significant relationship ( $r=.37$ ;  $p < .01$ ) between the *work-life harmony* dimension of JCTPS and WLBS; and a negative, low and significant relationship between the JCTPS and the *making time for personal activities dimension* of the WLBS ( $r=-.14$ ;  $p < .01$ ).

The multiple regression analysis was carried out to examine whether the JCTP is a significant predictor of the WLB. The results are presented in Table 2.

**Table 2.** The results of the multiple regression analyses  
(Dependent Variable= Work-Life Balance of Teachers)

Variable	B	Standard Error B	$\beta$	t	p
Teacher Competencies	-.02	.19	-.01	-.09	.93*
Roles and Responsibilities of Teachers	-.21	.13	-.10	-1.61	.11*
Significance of Teaching Profession	-.15	.14	-.07	-1.09	.28*
Teacher Autonomy	.09	.10	.05	.93	.35*
Performance Feedback	.03	.12	.02	.26	.80*

$R=.14$ ;  $R^2=.02$ ;  $F=1.57$ ;  $p=.17$ ; \* $p > .05$

As it can be seen from Table 2, job characteristics of teaching profession is not a significant predictor of work-life balance ( $R=.14$ ;  $R^2=.02$ ;  $p > .05$ ). Similarly, according to the standardized regression coefficients ( $\beta$ ), the dimensions of *teacher competencies* ( $t=-.09$ ,  $p > .05$ ), *roles and responsibilities of teachers* ( $t=-1.61$ ,  $p > .05$ ), *significance of teaching profession* ( $t=-1.09$ ,  $p > .05$ ), *teacher autonomy* ( $t=.93$ ,  $p > .05$ ) and *performance feedback* ( $t=.26$ ,  $p > .05$ ) are not significant predictors of work-life balance.



## Discussion, Conclusion and Suggestions

It was determined that the participant teachers who work at the official secondary education institutions agreed with the JCTP items at a high level. This finding is consistent with previous studies in the literature focusing on job characteristics of teaching profession. Previous studies have also found that teachers highly affirm job characteristics of teaching profession (Bonhomme et al., 2016; Charters et al., 1984; Daryanto, 2014; Guise, 1988; Kass et al., 2011). In addition, the findings of the presented study are consistent with the findings of the study of Mavi (2015) on implementing the job characteristics theory to educational organizations, which found that participants agreed with at a very high level.

In terms of the dimensions of the JCTP, it was observed that teachers affirmed teacher competencies at the highest level and teacher autonomy at the lowest level. Teachers' self-perception of their professional competencies as sufficient at a high level suggests that, teachers do not feel the individual growth need. However, they regard teaching profession as significant and they seem to be aware of teacher's roles and responsibilities. This situation promotes teachers to do their jobs effectively. On the other hand, teachers' thought of getting feedback about their performances contributes to do their job well and fix negative issues. The anticipated effect of this is the increase in the job satisfaction of the teachers. In terms of teacher's autonomy, teachers' affirmation is relatively at a low-level compared to other dimensions, but it does not have a considerable effect on their approach to their profession. It suggest that, teachers think their autonomy regarding classroom and general education practices is limited, and their expectations of autonomy are low or non-existent.

In terms of the dimensions of the WLBS, it has been determined that, teachers affirm the dimensions of "*work-life harmony*" and "*neglecting life*" at a high level, and they affirm the dimensions of "*making time for personal activities*" and "*over-commitment to work*" at a moderate level. This result is consistent with previous studies focusing on the work-life balance of teachers (Altun Dilek & Yılmaz, 2016; Bostancıoğlu, 2014; Maeran et al., 2013; Senthilkumar et al., 2012; Uddin et al., 2013). According to the results of the research, teachers think that, they are able to harmonize their jobs and private lives and that they can use the time well. It is assessed that this situation arise from the facts that, teachers have flexible working hours, they have more spare times compared with other professionals, and particularly their profession provides emotional satisfaction (e.g. desire to serve people, wish for being useful to the society, loving children, etc.) (Altun Dilek & Yılmaz, 2016). It is noteworthy that teachers who say they are balancing work and life, on the other side, think they are neglecting their lives. In this context, teachers think that they try to do too many tasks at the same time by sacrificing basic vital activities such as sleep, proper nutrition and outing. So, the teachers think that they achieve work-life balance, but they neglect their lives due to the fact that, preparation for the lesson, filling out the documents related to the guidance activities of the students, and other activities like these require extra time to be allocated within their off-hours.

Assessing the moderate affirmation level of teachers for the dimension of "*making time for themselves*", we may conclude that teachers can allocate some time to themselves and that they can manage time in their work and private lives and do not face with big difficulties. Likewise, it is seen that the participants affirm the "*over-commitment to work*" at a moderate level. In this case, we can conclude that teachers make time for their private lives but they regard it as inadequate. As a conclusion, when the four dimensions of work-life balance are contextualized; teachers who think that they neglect their own lives by making sacrifices for their professions, realize work-life balance, but this balance turns in favor of work and turns against life.

There is a positive, low level and significant relationship between the JCTP and the WLB. There is a positive relationship between job characteristics of teaching profession and the *work-life harmony* dimension of work-life balance and a negative, low level and significant relationship between job characteristics of teaching profession and the making time for personal activities dimension of work-life balance. Taking these findings as the starting point, it was seen that as the participation level to job characteristics of teaching profession increases, the teachers achieve work-life harmony better.

However, as the participation level to job characteristics of teaching profession increases, the time teachers allocate to their profession also increases and the time they allocated for themselves decreases. On the other hand, the regression analysis findings point out that job characteristics of teaching profession do not create a significant difference in the work-life balance of teachers. Therefore, it can be stated that the work-life balance perceived by teachers is relatively independent of unique job characteristics of teaching profession.

Based on the research findings, the following conclusions have been reached; (i) the teachers, working in the schools where the research is carried out, highly affirm the job characteristics of teaching profession; (ii) the teachers think that, they achieve their work-life balances at a moderate level, but this balance is in favor of work; (iii) there is a significant relationship between job characteristics of teaching profession and work- life balance of teachers, but the relationship is at a low level; and (v) job characteristics of teaching profession are significant predictors of work-life balance

On the basis of the general conclusions reached in the study, the following suggestions can be made for the researchers; (i) they can examine the relationship between job characteristics of teaching profession significant predictors of work-life balance through a wide area of educational organizations including both public schools and private schools, and by consulting the views of other stakeholders with teachers, (ii) they can make researches to examine the reasons and impacts of the teachers' self-perceptions of their professional competencies as sufficient at a high level and teachers' consideration of their autonomy inadequately at a low level. On the other hand, the following suggestions can be made for the practitioners; (i) the JCTPS and its dimensions developed in this study can be used as a means of increasing motivation in teachers and improving performance in educational organizations, (ii) " Job Characteristics of Teaching Profession" can be handled in the context of strengthening the education management, and enriching and developing the teaching profession; (iii) they can investigate the facts which will to provide the work-life balance of teachers in an ideal way and to increase the job satisfaction and professional commitment of teachers by examining best practices.

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