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# WORK LIFE& LEARNING BALANCE IN WORKING MBA STUDENTS in Saudi Arabian Context

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## Abstract

Work life balance has been the focus of researchers around the world throughout the last decade. Mostly the studies have focused on relationships of work life balance of employees and full-time students. This research seeks to investigate the balance with one more variable which is learning added to work life balance, making it work life and learning balance for employees who work & study MBA.

This paper studies the balance of working MBA students of Saudi Arabia in all three aspects of working MBA student's life, namely work, family life & learning and the effect of balance in these on productivity, satisfaction in Work and MBA program.

The sample was collected from MBA students, who are employed as well in various companies of Riyadh, studying in three famous universities namely; King Saud, Prince Sultan and Al-Faisal University in Riyadh City.

The results indicated lack of balance in work life and learning dimensions among all of the working MBA students in these three universities and also found significant relationships of work life and learning balance with productivity, satisfaction, learning, family life, stress and happiness.

The relationships indicated if balance is achieved in these three domains of employed student's life, they can exhibit higher productivity in work & academic performance, higher satisfaction in job & learning, lower levels of stress and greater happiness in their lives.

**Keywords:** Work-Life & Learning Balance, Performance, Productivity, Satisfaction, MBA Students, Employees.

## الملخص

يعتبر بحث التوازن بين العمل والحياة محور تركيز الباحثين في جميع أنحاء العالم طوال العقد الماضي بشكل عام. ركزت بعض الدراسات في الغالب على علاقات التوازن بين العمل والحياة العملية للموظفين والطلاب بدوام كامل. يسعى هذا البحث إلى التحقق من التوازن مع متغير واحد آخر وهو تأثير أعباء التعلم الإضافية على توازن الحياة العملية حيث تمت دراسة هذه الحالة بالنسبة للموظفين الذين يعملون ويدرسون ماجستير إدارة الأعمال في الوقت نفسه.

وبشكل تفصيلي تدرس هذه الورقة التوازن لدى طلاب ماجستير إدارة الأعمال العاملين في المملكة العربية السعودية في جميع الجوانب الثلاثة لحياة طالب ماجستير إدارة الأعمال، وهي العمل والحياة الأسرية والتعلم وتأثير التوازن في هذه الجوانب على الإنتاجية والرضا في العمل وبرنامج ماجستير إدارة الأعمال.

تم جمع العينة من طلاب ماجستير إدارة الأعمال الذين يعملون أيضاً في شركات مختلفة بالرياض ويدرسون في ثلاث جامعات معروفة بالمملكة العربية السعودية وهي: جامعة الملك سعود وجامعة الأمير سلطان وجامعة الفيصل بمدينة الرياض.

أشارت النتائج إلى وجود عدم توازن في الحياة العملية وأبعاد التعلم بين جميع طلاب ماجستير إدارة الأعمال العاملين في هذه الجامعات الثلاث، كما توصلت إلى وجود علاقات مهمة بين الحياة العملية والتوازن التعليمي مع الإنتاجية والرضا والتعلم والحياة الأسرية والتوتر والسعادة.

تشير العلاقات إلى أنه إذا تم تحقيق التوازن في هذه المجالات الثلاثة من حياة الطلاب الذي يدرسون ويعملون، فيمكنهم إظهار إنتاجية أعلى في العمل والأداء الأكاديمي، ورضا أعلى في العمل والتعلم، ومستويات أقل من التوتر وسعادة أكبر في حياتهم.

**الكلمات المفتاحية:** التوازن بين العمل والحياة والتعلم ، الأداء ، الإنتاجية ، الرضا ، طلاب ماجستير إدارة الأعمال ، الموظفون

## **INTRODUCTION:**

Work and family are the two most important aspects in a person's personal life and the interaction of these two aspects have been the subject of interest for researchers all over the world.

Greenhaus et al. (2003, p. 512) views 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".

Sturges and Guest (2004) point to the growing aspiration amongst people to balance work with other aspects of their life and that this is directly linked to the long hours that many individuals feel they have to devote to work.

Work-life balance is a term that is always used in context of employees, but nowadays working professionals who undertake master of business administration program are also overburdened due to their academic work load and career issues, giving an indication of a need to study work life issues of working MBA students.( Lynn C. Dailey,2011)

There are few scholarly opinions on the impact of master programmes for employed working students on work-life balance. The quest to balance work, life & learning, among working students and how to attain the balance among the three while maintaining high performance standards, remains a topic of interest (Veronika and Aaron, 2013).

In Saudi Arabian context many working professionals undertake program of master of business administration degree, because they think the possession of MBA qualification will benefit them in promotions, higher salary, and respectful position in management.

The MBA working students work in their respective companies from 9 am to 4 pm and then attend classes for the MBA program from 6 pm to 9 pm in

most of the universities in Saudi Arabia. Theoretically it seems all ok, as there is no time clash between work hours and study time of the university, but today's advances in technology have blurred the lines between working hours, learning and family time.

A working student can have too many projects in his work during the course of a year which may require more than standard working hours. Similarly, some semesters may demand more studying and above all most of the students being married in Saudi Arabia also hold responsibility towards their household affairs.

So, there is a potential for lack of balance in any of these three spheres of life, of working professionals who undertake MBA or any Master's program in Saudi Arabia. There is a need to study as to what will happen, if there happens to be a lack of balance and its subsequent effects on family life, learning, productivity satisfaction, stress and happiness of a working student.

Previous research's (e.g. Houston & Waumsley, 2003; Linehan & Walsh, 2000, 2001; Somech & Drach-Zahavy, 2007; Bakker, Demerouti & Dollard, 2008) have mainly focussed on balance of work and family life of employees, but few researches have investigated the combined balance of work family life and learning balance and its relationship with family life, learning, productivity and wellbeing of working MBA students.

This research paper seeks to study work-life & learning balance, adding the learning sphere as well to previous work life balance studies. Also, this study investigates work life and learning balance and its relationship with productivity, learning, satisfaction and the state of well-being in MBA working students of Saudi Arabia.

### **DEFINITION OF VARIABLES**

**Work:** Mental or physical activity as a means of earning income; source of livelihood.

**Life & Family:** it is defined as the routine interactions and activities that a family have together. When members of a family enjoy each other's company and spend a lot of time doing things together, this is an example of a good family life. (<http://www.yourdictionary.com>, 2015)

**Learning:** The acquisition of knowledge or skills through study and being taught in the university (Tudball, 2012).

**Work Life Learning Balance (WLLB):** Is a concept including proper prioritizing between "work", "family life" and "learning". Clark (2000) defined Work-life balance as satisfaction and smooth functioning at work and home without any role conflict. In this paper the definition chosen for work life and learning balance is a state of comfortable equilibrium achieved between an employee's primary priorities of employment and family life and MBA learning.

**Productivity:** A measure of the efficiency of a person in work, MBA program and fulfilling household obligations.

**Satisfaction:** Fulfilment of one's wishes, expectations and the pleasure derived from work, MBA program and family life.

**Stress:** a state of mental or emotional strain or tension resulting from adverse or demanding circumstances from work and MBA program.

**Happiness:** state of being happy and content with work and MBA program.

## **THEORETICAL BACK GROUND & HYPOTHESIS**

### **Work, Family life and work life & learning balance**

Work and family life are not always compatible and lack of balance between the two domains are often experienced (e.g. Houston & Waumsley, 2003; Linehan & Walsh, 2000, 2001; Somech & Drach-Zahavy, 2007; Bakker, Demerouti & Dollard, 2008).

The focus on the domains of work and family is vital as family and work are regarded as the most important elements of everyone's life, and any competing demands from work and family life cause conflict and negatively affect the wellbeing of workers (Clark, 2000; Frone, 2000).

For most of the families work is the source of livelihood. Work is necessary to obtain necessary financial resources to support themselves and dependents in the family. More family members in today's world are joining the paid workforce to seek comfortable financial position (Kandasamy & Sreekumar 2009).

In a research done on working students in Canada by Fudge & Judy (2006) relationships between family life and work life were examined and the researchers found lack of balance among the two entities. Families were seen adjusting to their work schedules by not spending as much time together, especially with their children and having problems in meeting household obligations.

In a qualitative research on part time MBA students by Reva Brown (2006) in United Kingdom, most of the respondent's families in which sole

bread winners took MBA program in business were found adjusting by having no children, having fewer children or delaying children until their education and careers are in better shape.

In our study context, apart from work life balance we seek also to study learning balance as well and the combined balance of the three aspects (work, life & learning balance) on family life of working MBA students of Saudi Arabia, thus we predict;

HYPOTHESIS 1(H1);

“There is a positive relationship between family life and work life learning balance of employed Master of business students”

### **Learning and work life & learning balance**

Previous researches on work life balance of students have been mainly focused on full time students of different streams, such as nursing students (Johansson 1991), hospitality students (Jogarathnam et al. 2004), law students (Clarke et al. 1986) and social work students (Tobin et al. 1994). Dahlin et al. (2005) suggested that medical students were more stressed in comparison to the general students.

Balancing work, family life and learning in prior research (Stimpson and Filer (2011) was found to be a difficult issue for working students as they faced difficulty in balancing family commitments, academics, work, and personal lives, and less satisfied in their ability to balance work and life”

However, although work-life balance has materialized as a topic of study in different streams very few studies have considered studying work life and learning balance of working MBA students. In our study we predict;

HYPOTHESIS 2 (H2);

“There is a positive relationship between learning and work life learning balance of employed master of business students”

### **Productivity and work life & learning balance**

Productivity and work-life balance are not contradictory. In organizations where there is sound work-life balance practices and policies, experience better financial outcomes (Fleetwood, 2007). These benefits included lower rates of absenteeism, increased productivity. (Employers for Work Life Balance, 2006).

According to Kelly et. al. (2001) Lack of balance in work domain among working students often leads to low productivity and poor academic performance.

(Kai-Wen, 2003) found lack of balance in work and learning among working students led to low productivity. This study however also seeks to investigate how does balance in three spheres namely; work, family life and learning affect productivity of working MBA students, therefore we hypothesize;

HYPOTHEISIS 3 (H3);

“There is a positive relationship between productivity and work life learning balance of employed Master of business students”

### **Satisfaction and work life & learning balance**

Working MBA students work to earn money and at the same time also pursue MBA program in evening, in comparison to full time students in Saudi Arabia. There is a potential for lack of balance between work, family life and learning.



Previous research (Kai-Wen, 2003) found lack of balance in work and learning among working students often leads to stress, low productivity, low satisfaction, learning and health problems etc.

Vincent & Wilberforce (2012) found out that working MBA students who were more stressed due to their academic workload and work pressures, were less satisfied with both the program and their job. On the basis of above literature we predict;

HYPOTHESIS 4 (H4);

“There is a positive relationship between satisfaction and work life & learning balance of employed master of business students”

### **Stress and work life & learning balance**

Working students often feel overburdened and experience high levels of stress due to their academic workload, personal commitments, job and family responsibilities (Brown et al., 1999; Bush et al. 1985) resulting in stress and mental health problems (Andrews et al., 2004).

Stress can also have a positive result and an individual can respond successfully in an emergency (Schafer 1996). Whitman et al. (1985) argued that stress is a necessary part to be at university to get the best out of the students.

However, when stress translates into distress owing to work-life imbalance, it leads to psychological, emotional and physical deterioration. This is harmful for the well-being of students in general. (Brown et al. 1999)

This study also seeks to investigate the negative relationship of stress with work life and learning balance of working MBA students, thus we hypothesize;

HYPOTHEISIS 5 (H5);

“There is a negative relationship between work life learning balance and stress of employed Master of business students”

### **Happiness and work life and learning balance**

Proper work life balance if achieved by working students, makes them able to fulfil all their needs in respect of family, work and learning. (Warren, 2004).

The literature shows that if proper balance is achieved in work and family spheres of life higher productivity, better work quality, less stress and greater happiness is achieved. (Seligman, 2011; Hill, 2005).

We predict that happiness will be achieved if proper balance or comfortable equilibrium is achieved in work, life and learning, thus we hypothesize;

HYPOTHESIS 6 (H6);

“There is a positive relationship between happiness and work life learning balance of employed master of business students”

### **RESEARCH GAP AND OBJECTIVES**

Most of the studies on students’ work life balance have been conducted in western countries (e.g. Warren 2004; Clark, Raffe & Schullar 2006; Theaker et.al 2007).

From the review of literature it was found that there exists number of researches mainly focusing on work life balance among general students (Young et. al. 1994), but very few have focused on work life and learning balance and its effect on productivity, satisfaction stress and happiness of

working MBA students. Thus, this concept is under explored in Saudi Arabian context.

Based on the literature, following objectives were considered for the study:

- ✓ To look for relationships between work life & learning balance with productivity, learning, satisfaction, stress and happiness among working MBA students of Saudi Arabia.

The authors also wanted to check if the students of various universities in Riyadh region vary in dimensions of work life and learning balance

- ✓ To assess the differences between MBA, MBUS and other students on dimensions of work-life balance of King Saud University.

We predict;

HYPOTHESIS 7 (H7);

“There is a significant difference in means of work life balance among MBA Mbus and Other Master Majors”

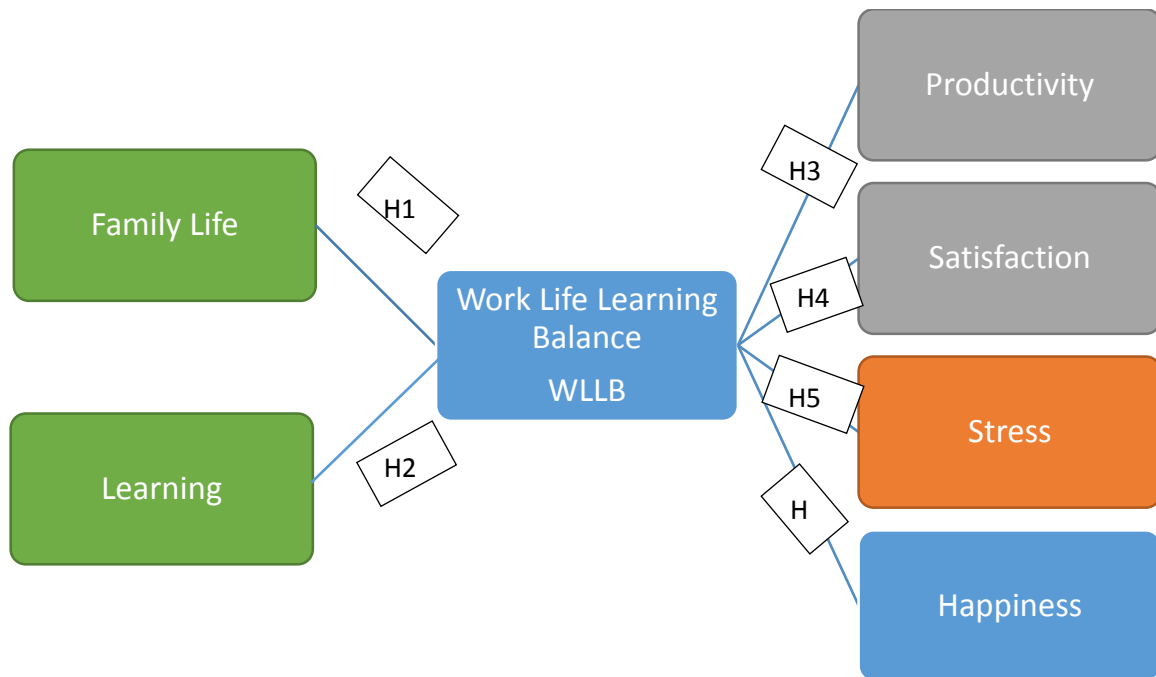
- ✓ To assess the differences in dimensions of work-life balance between MBA students of various universities in Riyadh Region.

We hypothesize;

HYPOTHESIS 8 (H8);

“There is a significant difference in means of work life balance among students of King Saud, Prince Sultan & Al Faisal University.”

## Research model and framework



## METHODOLOGY

### RESEARCH SETTING AND PARTICIPANTS

This research is conclusive, descriptive and based on single-cross sectional design. Our population in this research are all master of business students who are employees and studying MBA in various universities in Kingdom of Saudi Arabia. The unit of analysis i.e our sample in this research were employed students studying MBA/MBus in King Saud, Prince Sultan and Al Faisal University in Riyadh City in Kingdom of Saudi Arabia.

Quantitative data was collected in order to test the hypothesis from employed students who are undertaking master's program in business from King Saud University, Prince Sultan and Al Faisal University. The survey was designed in order to measure seven variables with total of 62 questions in addition to 15 personal questions on a five-point Likert scale (1 for strongly disagree to 5 strongly agree).

The survey was distributed and collected physically through visits to MBA classes at King Saud University, Prince Sultan University and Al-Faisal University using printed questionnaires. The sample size used in this analysis was 103. Total responses were 102 with one questionnaire of half-filled response. The data collected was then analysed to find the relationships between different variables and to come up with a conclusion on the subject.

## **PROCEDURES**

The responses were coded in SPSS, reliability test was first done to check whether the reliability i.e. Cronbach alpha is in the acceptable range of above (0.6).

The analysis of this study will be in order of first discussing descriptive statistics of the variables, reliability test, correlation matrix for all measures included in the current study.

Pearson's correlation matrix was computed to check for relationships among all the variables in table 4.

One-way ANOVA was also used to check for any significant difference in work life balance among MBA and MBus students and students among the three universities as well.

### DESCRIPTIVE STATISTICS

VARIABLE	N	MINIMUM	MAXIMUM	MEAN	STD. DEVIATION
<b>WORK</b>	103	2.8	5	4.10	.52
<b>FAMILY LIFE</b>	103	1.6	5	3.2	.67
<b>LEARNING</b>	103	2.5	5	3.7	.52
<b>WORK LIFE LEARNING BALANCE</b>	103	2.11	4.9	2.6	.58
<b>PRODUCTIVITY</b>	102	2.11	4.78	3.4	.48
<b>SATISFACTION</b>	102	2.38	5	3.5	.52
<b>STRESS</b>	102	1	5	3.03	.69
<b>HAPPINESS</b>	102	2.8	5	3.27	.52
<b>VALID N LISTWISE</b>	102				

TABLE 1

The mean 4.10 for the variable work, indicates that most of the respondents in our sample are employed and have good interpersonal relationships at work. On variable family life and learning the respondents were found to be slightly above neutral (Mean 3.2 & 3.7) indicating the students i.e. our respondents rate low in family and learning activities.

The mean for work life and learning balance was 2.6, indicating absence of balance in students' lives in our sample. For productivity the mean was found 3.4, slightly above neutral, but for satisfaction the mean found was close to 3.5 (3.95 meaning agree was mostly the response) indicating most of the working students are dissatisfied in general. The mean for stress was 3.0 close to neutral and for happiness the mean found was 3.27 giving an indication most of the respondents are not happy and are experiencing stress in their lives in general.

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>University; KSU (1), PSU (2) &amp; Al Faisal University (3)</b>	103	1	3	1.35	.64
<b>Are you employed (1)Yes ,No (2)</b>	102	1	2	1.09	.09
<b>What graduate Program are you enrolled in? MBA (1) ,MBUS (2)&amp; Others (3)</b>	102	1	3	1.44	.59
<b>Daily working hours</b>	102	0	12.00	8.03	1.10
<b>Daily hours spent with family</b>	101	1	14	2.85	1.84
<b>Daily hours spend studying MBA/MBUS program materials</b>	100	0	9	1.95	1.38
<b>How many years have you been in this company?</b>	101	1	18	5.18	3.56
<b>Your total experience (in this company and others)</b>	100	1	18	6.81	4.004
<b>Your position is: Customer Service (1),Sales / Marketing (2), Finance / Economic (3), IT / Projects (4), Clerical / Secretary (5), Middle Management (6), Executive(7),Other (8)</b>	101	2	8	5.21	2.02

Age	102	2	4	2.48	.54
(1) <20	(2)21-30	(3) 31-40			
(4) 41-50	(5) 51-60	(6) >60			
Gender [(Female(1), Male(2))]	102	1	2.00	1.99	.13
Marital status (1 Single, 2 Married)	102	1.00	2.00	1.60	.49
Do you have children? No (1),Yes (2)	102	1.00	2	1.5	.50
How Many Children	54	1	5	1.88	.92
Nationality(1 Saudi, 2 Non-Saudi)	102	1	2	1.01	.14
Income (SAR-monthly): 3000-5000 (1) ,5001-8000 (2), 8001-12000 (3), 12001-35000(4), 35,001-above (5)	100	1	5	3.85	.64
Valid N (list-wise)	102				

## DEMOGRAPHIC STATISTICS

The sample consisted mostly of Saudi national students (**98%**), married (**60.8%**), males (**98%**) with children (**51%**), in age group of 21-30 (**53.4%**) & 31-40 (**43.7%**), pursuing MBA(**60.8%**), Mbus (**34.3%**) and other students pursuing courses in masters in various business majors(**4.9%**), from KING SAUD UNIVERSITY (**73.8%**) ,PRINCE SULTAN (**17.5%**) and AL FAISAL UNIVERSITY(**8.7%**).

The average daily hours working was found **8 hours**, daily hours spent with family was found to be **2.8 hours** and daily time spent on studying for MBA or Mbus was found out to be **1.9 hours** with a standard deviation of 1.38.

Out of the 103 sample 102 were employed(**99%**) , with most of them in department IT/ projects (**27.2%**) and others in Sales/ Marketing (**8.9%**), Finance /Economics (**12.9%**), Middle Management (**21.4%**), Executive (**5.9%**) and other(**22.8%**) departments, in an income range of 12001-35000 SAR(**68%**),8001-12000 SAR (**20%**) and 35001-Above Sar(**10%**),with average of **5.18 years** been working in current working company and average **6.81 years** of total working experience.

### RELIABILITY TEST

VARIABLES	NO. OF ITEMS	CRONBACH'S ALPHA
WORK	6	.77
LIFE	5	.68
LEARNING	7	.70
WORK LIFE & LEARNING BALANCE	17	.90
PRODUCTIVITY	9	.65
SATISFACTION	8	.81
STRESS	5	.77
HAPPINESS	5	.70

**TABLE 3: CRONBACH'S ALPHA**

Some items in the scales of variables work and life were deleted because of lower Cronbach alpha or less reliability of the scale. The items removed from variable work were items like “Work is very important in my life” and “I think a lot about my work when I am with my family” because of Cronbach alpha being .5 before the removal and also these items were measuring more than 2 factors simultaneously.

Similarly, item number 8; “I am member of a social committee & item 6 “I exercise everyday” were removed from variable family life. Factor analysis was also done with VARIMAX rotation with absolute value below .3, to check if the items are measuring single component or several components. The items measuring two or more factors simultaneously were also removed thereafter from the study. The items measuring the same factor were combined using compute variable option in SPSS and the analysis of data was commenced.



**CORRELATION MATRIX**

<b>Variables</b>	<b>WORK</b>	<b>LIFE</b>	<b>LEARNING</b>	<b>WLLB</b>	<b>PRODUCTIVITY</b>	<b>SATISFACTION</b>	<b>STRESS</b>	<b>HAPPINESS</b>
<b>WORK</b>								
<b>LIFE</b>	<b>.076</b>							
<b>LEARNING</b>	<b>-.088</b>	<b>.225*</b>						
<b>WLLB</b>	<b>.13</b>	<b>.20*</b>	<b>.24*</b>					
<b>PRODUCTIVITY</b>	<b>.14</b>	<b>.22*</b>	<b>.37**</b>	<b>.38**</b>				
<b>SATISFACTION</b>	<b>.12</b>	<b>.22*</b>	<b>.19*</b>	<b>.58**</b>	<b>.48**</b>			
<b>STRESS</b>	<b>-.50**</b>	<b>-.24*</b>	<b>-.10</b>	<b>-.26**</b>	<b>-.15</b>	<b>-.31**</b>		
<b>HAPPINESS</b>	<b>.02</b>	<b>.09</b>	<b>.16</b>	<b>.49**</b>	<b>.80</b>	<b>.0</b>	<b>.1</b>	

TABLE 4

**SCALE'S DIMENSIONALITY**

<b>DIMENSIONS</b>		<b>EIGEN VALUE</b>	<b>VARIANCE %</b>	<b>CUMULATIVE VARIANCE %</b>
<b>Work</b>	Interpersonal relationships	2.689	53.77	53.77
<b>Life</b>	Family life	2.876	54.51	54.51
<b>Learning</b>	MBA learning	3.779	58.85	58.85
<b>Work Life&amp; Learning balance</b>	1. Work load exceeding family and MBA learning obligations.	5.682	52.31	72.36
	2. MBA learning load exceeding family and work obligations.	2.067	12.16	
	3. Family obligations exceeding MBA learning and work obligations.	1.342	7.87	
<b>Productivity</b>	1. Productivity in work.	3.22	47.77	81.90
	2. Productivity in MBA.	1.81	19.62	
	3. Productivity in meeting family obligations.	1.32	14.56	

Satisfaction	1. Work satisfaction	3.474	43.43	57.836
	2. MBA program satisfaction	1.153	14.41	
Stress	1. Psychological stress	2.658	53.16	77.411
	2. Physical stress	1.213	24.25	
Happiness	Happy with life	2.347	56.93	56.932

TABLE 5

## MEASURES

The important factors selected for this study were factors that are explained maximum variance in the variables and who had Eigen value greater than 1. The factors extracted and selected for the current study from factor analysis for each variable were as follows;

**Work:** This variable was measured using 6 items and the items were found to measure one factor i.e. unidimensional. The items measuring the factor had Eigen value of 2.69 explaining 53.77% variance in the variable.

**Family Life:** this variable was measured using 5 items. The items were measuring a single factor i.e. family life with Eigen value 2.87 explaining 54.51% of variance in the variable family life.

**Learning:** this variable was measured using 7 items. The items were measuring a single factor MBA learning with Eigen value 3.79 explaining 58.85% of variance in the variable learning.

**Work life & learning balance:** the variable was measured using 17 items. Three expected factors were found; the first factor “work load exceeding MBA and family life obligations” consisted of 8 items, with Eigen value of 5.68 explaining 52.3% of the total variance. The second factor was “MBA learning load exceeding family and work obligations” consisted of 5 items with Eigen

value of 2.01 explaining 12.16% of the total variance. The third factor “Family obligations exceeding MBA learning and work obligations” consisted of 4 items with Eigen value of 1.34 explaining 7.89% of the total variance in the variable work life and learning balance.

**Productivity:** the variable productivity was measured using 9 items. Three factors extracted were “productivity in work”, “productivity in MBA program” and “productivity in meeting household obligations”. Four items were found measuring factor “productivity in work” with Eigen value of 3.22 and 47.77% explanation of total variance in variable productivity. Three items were measuring factor “productivity in MBA program” with Eigen value of 1.81 and 19.619% explanation of total variance in variable productivity. Four items were measuring factor “productivity in meeting family household obligations” with Eigen value of 1.32 and 14.52% explanation of total variance in the variable productivity.

**Satisfaction:** the variable satisfaction was measured using 8 items. Two expected factors were extracted namely “work satisfaction” and “MBA program satisfaction”. The factor Work satisfaction was measured by five items with Eigen value 3.474, explaining 43.425 % of variance. The other factor MBA program satisfaction consisted of three items with Eigen value 1.153, explaining 14.411% of the total variance for the variable satisfaction.

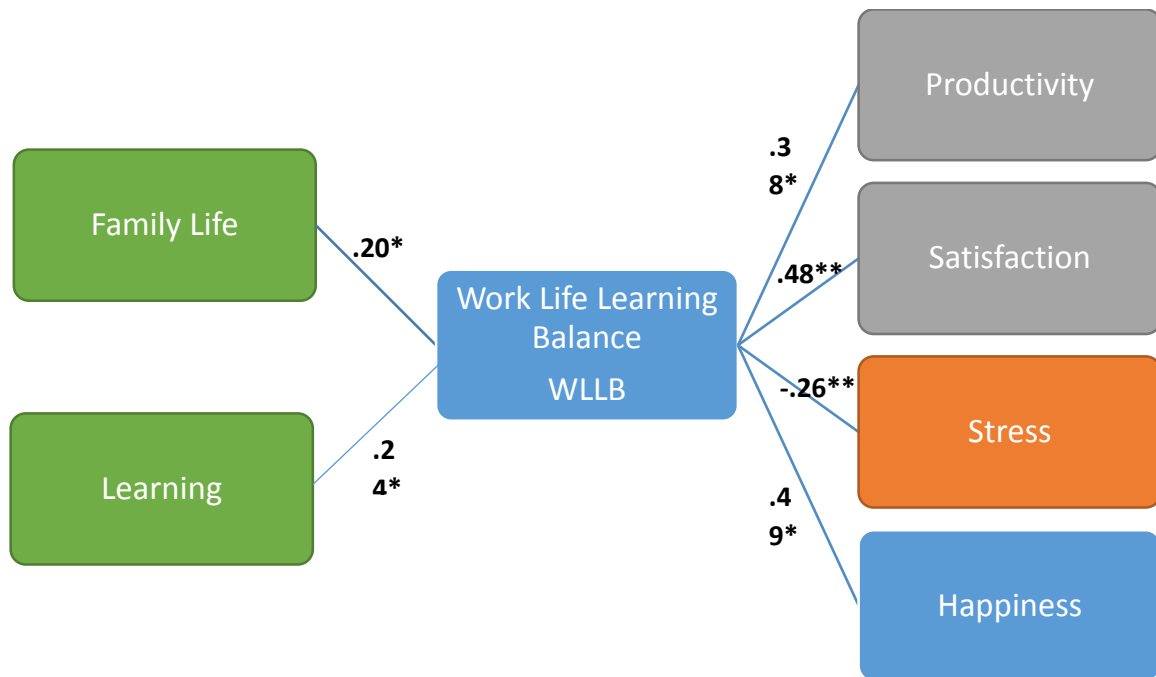
**Stress;** the variable stress was measured by five items. Two expected factors were extracted namely items measuring psychological stress and physical stress. Factor Psychological stress consisted of three items with Eigen value of 2.67 explaining 53.16% of total variance. The other factor physical stress consisted of two items with Eigen value of 1.21 explaining 24.25% of total variance for the variable stress.

**Happiness** was found unidimensional consisting of five items; items were mainly asking about being happy. The Eigen value for the items was 2.35 explaining 56.93% of the total variance in the variable happiness.

## **RESULTS**

### **Relations among the measures**

Table 4, presents correlations for all measures included in this research. For Hypothesis 1 (H1) The measure for family life was found to positively correlate to work life and learning balance significantly, however the hypothesis (H1) was partially supported because family life correlated positively only with the first two factors of work life learning balance, this indicated that if the work obligations doesn't exceed and interfere, than MBA and family obligations the students can be able to fulfil family responsibilities comfortably. The measure for learning was found to positively correlate with work life and learning balance significantly, the measure for learning positively correlated with all the three factors of work life and learning balance significantly thus providing full support for hypothesis 2 (H2). Meaning if there is a proper prioritization for work, family life and learning, working students will be able to learn more effectively. **The following figure below represents the model with correlation at level of significance at .01(\*\*) and .05(\*) level.**



Significant positive Correlations were found between measures of productivity and work life and learning balance. However, only partial support was found for hypothesis 3 (H3) as some factors of the variables significantly correlated with each other. First two factors of work life and learning balance positively correlated with factor productivity at work significantly. Meaning if there is a balance in work and MBA learning the students are more productive at work. Also, the first two factors of work life and learning balance positively correlated with factor productivity in meeting family obligations significantly. Meaning if work and MBA learning work load doesn't exceed and interfere in each other's domains, the students will be productive in meeting family obligations comfortably. The three factors were found positively correlated with the 3<sup>rd</sup> factor of productivity (productivity in meeting family obligations) however the relationships were not found to be significant.

The measures for satisfaction were found to positively correlate significantly with measures of work life and learning balance. However (H4) was supported partially as some of the factors in work life and learning balance exhibited a significant positive relationship with two factors of satisfaction. The

first two factors positively correlated with the two factors of satisfaction (work satisfaction & MBA program satisfaction). Meaning if the work is limited and achieved in standard official working hours and MBA learning is achieved during the lecture hours, it results in satisfaction in work and doing MBA program. The third factor of work life balance (family obligations exceed work and MBA learning obligations) positively correlated with first factor of satisfaction (work satisfaction) significantly

The measures of stress were found to significantly, negatively correlate with measures of work life and learning balance. Partial support was found for hypothesis H5. The first two factors of work life and learning balance were found to significantly negatively correlate with both factors of stress (psychological and physical stress). However, the third factor of work life and learning balance (family obligations exceed work and MBA learning obligations) was found to negatively correlate with the both factors of stress but not significantly. It infers from the above correlations if work and MBA learning obligations exceeds on an individual the stress levels go high making the students feel tired, in pressure to meet the respective obligations at the earliest

All the three factors of work life and learning balance were found to significantly positively correlate with happiness, thus providing full support for hypothesis 6 (H6). If there is a balance in all three aspects of an individual's life happiness is achieved in working student's lives.

#### ONE WAY ANOVA

To check whether the students of MBA, Mbus and other master majors differ in their means of work life learning balance. One way analysis of variance

was done to see for significant difference in their means in dimensions of work life learning balance.

H7; “There is a significant difference in means of work life balance among

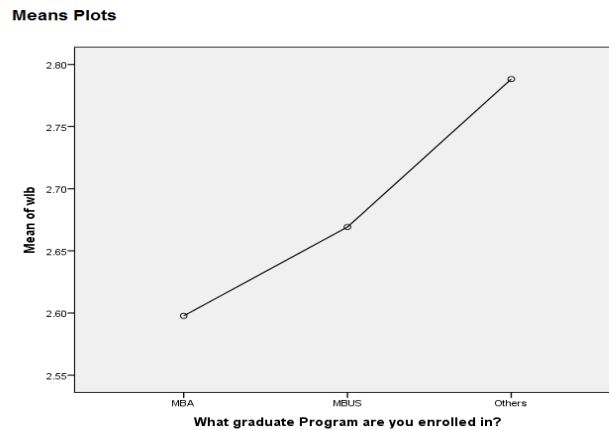


Figure 1: Means plot between groups' MBA, MBUS & other master majors with work life balance

MBA Mbus and Other Master Majors” (not supported)

H7 is not supported, there is no significant difference ( $.70 > .05$  i.e p-value  $> .05$ ) in means of work life learning balance of MBA, MBus & other Master students.

Means plot in the figure 1 below also shows no significant difference in means of MBA, MBUS & Other groups in their work life learning balance.

To look for support for hypothesis H8;

“There is a significant difference in means of work life balance among students of King Saud, Prince Sultan & Al Faisal University.” (Not supported)

**H8 is not supported**, there is **no** significant difference  $.36 > .05$  (p-value  $< .05$ ) in means of work life learning balance among students of King Saud, Prince Sultan & Al Faisal University Means plot in the figure2 on the right also shows

no significant difference in means of King Saud, Prince Sultan & Al Faisal university in their work life learning balance.

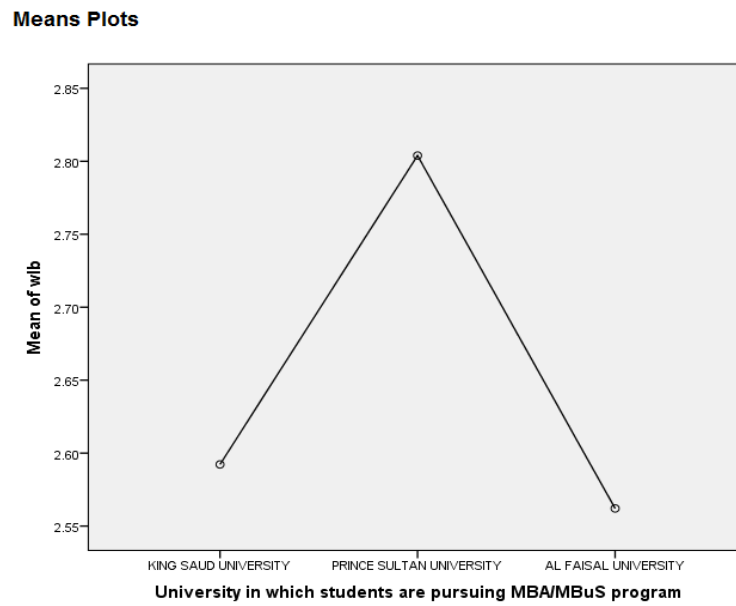


Figure 2: Means plot between groups of King Saud, Prince Sultan & Al Faisal University students.



## **DISCUSSION & CONCLUSIONS**

It's in the interest of both organizations and university, whose employees take up a master in business program to study the work life & learning balance of employed students, because the skills which the employee will learn from the university by doing a master in business program will provide benefit to the employer itself in terms of more productivity and will also help in shining the university's name.

The students who wish to enroll for MBA program should be screened by university, to check if there work and family obligations are not that high that they will have problems in learning MBA. The results indicated that if work obligations exceed substantially more than MBA program and family obligations, it hampers family life, learning, lowers productivity & satisfaction in work and academics and results in higher levels of stress and lower happiness.

Employers and universities both should be considerate with the students in checking the work life and learning balance of the candidates. The absence of balance in lives should not exceed to a level where the mental as well as physical health deteriorates and harms the long-term productivity and satisfaction of MBA students.

The students might be productive in short term because of lack of balance, but previous research's suggest prolonged lack of balance in working student's lives' does keep a potential to produce undesirable results in later stages.

Lack of balance in work life and learning keeps a potential to push the working MBA student to the edge. They might then attain a degree just for the sake of attaining it, without paying much interest to the learning of core skills, proving detrimental thereby for both employer in terms of poor performance at

top positions of the company, as well as tarnish University's name, because of its name being associated to poor performing graduates of that university.

The results of the analysis showed that work life and learning balance has a significant positive relationship with productivity, learning, life and satisfaction and significant negative relationship with stress, So if there is a proper equilibrium and proper prioritization in work, family and learning obligations, students can turn out to be productive and would be able to comfortably apply skills learnt in the university to the their job settings and thus shine the name of the University.

The limitation of this research is that, we could not include much of the females in our research and look for their work life and learning balance, its effect on their productivity, satisfaction and stress. Future research can be done to include females and to see if there is a significant difference between males and females.

The study was done in a limited time with a limited sample of 103, future study can include more samples from different regions of Saudi Arabia and also similar type of researches can be done in different parts of the world on employed Master of business students to generalize the results.

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