

Expert Validation of Family Work Satisfaction Balance Elements in the Management of Work Life Balance among Secondary School Teachers in Malaysia

Mohd Azizul Adni, Zuraidah Abdullah dan Ramlan Mustapha

Abstract - Work life satisfaction balance is one of the core elements in work life balance. Accordingly, the study was conducted to obtain expert opinions and consensus on the need for family work satisfaction balance elements in the work life management instrument of secondary school teachers in Malaysia. This quantitative study uses questionnaire instruments submitted to experts. A total of nine experts were involved in this study. The experts involved are lecturers and teachers who have served more than 5 years in teaching, learning and school management. The Fuzzy Delphi Method (FDM) was used to collect and analyze all the data that had been collected. The results of the study show that all items in the balance element of family work satisfaction meet the conditions, that is, the threshold value (dconstruct) is less than 0.2 and the percentage of expert group agreement exceeds 75%. Through this indicator, it shows the elements of family work satisfaction balance based on expert agreement required by high school teachers in Malaysia in achieving their work life balance.

Keywords – Work life balance, Family work satisfaction balance, Fuzzy Delphi Method

I. INTRODUCTION

Schermerhorn et al. (2005) explained work life balance as a person's ability to balance between job demands, personal needs and family needs. Greenhouse et al. (2003) defined work life balance as a situation where an individual feels connected and satisfied with his role in family and work. Lockwood (2003) thinks work-life balance is a state of equal balance between the two demands of an individual's work and life. Mc Donald and Bradley (2005) also stated that work-life balance involves a person's ability to manage all of life's needs together; where a person's level of involvement corresponds to the various roles the employee has. The definition from Frame and Hartog (2003) covers a wider scope which is the freedom of employees in using flexible working hours to balance work with other commitments such as family, hobbies, art, studies and not only focus on their work. Therefore, the management of work-life balance can be implemented well when the organization displays and carries out the functions that have been outlined for each member in it. According to Hendra and Artha (2023) work life balance is affected by internal and external factors. The internal factors are the individual's personality, attitude and values. While external factors such as management policies and family support.

Mohd Azizul Adni, University of Malaya, (email: mohdazizuladnihlp2021@gmail.com).
Zuraidah Abdullah, University of Malaya, (email: zuraidahab@um.edu.my).
Ramlan Mustapha, University of Technology MARA (email: ramlan@uitm.edu.my).

Family support through work-life balance can produce quality teachers. Nevertheless, the study found that the issue of family work satisfaction balance is faced by teachers both at school and at home. Vijian and Wahab's study (2020) states that the factors that affect teacher job satisfaction are students, administration, teaching and learning, workplace atmosphere, colleagues, salary received, burdensome tasks and family. It is not surprising that when the school's workload increases, teachers feel that they are carrying the workload. Apart from academics, teachers also take responsibility in non-academic tasks. The teachers had to involve themselves as much as possible in achieving the goals of the targeted organization despite facing various obstacles from various parties. As a result, the level of stress among teachers increases and results in a decrease in their work motivation. Signs of teacher job dissatisfaction begin to appear as boredom with work, absenteeism, low commitment to work, grievances, protests, resignation, early retirement, loss of trust, stress, burnout, performance decline and teachers requesting to moved (Jusoh et al.; 2020). Therefore, the well-being of teachers' lives starts from the efficient management of family job satisfaction. In fact, the level of work productivity is also significantly related to the health and well-being of employees (Fridayanti et al., 2019). Well-being in the workplace and outside of working hours produces quality teachers who are able to balance the management of work-family satisfaction. In conclusion, the element of teacher satisfaction in managing work and family is important in supporting the work-life balance of secondary school teachers in Malaysia.

II. PROBLEM STATEMENT

Teachers are agents of change for all levels of society, especially students to produce capable people from all aspects. People with various abilities are able to deal with globalization change is sudden yet challenging. Current changes in education today cannot be avoided and even demand that teachers find solutions for various aspects of the field of education including responsibility, workload and improvement of service quality so that job satisfaction can be seen in their profession. Even so, teachers who do not get job satisfaction due to factors such as additional tasks and an increasingly challenging education system, assessment problems, psychological pressure and lack of self-improvement will usually intend to quit their jobs, retire early and change careers (Anjilus et al.; 2019). Apart from that, some past studies have also examined work-family conflict and job satisfaction (Chung, Kamri, & Mathew, 2018; Kashif & Rehman, 2020; Rahman, Abdul et al., 2018; Rahman, Ali et al., 2018). The results of the study show that the level of work-

family conflict is one of the factors that affect the level of job satisfaction. Family roles and workplace influences are interrelated where when work-family conflict is reduced, job satisfaction will increase (Wulandri, 2019). The researcher concluded that the effect of neglecting the management of the teacher's work-life balance resulted in the neglect of the family-work satisfaction balance. Therefore, it is appropriate for this group to balance work and life, especially the aspect of balancing family work satisfaction management. Thus, the researcher sees the need to see the element of family work satisfaction balance as one of the important elements in the management of the work life balance of secondary school teachers in Malaysia.

III. LITERATURE REVIEW

Literature highlights show some opinions that give meaning to work life balance. Schermerhron et al. (2002) defines work-life balance as a person's ability to balance work demands with personal and family needs. Lockwood (2003) believes that work-life balance is an individual situation that is balanced in two equal demands, namely work and life. The definition of work life balance gives a broader meaning which is the individual's ability to fulfill work responsibilities, fulfill family commitments as well as work responsibilities and other activities (for example social activities) (Sturges & Guest, 2004).

Individual work life balance between family and work domain involves time balance, involvement balance and satisfaction balance (Mohamed & Sulaiman, 2022). The focus on work and family domains is important because these two domains are the most important elements in the life of each individual (Clark, 2000). The study found that good work performance among teachers has a significant relationship with life balance (Izzati, 2021). On the other hand, competition in the demands of work and family life causes conflict and affects the well-being of employees (Muslim, 2020). Ultimately, the teacher's work-life balance can be realized through the application of elements of time balance, balance of engagement and family work satisfaction balance (Greenhaus et al., 2003).

The balance of family work satisfaction is an important element that is closely related to satisfaction in managing the work and life of teachers. Therefore, family job satisfaction depends on the extent to which the teacher is satisfied in managing the two domains. The balance of work-family satisfaction is defined as the extent to which individuals are involved and equally satisfied in terms of work and family (Arnold B. Bakker et al., 2009). The study found that there is a significant relationship between work life balance and job satisfaction among teachers (Shazlin et al., 2018). The job satisfaction factors are psychological factors, social factors, physical factors and financial factors (Sutrisno, 2010).

The balance of work-family satisfaction can also be concluded as the employee's responsibility not to neglect his role while working, being with his family or non-work matters. Therefore, it is the employee's responsibility to balance the work domain and the non-work domain. Research findings show that the work domain will bring work conflict into life and family, while the life domain

will bring personal and family life conflict into daily work (Yussof, 2020). Thus, teachers need to manage wisely as best as possible between the two domains in order to guarantee family work satisfaction. In conclusion, work life balance increases when teachers achieve balance in work and personal life.

IV. METHODOLOGY

This quantitative study uses the Fuzzy Delphi Method (FDM) application. This technique is applied with the aim of obtaining expert agreement on the need for family work satisfaction balance elements. In addition, this technique can also identify the position of each item in the elements of work-family satisfaction balance through expert consensus.

Number And Criteria of Experts

The number of samples required based on the application of the Fuzzy Delphi Method technique is between 8 and 12 if the sample is homogenous and sufficient (Cavalli-Sforza, 1984). Philip (2000) on the other hand thinks that the expert sample is between 7 and 12 people. Based on that opinion, the researcher determined that the number of experts involved was as many as nine people. The selected experts have more than 5 years of experience in teaching, learning and educational management (Berliner, 2004) and are able to answer all the questions of this study.

Expert Questionnaire

A questionnaire as an instrument was used to obtain quantitative data regarding the need for family work satisfaction balance management elements for secondary school teachers in Malaysia. The use of this questionnaire meets the criteria and conditions for the use of FDM which involves the use of mathematical formulas to obtain expert agreement. The instrument used is an instrument built based on the needs of the researcher's study. The construction of this questionnaire instrument is based on the highlights of the literature that is related to the management of work-life balance, which is the element of teacher's work-life satisfaction balance of 29 items. Table 1 displays everything for this study that was collected using the following questionnaire:

TABLE I. QUESTIONNAIRE SECTION

Element	Num.	Items
Family Work Satisfaction Balance	1	handle the teaching and learning process in the classroom according to the teaching objectives set
	2	conduct co-curricular activities in the school according to the guidelines that have been set
	3	giving his own opinion to school leaders for the sake of school progress
	4	the cooperation of colleagues in driving school excellence
	5	given the option to choose the desired school committee portfolio
	6	observation of work carried out by school leaders

Family Work Satisfaction Balance	7	teacher career guarantee given by the employer
	8	the amount of salary given is commensurate with the work performed
	9	the infrastructure provided by the school in the operation of teaching and learning
	10	teacher career advancement opportunities offered by employers
	11	the competence of school leaders in guiding teachers
	12	the way the school leader solves the problems he faces in the school
	13	the appreciation given by the school if they do their job well
	14	school leaders give opportunities to implement new things as a result of their own ideas
	15	established a rotation of duties for certain portfolios in school curriculum authority positions
	16	created rotation of duties for certain portfolios in student affairs authority positions
	17	established a rotation of duties for certain portfolios in school co-curricular authority positions
	18	able to perform his duties according to his own competence
	19	can improve his competence in accordance with the tasks at school
	20	able to build close friendships with colleagues
	21	the way school leaders support him in dealing with top management
	22	attend a continuous competency development program for at least 5 days a year
	23	get involved in community activities
	24	get support from your partner in managing the household
	25	get support from your partner in managing your work as a teacher
	26	can share problems with partners in work matters
	27	can share problems with a partner in household matters
	28	A partner at home is a source of peace in his life
	29	able to carry out their religious responsibilities according to their respective religious beliefs

Validity And Reliability of Questionnaire Items

Through the implementation of FDM, the researcher ensures and organizes all the items from the literature related to the elements of work-family satisfaction balance first in a schedule that can be understood by the expert panel. After that, the researcher submits the questionnaire to experts who have expressed their agreement to contribute expertise in expressing ideas, criticizing and improving the items that have been set by the researcher. Once the panel of experts agreed with the questionnaire, a review verification form was given to the expert to sign as proof of verification.

Data Analysis Procedures

There are steps that need to be followed in the use of FDM in order for this study to be considered an empirical study. The steps to be followed are as follows:

Step 1: In order to determine the importance of the evaluation criteria for the variables that will be measured using the linguistic variables, the assumption that expert A is invited to perform the said.

Step 2: All linguistic variables are converted into Fuzzy triangular numbering (triangular Fuzzy numbers). Assume fuzzy numbers r_{ij} is a variable for each criterion for expert K for $i=1, \dots, m, j=1, \dots, n, k=1, \dots, k$ and $r_{ij} = 1/K (r_{ij}^1 \pm r_{ij}^2 \pm r_{ij}^k)$.

Fuzzy scale that includes linguistic variables shows 5 scales in the Fuzzy Delphi method displayed in Table 2 below

TABLE II. FUZZY SCALE

Linguistic Variables	Fuzzy Scale
Very strong disagree	(0.0, 0.0, 0.1)
Strongly disagree	(0.0, 0.1, 0.3)
Disagree	(0.1, 0.3, 0.5)
Moderate agree	(0.3, 0.5, 0.7)
Agree	(0.5, 0.7, 0.9)
Strongly agree	(0.7, 0.9, 1.0)
Very strongly agree	(0.9, 1.0, 1.0)

Step 3: The use of the vertex method by each expert to calculate the distance between the averages r_{ij} . (Chen, 2000). Formula for calculating the distance between two numbers *Fuzzy* $m = (m_1, m_2, m_3)$ and $n = (n_1, n_2, n_3)$ as follows:

$$d(\bar{m}, \bar{n}) = \sqrt{\frac{1}{3} [(m_1 - n_1)^2 + (m_2 - n_2)^2 + (m_3 - n_3)^2]}$$

Step 4: If the distance between the average and expert evaluation data is less than the threshold value of 0.2, then all experts are considered to have reached consensus (Cheng & Lin, 2002). In addition, according to Chu and Hwang (2008) among $m \times n$ experts, if the percentage of reaching group consensus is more than 75% then proceed to step 5. Instead, a second round of the Fuzzy Delphi Method has to be done or the item is eliminated.

Step 5: Fuzzy evaluation aggregate with:

$$\bar{A} = \begin{bmatrix} \bar{A}_1 \\ \bar{A}_2 \\ \vdots \\ \bar{A}_m \end{bmatrix}$$

$i = 1, \dots, m$

Step 6: For each alternative option, Fuzzy evaluation $A_i = (m_1, m_2, m_3)$ in defuzzication with $A = 1/3 * (m_1 + m_2 + m_3)$. Alternative order of ranking options can be determined according to the value of a_i .

V. FINDINGS

All elements of work-family satisfaction balance that contain all items of essential tasks, personal and family responsibilities, community relations, physical needs and religious appreciation are displayed in Table 3:

TABLE III: THE FINAL FINDINGS OF THE MAIN ITEMS FOR THE ELEMENTS OF FAMILY WORK SATISFACTION BALANCE THAT HAVE BEEN AGREED UPON AND RECOMMENDED BY EXPERTS

NUM.	FAMILY WORK SATISFACTION BALANCE The teacher is satisfied:
1	handle the teaching and learning process in the classroom according to the teaching objectives set
2	conduct co-curricular activities in the school according to the guidelines that have been set
3	giving his own opinion to school leaders for the sake of school progress
4	the cooperation of colleagues in driving school excellence
5	given the option to choose the desired school committee portfolio
6	observation of work carried out by school leaders
7	teacher career guarantee given by the employer
8	the amount of salary given is commensurate with the work performed
9	the infrastructure provided by the school in the operation of teaching and learning
10	teacher career advancement opportunities offered by employers
11	the competence of school leaders in guiding teachers
12	the way the school leader solves the problems he faces in the school
13	the appreciation given by the school if they do their job well
14	school leaders give opportunities to implement new things as a result of their own ideas
15	established a rotation of duties for certain portfolios in school curriculum authority positions
16	created rotation of duties for certain portfolios in student affairs authority positions
17	established a rotation of duties for certain portfolios in school co-curricular authority positions
18	able to perform his duties according to his own competence
19	can improve his competence in accordance with the tasks at school
20	able to build close friendships with colleagues
21	the way school leaders support him in dealing with top management
22	attend a continuous competency development program for at least 5 days a year
23	get involved in community activities
24	get support from your partner in managing the household
25	get support from your partner in managing your work as a teacher
26	can share problems with partners in work matters
27	can share problems with a partner in household matters
28	A partner at home is a source of peace in his life
29	able to carry out their religious responsibilities according to their respective religious beliefs

The findings of the study such as the threshold value of each element (d items), the threshold value of the construct (d constructs) and the ranking of all study items based on expert consensus are summarized in Table 4:

TABLE IV: THRESHOLD VALUE (D), PERCENTAGE OF EXPERT AGREEMENT, DEFUZZIFICATION AND ITEM RANKING FOR ELEMENTS OF FAMILY WORK SATISFACTION BALANCE

Results	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15
Expert1	0.0834	0.0645	0.1096	0.0645	0.1679	0.1096	0.1972	0.1036	0.1987	0.1475	0.1475	0.1413	0.12189	0.1396	0.1428
Expert2	0.0834	0.05132	0.05132	0.0642	0.1679	0.1096	0.12189	0.1036	0.1987	0.1475	0.1475	0.0834	0.12189	0.0629	0.1428
Expert3	0.02566	0.05132	0.05132	0.0642	0.1679	0.05132	0.12189	0.1036	0.02566	0.1413	0.02566	0.02566	0.02566	0.05132	0.1472
Expert4	0.0834	0.1096	0.1096	0.0645	0.1679	0.05132	0.0642	0.1036	0.02566	0.02566	0.02566	0.02566	0.02566	0.05132	0.02566
Expert5	0.0834	0.0645	0.0645	0.1096	0.0642	0.0645	0.0642	0.07657	0.02566	0.02566	0.02566	0.02566	0.02566	0.02566	0.02566
Expert6	0.0834	0.1096	0.05132	0.0645	0.23756	0.05132	0.12189	0.04491	0.0834	0.02566	0.1413	0.02566	0.0645	0.0629	0.02566
Expert7	0.02566	0.05132	0.0645	0.0642	0.0642	0.0645	0.0642	0.04491	0.02566	0.02566	0.02566	0.02566	0.02566	0.02566	0.02566
Expert8	0.20528	0.17962	0.17962	0.1096	0.12189	0.17962	0.0642	0.18844	0.20528	0.02566	0.1413	0.02566	0.16679	0.13472	0.1283
Expert9	0.0834	0.0645	0.0645	0.0642	0.23756	0.0645	0.0642	0.07657	0.0834	0.02566	0.02566	0.02566	0.02566	0.05132	0.02566
Statistics	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15
Value of the item	0.08554	0.0268	0.0268	0.04947	0.13543	0.0268	0.03839	0.08199	0.10349	0.06558	0.08553	0.04819	0.0268	0.03839	0.04947
Value of the construct															
Item < 0.2	8	9	9	9	7	9	8	9	8	9	9	9	9	9	9
% of item < 0.2	88%	100%	100%	100%	77%	100%	88%	100%	88%	100%	100%	100%	100%	100%	100%
Average of % consensus	0.8556	0.8111	0.8111	0.8889	0.7111	0.8111	0.6889	0.8222	0.6556	0.7444	0.7444	0.7556	0.7889	0.7333	0.7222
Defuzzification															
Ranking	6	10	10	4	16	10	17	9	18	13	13	12	11	14	15
Status	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept

Results	Item16	Item17	Item18	Item19	Item20	Item21	Item22	Item23	Item24	Item25	Item26	Item27	Item28	Item29
Expert11	0.16838	0.09623	0.1096	0.0623	0.07057	0.03208	0.06415	0.0834	0.05132	0.06415	0.07057	0.06415	0.03849	0.04491
Expert12	0.16838	0.09623	0.1096	0.0849	0.0283	0.08981	0.06415	0.0834	0.05132	0.06415	0.07057	0.00642	0.03849	0.01283
Expert13	0.1283	0.09623	0.06415	0.07698	0.10264	0.0834	0.1096	0.0834	0.00642	0.00642	0.0283	0.00642	0.01283	0.01283
Expert14	0.01283	0.09623	0.05132	0.0849	0.07057	0.03208	0.06415	0.0834	0.05132	0.06415	0.07057	0.06415	0.03849	0.04491
Expert15	0.01283	0.09623	0.06415	0.07698	0.10264	0.0834	0.00642	0.0834	0.12189	0.1096	0.10264	0.1096	0.13472	0.1283
Expert16	0.10264	0.19245	0.05132	0.0849	0.0283	0.03208	0.00642	0.02566	0.00642	0.1096	0.0283	0.00642	0.01283	0.01283
Expert17	0.01283	0.09623	0.05132	0.07698	0.0283	0.0834	0.1096	0.02566	0.12189	0.1096	0.10264	0.1096	0.01283	0.01283
Expert18	0.1283	0.19245	0.06415	0.07698	0.0283	0.03208	0.00642	0.20528	0.05132	0.06415	0.07057	0.06415	0.03849	0.04491
Expert19	0.1283	0.19245	0.17962	0.0623	0.0283	0.03208	0.00642	0.0834	0.05132	0.06415	0.10264	0.00642	0.03849	0.04491
Statistics	Item16	Item17	Item18	Item19	Item20	Item21	Item22	Item23	Item24	Item25	Item26	Item27	Item28	Item29
Value of the item	0.09409	0.1283	0.0268	0.06443	0.04582	0.0536	0.04947	0.08554	0.05702	0.07271	0.06443	0.04947	0.04277	0.07961
Value of the construct														
Item < 0.2	9	9	9	9	9	9	9	8	9	9	9	9	9	9
% of item < 0.2	100%	100%	100%	100%	100%	100%	100%	88%	100%	100%	100%	100%	100%	100%
Average of % consensus														97
Defuzzification	0.7222	0.8333	0.8111	0.8333	0.8778	0.8444	0.8889	0.8556	0.9111	0.8889	0.8778	0.8889	0.9333	0.9222
Ranking	15	8	10	8	5	7	4	6	3	4	5	4	1	2
Status	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept

The findings of expert agreement analysis for all elements of family work satisfaction balance elements show a good agreement value. Based on the table above, there is no threshold value that exceeds the threshold value of 0.2 (>0.2). All the average values of the elements of family work satisfaction balance show a threshold value (d) < 0.2 which is 0.07561. The items have reached good agreement because the average threshold value (d) was found to be less than 0.2 (Chuan et al., 2011). The findings of the study also show that the experts reached a consensus for all items in the elements of work-family satisfaction balance at a level of 97%. This percentage has proven that all items have met the conditions of expert agreement (>75%). All the Alpha-Cut defuzzification values (average of fuzzy response) exceed α -cut = 0.5. According to Tang & Wu (2010) and Bodjanova (2006) the alpha-cut value should exceed 0.5 and if it is less than that, then the item should be dropped. Based on all the findings above, the researcher concluded that all items in the elements of work-family satisfaction balance have been agreed upon by all experts. Next, Table 5 below shows that all the items in question have been arranged according to priority (ranking):

TABLE V: POSITION OF THE ITEMS FOR THE ELEMENTS OF FAMILY WORK SATISFACTION BALANCE

Items number	FAMILY WORK SATISFACTION BALANCE The teacher is satisfied:	Experts' agreement in percentage (%)	Experts agree	Rank
1	handle the teaching and learning process in the classroom according to the teaching objectives set	88	Accept	6
2	conduct co-curricular activities in the school according to the guidelines that have been set	100	Accept	10
3	giving his own opinion to school leaders for the sake of school progress	100	Accept	10
4	the cooperation of colleagues in driving school excellence	100	Accept	4
5	given the option to choose the desired school committee portfolio	77	Accept	16
6	observation of work carried out by school leaders	100	Accept	10
7	teacher career guarantee given by the employer	88	Accept	17
8	the amount of salary given is commensurate with the work performed	100	Accept	9
9	the infrastructure provided by the school in the operation of teaching and learning	88	Accept	18
10	teacher career advancement opportunities offered by employers	100	Accept	13
11	the competence of school leaders in guiding teachers	100	Accept	13
12	the way the school leader solves the problems he faces in the school	100	Accept	12
13	the appreciation given by the school if they do their job well	100	Accept	11
14	school leaders give opportunities to implement new things as a result of their own ideas	100	Accept	4
15	established a rotation of duties for certain portfolios in school curriculum authority positions	100	Accept	15
16	created rotation of duties for certain portfolios in student affairs authority positions	100	Accept	15

17	established a rotation of duties for certain portfolios in school co-curricular authority positions	100	Accept	8
18	able to perform his duties according to his own competence	100	Accept	10
19	can improve his competence in accordance with the tasks at school	100	Accept	8
20	able to build close friendships with colleagues	100	Accept	5
21	the way school leaders support him in dealing with top management	100	Accept	7
22	attend a continuous competency development program for at least 5 days a year	100	Accept	4
23	get involved in community activities	88	Accept	6
24	get support from your partner in managing the household	100	Accept	3
25	get support from your partner in managing your work as a teacher	100	Accept	4
26	can share problems with partners in work matters	100	Accept	5
27	can share problems with a partner in household matters	100	Accept	4
28	A partner at home is a source of peace in his life	100	Accept	1
29	able to carry out their religious responsibilities according to their respective religious beliefs	100	Accept	2

Through expert agreement for all elements of family work satisfaction balance elements, the findings are listed in order of priority. Table 6 lists the determination of the most important position to the lowest priority based on expert agreement as below:

TABLE VI. POSITION OF THE ELEMENTS OF FAMILY WORK SATISFACTION BALANCE BASED ON PRIORITY

Arrangement sort by priority	ELEMENTS OF FAMILY WORK SATISFACTION BALANCE The teacher is satisfied:	Previous item number
1	A partner at home is a source of peace in his life	28
2	able to carry out their religious responsibilities according to their respective religious beliefs	29
3	get support from your partner in managing the household	24
4	the cooperation of colleagues in driving school excellence	4
	attend a continuous competency development program for at least 5 days a year	22

	get support from your partner in managing your work as a teacher	25
	can share problems with a partner in household matters	27
5	able to build close friendships with colleagues	20
	can share problems with partners in work matters	26
6	handle the teaching and learning process in the classroom according to the teaching objectives set	1
	get involved in community activities	23
7	the way school leaders support him in dealing with top management	21
8	established a rotation of duties for certain portfolios in school co-curricular authority positions	17
	can improve his competence in accordance with the tasks at school	19
9	the amount of salary given is commensurate with the work performed	8
10	conduct co-curricular activities in the school according to the guidelines that have been set	2
	giving his own opinion to school leaders for the sake of school progress	3
	observation of work carried out by school leaders	6
	able to perform his duties according to his own competence	18
11	the appreciation given by the school if they do their job well	13
12	the way the school leader solves the problems he faces in the school	12
13	teacher career advancement opportunities offered by employers	10
	the competence of school leaders in guiding teachers	11
14	school leaders give opportunities to implement new things as a result of their own ideas	14
15	established a rotation of duties for certain portfolios in school curriculum authority positions	15
	created rotation of duties for certain portfolios in student affairs authority positions	16
16	given the option to choose the desired school committee portfolio	5
17	teacher career guarantee given by the employer	7
18	the infrastructure provided by the school in the operation of teaching and learning	9

VI. DISCUSSION

This study was conducted with the aim of obtaining expert agreement on all elements of family work satisfaction balance elements. The findings of the study showed that all the expert panels agreed in stating that the management of the work-life balance of secondary school teachers needs to include all the suggested items into the element of family-work satisfaction balance with a threshold value between 0.03992 to 0.1283. All items of the family work satisfaction balance element obtained through FDM experts' agreement value is 0.07561. This value is much smaller than the threshold value ($d \leq 0.2$). Thus, the findings from this study show that all elements of family work satisfaction balance are significant with secondary school teachers' work life balance management.

The element of family work satisfaction balance was tested through a questionnaire containing 29 items submitted to experts. As a result, all items of the elements

have been accepted and a list of priorities (ranking) has been compiled based on expert consensus. Next, based on the results of FDM after the defuzzification process, all the items of family work satisfaction balance elements that were tested passed the condition of alpha cut value greater than 0.5 and were accepted. Then, this process continues for all 29 items in question to be placed into the priority list from the first priority position to the last position. Ding et al. (2019) stated that this FDM technique can be used in decision making. In addition, FDM helps in perfecting the process of ranking items for the elements of work-family satisfaction balance in order of priority.

Elements of work-life balance are interrelated with the management of work-life balance of secondary school teachers in Malaysia. This is because the research findings that have been obtained are significant with previous studies (Yustari & Sari, 2020; Mohd Nasir & Deraman, 2020; Zakaria et al., 2019). In fact, the view of previous researchers (Ismail et al., 2021) thinks that teacher job satisfaction indeed affects teacher job performance. The study also found that the job status of a wife who is a mother is among the factors that can influence higher life satisfaction (Yustari & Sari, 2020). Apart from that, in order to achieve well-being as a family, work-family conflict needs to be overcome so that the conflict can be well controlled thus increasing the level of life satisfaction (Mohd Nasir & Deraman, 2020). The study also suggests that couples, families, society, employers and even the government can help in dealing with all issues related to work and family roles (Zakaria et al., 2019).

The findings from this study found that all items in the elements of work-family satisfaction balance received consensus by experts. This includes job satisfaction and life satisfaction. Factors that affect teacher job satisfaction are the work environment, work content, work motivation, work compensation and promotion opportunities (Apriliati & Mansur, 2021). Previous studies have also shown that the work environment is the highest factor in teacher job satisfaction (Chen and Jamalullail, 2021). Apart from that, they also think that the principal's autocratic leadership style in schools has a significant relationship with teacher job satisfaction.

Life satisfaction is defined as the goal that a person wants to achieve well-being (Myers, 1992). Individuals who achieve high life satisfaction feel enough and satisfied with what they have (Yustari & Sari, 2020). Factors that affect life satisfaction consist of health factors, social relationships, religion or belief and age (Wahyuni & Maulida, 2019). The researcher believes that the result of the combination of these factors will result in a better work-life balance for teachers. Thus, to realize the management of the work-life balance of teachers, school leaders play a very important role. Studies show that work-life balance practices need to be supported by employers (Abdullah et al., 2021). This is because work-life balance and teacher job satisfaction are positively related to organizational commitment (Ramadhan & Marinda, 2019). Work life balance is the ability of teachers to meet their work and family commitments as well as non-work responsibilities and other activities. Therefore, work life balance will also fulfill the organizational commitment in the school where they work (Saputri & Rachmadania,

2023). Organizations that support a culture of work-life balance increase employee intention to stay in the organization. The study found that lecturers who feel satisfied with their work and what they are doing now will cause them to love the organization they represent (Sulaiman et al., 2023). In conclusion, managing the balance of family work satisfaction is necessary in an effort to balance the work life of secondary school teachers in Malaysia.

VII. CONCLUSION

Based on the findings of the study and discussion, it is clear that secondary school teachers need to apply the balance of work-family satisfaction in creating their work-life balance. The findings of this study are able to be a reference for stakeholders in the application of all the items that have been agreed upon and according to the order of priority by the experts in this element. A holistic approach is also necessary in organizations to help increase job satisfaction and organizational commitment in achieving the desired balance of work-family satisfaction. The researcher also suggested that this study be developed among school leaders to see expert views on the need for family work satisfaction balance element elements that are required.

ACKNOWLEDGEMENT

The researcher expressed his gratitude to Associate Professor Dr. Zuraidah binti Abdullah and Dr. Ramlan bin Mustapha for all the cooperation given throughout the production of this article.

REFERENCES

- Abdullah, N. H., Ismail, N., & Ismail, N. (2021). Kajian Terhadap Keseimbangan Kerja dan Kehidupan Kalangan Tenaga Akademik Wanita di Politeknik [A Study of the Work-Life Balance among the Female Academics at Polytechnics]. *BITARA International Journal of Civilizational Studies and Human Sciences (e-ISSN: 2600-9080)*, 4(1), 130-145.
- Anjilus, W., Talip, R., & Singh, S. S. B. (2019). Hubungan Gaya Kepemimpinan Transformasi Dengan Kepuasan Kerja Guru Akademik Tingkatan Enam. *Labuan E-Journal of Muamalat and Society (LJMS)*, (1), 1-16.
- Arnold B. Bakker, Mina Westman, Faculty of Management, & I.J. Hetty van Emmerik. (2009). Advancements in crossover theory. *Journal of Managerial Psychology*, 24(3), 206-219
- Bodjanova, S. (2006). Median alpha-levels of a fuzzy number. *Fuzzy Sets and Systems*, 157(7) :879 – 891
- Berliner, D. C. (2004). Describing the behaviour and documenting the accomplishments of expert teachers. *Bulletin of Science, Technology & Society*, 24(3), 200-212.
- Cavalli-Sforza, V., & Ortolano, L. (1984). Delphi forecasts of land use: Transportation interactions. *Journal of transportation engineering*, 110(3), 324-339.
- Cheng, C.H. & Lin, Y. (2002). Evaluating the best main battle tank using Fuzzy decision Theory with linguistic criteria evaluation. *European Journal of Operational Research*, 142 (1): 74- 86
- Chu, H.C. & Hwang, G.J. (2008). A Delphi-based approach to developing expert systems with the cooperation of multiple experts. *Expert Systems with Applications*; 34:28. Pg. 26-40.
- Fridayanti, F., Kardinah, N., & Fitri, T. J. N. (2019). Peran workplace well-being terhadap mental health: Studi pada karyawan disabilitas. *Psymphatic: Jurnal Ilmiah Psikologi*, 6(2), 191-200.
- Greenhaus, J. H., & Powell, G. N. . (2003). When work and family collide: Deciding between competing role demands. *Organizational behaviour and human decision processes*, 90(2), 291-303.
- Hendra, D., & Artha, B. (2023). Work-Life Balance: Suatu Studi Literatur. *Innovative: Journal Of Social Science Research*, 3(3), 11320-11330.
- Ismail, N. S. A., Hassan, K., & Ma'adan, M. (2022). Halangan Untuk Mencapai Keseimbangan Antara Kerjaya Dan Kehidupan Wanita Bekerja Di Sektor Awam:(Barriers to Achieving Work-Life Balance among Working Women in the Public Sector). *Jurnal Pembangunan Sosial*, 25, 169-190.
- Jamil, M. R. M., Siraj, S., Yusof, F., Noh, N. M., Hussin, Z., & Sapar, A. A. (2015). Aplikasi teknik Fuzzy Delphi terhadap keperluan elemen keusahawanan bagi pensyarah kejuruteraan Politeknik Malaysia. *Int. J. Bus. Technopreneursh*, 5, 135-150.
- Jusoh, M. M., Ismail, S. N., & Abdullah, A. S. (2020). Kepuasan kerja dan komitmen guru sekolah menengah cemerlang di Kelantan. *JuPiDi: Jurnal Kepimpinan Pendidikan*, 7(1), 77-90.
- Lockwood, N. R. (2003). Work/life balance. Challenges and Solutions, SHRM Research, USA, 2(10).
- McKillip, J. (1987). Need analysis: Tools for the human service and education. *Applied Social Research Methods Series*.
- Mehat, N., Abdullah, N., & Hassan, K. (2021). Hubungan antara beban tugas dan tahap kesejahteraan guru wanita. *International Journal of Education, Islamic Studies and Social Science Research*, 6(1), 112-123.
- Mohamed, S., & Sulaiman, N. (2022). Keseimbangan Kerja Kehidupan Bagi Meningkatkan Kepuasan Kerja Ahli Akademik di Universiti Teknikal Malaysia Melaka: Sorotan Kajian Lepas. *Journal of Human Capital Development (JHCD)*, 15(2), 53-60.
- Muslim, M. (2020). Manajemen stress pada masa pandemi covid-19. *ESENSI: Jurnal Manajemen Bisnis*, 23(2), 192-201.
- Myers, D.G., (1992). The Pursuit of Happiness. New York: Morrow.
- Othman, M. K. H., Yaakob, M. F. M., Zakaria, N., & Abdullah, S. Pengesahan Pakar Bagi Konstruksi As-Syaja'ah Dalam Instrumen Kemandirian Murid Sekolah Menengah. *IJEPC 2022*, 313-326.
- Ramadhan, N., & Marinda, V. S. (2019). Pengaruh Work-Life Balance dan Kepuasan Kerja terhadap Komitmen Organisasi pada Ibu Bekerja sebagai Guru PAUD di Kota Cimahi. *JMK (Jurnal Manajemen dan Kewirausahaan)*, 4(3), 205-220.

- Ramakrishnan, K., & Amir, D. R. (2019). Tahap Serta Faktor-Faktor Yang Mendorong Tekanan Kerja Dalam Kalangan Guru-Guru Sekolah Tamil. *ICBEST 2019*, 540.
- Riffay, A. (2019). Pengaruh keseimbangan kehidupan kerja (*work life balance*) dan kepuasan kerja terhadap komitmen organisasi guru sd negeri di kecamatan kota masohi. *Jurnal Ilmiah Wahana Pendidikan*, 5(3), 39-47.
- Saad, N. M., & Daud, Y. (2018). The Level of Role Conflict Among Secondary School Leaders in Kelantan: Tahap Konflik Peranan Pemimpin Sekolah Menengah Di Negeri Kelantan. *Educational Leader (Pemimpin Pendidikan)*, 6, 125-139.
- Saputri, A. N., & Rachmadania, R. F. (2023). Pengaruh Keseimbangan Kehidupan Kerja Terhadap Perilaku Kewargaan Organisasi Melalui Komitmen Organisasi Pada Guru SMK Swasta di Jakarta Timur. *Jurnal Indonesia Sosial Teknologi*, 4(01), 25-46.
- Sulaiman, W. S. W., Mazlan, N., & Abdullah, N. A. (2023). Peranan Komitmen Organisasi sebagai Mediator terhadap Hubungan Kepuasan Kerja dengan Niat Pusing Ganti dalam kalangan Kakitangan Akademik Institusi Pengajian Tinggi Swasta. *e-BANGI Journal*, 20(1).
- Tang, C.W. and Wu, C.T. (2010). Obtaining a picture of undergraduate education quality: a voice from inside the university, Springer. *Higher Education*, 60 (3): 269-286.
- Vijian, G., & Wahab, J. L. A. (2020). Kepimpinan transformasional guru besar dan kepuasan kerja guru-guru di sekolah jenis kebangsaan Tamil zon Kajang. *International Journal of Education and Pedagogy*, 2(2), 18-31.
- Wulandari, D. A., binti Hamzah, H., & binti Abbas, N. A. H. (2019). *Correlation Between Work-Family Conflict, Marital Satisfaction and Job Satisfaction*. Paper presented at the 8th UPI-UPSI International Conference 2018 (UPI-UPSI 2018).
- Zafarullah Sahito, & Pertti Vaisanen. (2017). Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6(1), 5-30.