



A STUDY ON WORKPLACE FLEXIBILITY OF THE TEACHERS AND THE PRODUCTIVITY OF THE EDUCATIONAL INSTITUTION

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ABSTRACT

In today's work challenges, human resource management needs to be redesigned, containing long-term development, renewal of human resources, regeneration, passing from consuming to developing HR by incorporating the concept of sustainability. Therefore, sustainable human resource management is seen as an extension of tactical human resources, presenting new approach to HRM. The labour market is continuously changing, nonconforming work acquiring the significant relevance. This study aims to investigate teacher's workplace flexibility and productivity of the educational institution. Moreover, this study aims to examine the impact of the flexibility in order to highlight the relevance of organizational development. The employee flexibility is the most important aspect of organizational sustainability and increasing the employees' job satisfaction.

Keywords: HRM, work place flexibility, job satisfaction, job sharing option, promotion opportunities.

1. INTRODUCTION

Teachers are the key stakeholders in the formation and development of an educational institution. HRM will help the teachers to actively participate in the organizational activities and support them for the organizational development. The role of employee is incredibly important for the organizational development. When the employees have the option to choose their preferred working time, they tend to be more motivated and they will spend longer period of time without changing their work. Recently, the result of this pattern is increase in employee autonomy, workspace modelling, during the working hours they can meet their needs, employee

participation in decision making, increasing employee creativity and increasing employee productivity. Work flexibility offers the teachers a balance between their professional and individual lives, it will lead to job satisfaction and improves their performance and thus improving the quality of educational institution as a whole. Work flexibility is vital, with digital advancements and improved new technologies the employees are able to continue and perform better with their work anywhere they desire.

2. LITERATURE REVIEW

According to Burgess & Sievertsen, (2020) the higher education institutions

have understood the adoption of appropriate flexible work options for the teachers could be an effective tool to remedy the opposing effect of the educational system. Therefore, flexible work options are supposed as a viable short-term measure to remedy the adverse effect of the educational system by transitioning to online teaching on an extraordinary scale of the academic staff.

Ganiyu (2021) Giannikis & Mihail (2011) stated that flexible work options are not limited to remote working. Flexible work options are more useful for the teachers to manage their professional and personal life. Flexible work options are remote working, in certain situation whereby an employee is allowed to work outside organization. The universal lockdown and technological innovations are the most important factors influencing educational institutions to explore the alternative work environments in which the employees are allowed to work remotely.

Ansong and Boateng (2018) ascertained that remote working will be more useful to the organizations and their teaching staff to manage their work as well as personal life. Flexible work options are remote working, in certain situation whereby an employee is allowed to work outside organization.

Noonan and Glass (2012) examined that remote working has been a facilitator for the expansion of working hours in response to the employees' need. Additionally the workplace flexibility motivates the teachers to concentrate more with their jobs. It will improve the productivity of the organization, reduce the stress level and improve the job satisfaction.

Ganiyu (2021) found that remote working is more helpful in reducing the teacher's carbon footprint on the environment. Online teaching in education institutions may bring about a reduction in the amount of stationery. Moreover, the amount of emission produced as a result of the staff and students are commuting to the various study locations will be equally reduced.

Warnich, Carrell, Elbert, & Hatfield (2018) analysed that remote working is an approach to job scheduling which is made possible by latest technological innovations like mobile communication and network.

Ganiyu et al., (2020), examined that when the educational institutions adopt the flexitime options, work-life balance strategy will create adverse effect of work-family conflict. The flexitime leads to increase in the workload for the teachers. They must work past regular working hours which results is work-family conflict.

According Da Wan, et al. (2015) the major sources of satisfactions are related to the nature of academic works such as mentoring, supervising, teaching and interacting with the students, also conducting the research and disseminating the knowledge through publication.

3. WORKPLACE FLEXIBILITY

Workplace flexibilities such as Recognition, Respect, Work flexibility, Management support, equality between women and men, Promotion opportunities and job sharing will be more useful to the teachers so that they can easily manage their professional as well as personal life. The workplace flexibility is a benefit for both the teachers and the educational institutions. It will improve the

productivity of the educational institutions and increase the job satisfaction of the teachers.

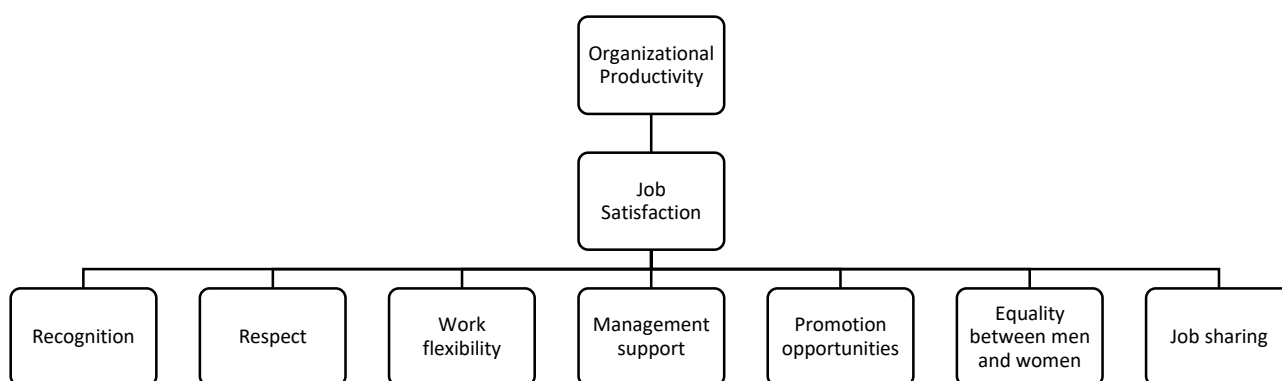
The workplace flexibility such as attending workshops, conferences, seminars and allows the teachers to do their personal work during working hours which will motivate them to concentrate more on their job. Encouraging flexible working plays an important role in reducing the stress level and allows the employees to focus more on their job, so that the organizational productivity will also be increased. Workplace flexibility brings lot of benefits to the teachers and

educational institutions. But most of the employers do not recognize the workplace flexibility and its impacts.

4. JOB SATISFACTION

“Teacher retention ultimately depends on their satisfaction with their job, and that means having the conditions that enable them to succeed with their students, and also having a manageable work life,” said Susan Moore Johnson, a Harvard University professor of education who studies teachers’ work conditions and satisfaction.

a. THEORETICAL FRAMEWORK



5. STATEMENT OF THE PROBLEM

Now a days, educational institutions have a desire to find many ways to increase job satisfaction of their employees. Therefore, the organization needs to focus on their employee’s knowledge management and increase the productivity. If there is a lack of work place flexibility the teachers won’t be able to concentrate on their work.

6. OBJECTIVES OF THE STUDY

- a. To study the job satisfaction of teachers and the productivity of the educational institutions.
- b. To analyse the workplace flexibility of educational institutions.
- c. To find out the factors that induce the job satisfaction of teachers.

SCOPE OF THE STUDY

This study was undertaken by the researcher to assess the teacher’s job satisfaction and their educational

institution's productivity. This study will be useful for the teachers to understand the workplace flexibility.

Cronbach's Alpha	N of Items
.748	9

The researcher used Cronbach's Alpha test to measure the internal consistency for validate the survey questionnaire. The Cronbach's Alpha Value is 0.748.

7. LIMITATIONS OF THE STUDY

- ✓ This study is based on educational institutions only.
- ✓ This study is focussed only on teacher's workplace flexibility, job satisfaction and productivity of the educational institutions.

8. HYPOTHESIS

H0: There is no significant difference in the workplace flexibility factors among the respondents.

H1: There is a significant association between work place flexibility and job satisfaction.

9. METHODOLOGY

Sampling method used to collect data from the respondents. Primary as well as secondary data has been used for this study. The researcher has used 150 questionnaires to collect data, the usable questionnaire is 119. So the sample size of this study is 119. KMO and Bartlett's test, one-way ANOVA and post Hoc- Tukey HSD test and SEM adopted to analyse the workplace flexibility, job satisfaction and organizational productivity of educational institutions.

10. ANALYSIS AND RESULTS

a. Reliability statistics

Reliability Statistics

b. Kaiser-Meyer-Olkin and Bartlett's Test

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy.		0.711
Bartlett's Test of Sphericity	Approx. Chi-Square	394.583
	df	36
	Sig.	.000

Kaiser-Meyer-Olkin Measure is an index which defines the sampling adequacy. The KMO value of this study is 0.711 which is more than 0.5 hence it can be considered acceptable.

Bartlett's Test of Sphericity will help the researcher to decide whether the factor analysis results are worth considering for analyzing this research. Bartlett's Test of Sphericity significant at the level of 0.000 significance. So that it shows there is a high level of correlation between the workplace flexibility variables, so it is adequate for the factor analysis.

H0: There is no significant difference in the workplace flexibility factors among the respondents.

c. ONE- WAY ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Recognition	Between Groups	2.643	3	.881	.572	.635
	Within Groups	177.088	115	1.540		

	Total	179.731	118			
Respect	Between Groups	2.649	3	.883	.502	.682
	Within Groups	202.343	115	1.760		
	Total	204.992	118			
Work flexibility	Between Groups	8.881	3	2.960	1.930	.129
	Within Groups	176.396	115	1.534		
	Total	185.277	118			
Management support	Between Groups	1.933	3	.644	.274	.844
	Within Groups	270.655	115	2.354		
	Total	272.588	118			
job satisfaction	Between Groups	3.234	3	1.078	.572	.634
	Within Groups	216.615	115	1.884		
	Total	219.849	118			
Promotion opportunities	Between Groups	5.943	3	1.981	2.823	.042
	Within Groups	80.695	115	.702		
	Total	86.639	118			
Equality between women and men	Between Groups	.201	3	.067	.056	.982
	Within Groups	136.589	115	1.188		
	Total	136.790	118			
Productivity	Between Groups	3.163	3	1.054	.887	.450
	Within Groups	136.703	115	1.189		
	Total	139.866	118			
Job sharing	Between Groups	2.175	3	.725	.393	.759
	Within Groups	212.380	115	1.847		
	Total	214.555	118			

Interpretation

The P value of the workplace flexibility variables such as Recognition, Respect, Work flexibility, Management support, equality between women and men, job satisfaction and job sharing more than 0.05 at 5% level of significance. Hence, the null hypothesis of the above variables are accepted. It is examined that there is no significant difference between

Recognition, Respect, Work flexibility, Management support, equality between women and men, job satisfaction and job sharing.

The P value of Promotion opportunities is less than 0.05 at 5% level of significance. Therefore, the null hypothesis of Promotion opportunities rejected at 5% level of significance. It concludes that there is a significant

difference in promotion opportunities among the respondents.

**d. POST HOC –TUKEY HSD TEST-
WORKPLACE FLEXIBILITY
FACTORS**

POST HOC –TUKEY HSD TEST					
Dependent Variable	Age	Age	Mean Difference	Std. Error	Sig.
Recognition	Less than 30 years	30 -40 years	.049	.316	.999
		41 - 50 years	-.264	.295	.808
		Above 50 years	-.290	.357	.849
	30 -40 years	Less than 30 years	-.049	.316	.999
		41 - 50 years	-.313	.306	.736
		Above 50 years	-.339	.366	.791
	41 - 50 years	Less than 30 years	.264	.295	.808
		30 -40 years	.313	.306	.736
		Above 50 years	-.026	.349	1.000
	Above 50 years	Less than 30 years	.290	.357	.849
		30 -40 years	.339	.366	.791
		41 - 50 years	.026	.349	1.000
Respect	Less than 30 years	30 -40 years	-.141	.338	.975
		41 - 50 years	-.122	.316	.980
		Above 50 years	-.464	.382	.619
	30 -40 years	Less than 30 years	.141	.338	.975
		41 - 50 years	.019	.327	1.000
		Above 50 years	-.323	.392	.842
	41 - 50 years	Less than 30 years	.122	.316	.980
		30 -40 years	-.019	.327	1.000
		Above 50 years	-.342	.373	.795
	Above 50 years	Less than 30 years	.464	.382	.619
		30 -40 years	.323	.392	.842
		41 - 50 years	.342	.373	.795
Work flexibility	Less than 30 years	30 -40 years	.134	.315	.974
		41 - 50 years	-.128	.295	.973
		Above 50 years	-.707	.357	.201
	30 -40 years	Less than 30 years	-.134	.315	.974
		41 - 50 years	-.261	.305	.827

		Above 50 years	-.840	.366	.104
	41 - 50 years	Less than 30 years	.128	.295	.973
		30 -40 years	.261	.305	.827
		Above 50 years	-.579	.348	.348
	Above 50 years	Less than 30 years	.707	.357	.201
		30 -40 years	.840	.366	.104
		41 - 50 years	.579	.348	.348
Management support	Less than 30 years	30 -40 years	.168	.390	.973
		41 - 50 years	-.154	.365	.975
		Above 50 years	-.128	.442	.992
	30 -40 years	Less than 30 years	-.168	.390	.973
		41 - 50 years	-.322	.378	.830
		Above 50 years	-.296	.453	.914
	41 - 50 years	Less than 30 years	.154	.365	.975
		30 -40 years	.322	.378	.830
		Above 50 years	.026	.431	1.000
	Above 50 years	Less than 30 years	.128	.442	.992
		30 -40 years	.296	.453	.914
		41 - 50 years	-.026	.431	1.000
job satisfaction	Less than 30 years	30 -40 years	-.120	.349	.986
		41 - 50 years	-.142	.327	.972
		Above 50 years	-.510	.395	.570
	30 -40 years	Less than 30 years	.120	.349	.986
		41 - 50 years	-.022	.338	1.000
		Above 50 years	-.390	.405	.771
	41 - 50 years	Less than 30 years	.142	.327	.972
		30 -40 years	.022	.338	1.000
		Above 50 years	-.368	.386	.775
	Above 50 years	Less than 30 years	.510	.395	.570
		30 -40 years	.390	.405	.771
		41 - 50 years	.368	.386	.775
Promotion opportunities	Less than 30 years	30 -40 years	.264	.213	.603
		41 - 50 years	.412	.199	.170
		Above 50 years	-.193	.241	.854

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	30 -40 years	Less than 30 years	-.264	.213	.603
		41 - 50 years	.148	.207	.891
		Above 50 years	-.457	.247	.256
	41 - 50 years	Less than 30 years	-.412	.199	.170
		30 -40 years	-.148	.207	.891
		Above 50 years	-.605	.235	.055
	Above 50 years	Less than 30 years	.193	.241	.854
		30 -40 years	.457	.247	.256
		41 - 50 years	.605	.235	.055
Equality between women and men	Less than 30 years	30 -40 years	-.022	.277	1.000
		41 - 50 years	.067	.259	.994
		Above 50 years	-.038	.314	.999
	30 -40 years	Less than 30 years	.022	.277	1.000
		41 - 50 years	.089	.269	.987
		Above 50 years	-.016	.322	1.000
	41 - 50 years	Less than 30 years	-.067	.259	.994
		30 -40 years	-.089	.269	.987
		Above 50 years	-.105	.306	.986
	Above 50 years	Less than 30 years	.038	.314	.999
		30 -40 years	.016	.322	1.000
		41 - 50 years	.105	.306	.986
Productivity	Less than 30 years	30 -40 years	.020	.278	1.000
		41 - 50 years	-.026	.259	1.000
		Above 50 years	-.447	.314	.488
	30 -40 years	Less than 30 years	-.020	.278	1.000
		41 - 50 years	-.045	.269	.998
		Above 50 years	-.466	.322	.471
	41 - 50 years	Less than 30 years	.026	.259	1.000
		30 -40 years	.045	.269	.998
		Above 50 years	-.421	.306	.518
	Above 50 years	Less than 30 years	.447	.314	.488
		30 -40 years	.466	.322	.471
		41 - 50 years	.421	.306	.518

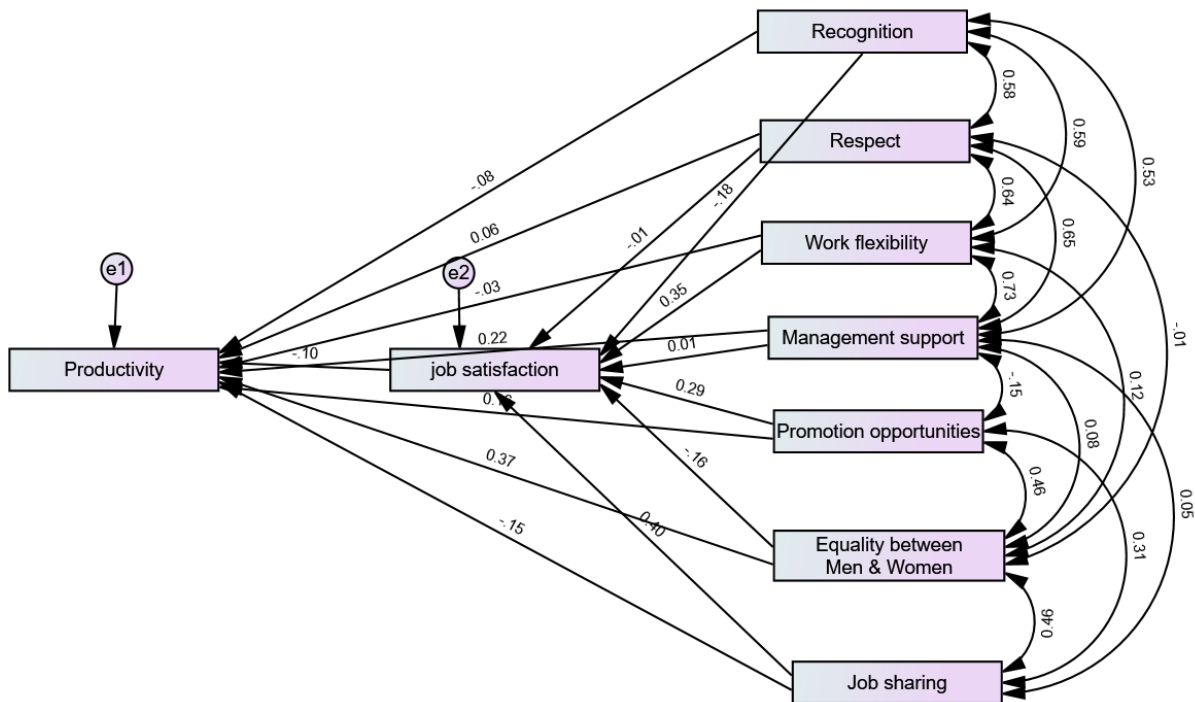
Job sharing	Less than 30 years	30 -40 years	-.264	.346	.870
		41 - 50 years	-.254	.323	.860
		Above 50 years	.035	.391	1.000
	30 -40 years	Less than 30 years	.264	.346	.870
		41 - 50 years	.010	.335	1.000
		Above 50 years	.299	.401	.878
	41 - 50 years	Less than 30 years	.254	.323	.860
		30 -40 years	-.010	.335	1.000
		Above 50 years	.289	.382	.873
	Above 50 years	Less than 30 years	-.035	.391	1.000
		30 -40 years	-.299	.401	.878
		41 - 50 years	-.289	.382	.873

Interpretation

The Post Hoc- Tukey HSD test is used to test the significant difference between groups based mean difference. It was ascertained from this study above 50 age group respondents are receiving recognition, respect, work flexibility, promotion opportunities, equality between men and women employees and above 50 age group employees are satisfied with their job as compared with other age group respondents.

41- 50 age group employees are examined that they are receiving management support for their work as compared with other age group respondents. Under 30 – 40 age group respondents stated that they have job sharing facilities as compared with the other age group respondents.

e. STRUCTURAL EQUATION MODEL



Model fit summary

Model fit	Recommended value	value
CMIN/DF	P>0.05	1.480
Root Mean square Error of Approximation (RMSEA)	≤0.08	0.064
Goodness of fit (GFI)	≥0.90	0.980
Comparative Fit Index (CFI)	≥0.90	0.967
Normed Fit Index (NFI)	≥0.90	0.924
Incremental Fit Index (IFI)	≥0.90	0.974

It is clear that the from the above model fitness like CMIN/DF= 1.480, GFI=.980, NFI = .924, CFI =0.967, IFI = 0.974 and RMSEA = 0.064. It shows that the model fit is good.

11. DISCUSSION

This study shows that workplace flexibility has no significant effect towards organizational productivity. The result of this study contradicts previous research that examined workplace flexibility has significant effect towards organizational productivity. Workplace flexibilities such as Recognition, Respect, Work flexibility, Management support, equality between women and men, job satisfaction and job sharing will be useful for the teachers and the educational institutions. Workplace flexibility will help the teachers to do their personal work during the working days, so that they can concentrate on their work and the productivity of the educational institutions also will be increased. The organizations need to arrange workplace flexibility to motivate the teachers.

12. CONCLUSION

The aim of this study is to investigate the perception of workplace flexibility of the teachers and the productivity of the educational institution. Based on the statistical evidence of this study there is no significant difference between age and workplace flexibility variables such as Recognition, Respect, Work flexibility, Management support, equality between men and women, job satisfaction and job sharing and there is a significant difference in promotion opportunities among the respondents. The promotion opportunities of the educational institutions will improve the job satisfaction of the teachers. So that the educational institutions need to arrange promotion opportunities and other workplace flexibility measures to their teachers which will help them to centralize their job.

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