

# Job Embeddedness and Job Satisfaction as a Mediator between Work-Life Balance and Intention to Stay

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Teachers should have the intention to stay in a school for a long time. The intention to stay is related to many factors, including work-life balance, job satisfaction, and job embeddedness. This study aims to determine the effect of work-life balance, job satisfaction, and job embeddedness on the intention to stay for teachers. The research subjects were 52 teachers who taught at XYZ Senior High School in Tangerang. The research design used is the PLS-SEM method with a quantitative approach. The results obtained showed that work-life balance positively affected job embeddedness, intention to stay, and job satisfaction. Work-life balance positively affects the intention to stay through job embeddedness, and work-life balance positively affects the intention to stay through job satisfaction.

**Key words:** *Work-life balance, job embeddedness, job satisfaction, intention to stay.*

## Introduction

In an organisation, it is common to find that the majority of members have been working for years or even decades. However, there are also organisations that every year have many employees who resign. There are many factors behind it. For example, when someone is appreciated or has good friends at work, or their organisation provides good benefits, it will make an employee intend to stay at the organisation for a long time.

A study by Thakur and Bhatnagar (2017) showed that an employee's intention to stay in an organisation has a relationship with the balance between work and daily life. When an employee is still able to have a good and pleasant life outside of their job, they will still intend to work at their workplace for a long time. The results of the study are in line with

research by Lindfelt et al. (2017), which stated that this research is motivated by the Border-Crossing Theory, which shows work-life balance can predict changes in one's career path. A significant factor related to the intention of pharmacy faculty employees to remain in the academy is work-life balance.

Then in the research of Thakur and Bhatnagar (2017), it was explained that the relationship between work-life balance and intention to stay is mediated by job embeddedness. The results presented that job embeddedness fully mediates the relationship between work-life balance (WLB) and intention to stay. It means that the high work-life balance of an employee creates the power that attaches employees to work in the organisation, making it more difficult to leave the organisation.

Nevertheless, in a study by Yao and Huang (2018), the results showed that the intention to stay of an employee is also influenced by the level of job satisfaction of the employee. This study aims to see the impact of leadership style on job satisfaction and intention to stay in the shipping industry. The results showed a significant positive effect of job satisfaction on intention to stay workers in the industry.

The study is in line with the results of Radford and Meissner's research (2017), which investigated job satisfaction and employee intentions for home care and community care employees to remain in the Australian elderly care sector. The results of their research showed that community care workers are more satisfied with various aspects of job satisfaction, including working on their current job, supervision, people in their work, and work in general. This condition increased their intention to stay working in the organisation.

Work-life balance (WLB) itself also has a relationship with job satisfaction. In research written by Jackson and Fransman (2018) showed that financial well-being, work-life balance, and productivity are statistically significant to job satisfaction. It has also been said in Pheng and Chua (2018) that the achievement of WLB in positive outcomes from individuals, including job satisfaction.

Based on the description of the importance of the teacher's intention to stay, there is an interest in further researching the intention to stay, as well as its relationship with several variables, such as work-life balance, job satisfaction, and job embeddedness. The researchers also want to see the influence between the variables investigated in this study.

From a theoretical point of view, this research is expected to be able to provide development in the world of education, as well as enrich the results of research in various fields, especially on the topic of a teacher's intention to stay in a school. In addition, through this study, a new research model can be identified with the intention to stay as the variable. From a practical

point of view, this research is expected to provide information to teachers, academic teams, and principals regarding the intention to stay issues related to work-life balance, job satisfaction, and job embeddedness.

### **Literature Review and Hypothesis Development**

Work-life balance is the separation between work life and personal life of an employee in an organisation (Chenji 2018). Job embeddedness was first introduced by Mitchell et al. (2001) in Holtom and Darabi (2018) as a higher strength group for retention. Meyer (2016) also stated that job embeddedness is conceptualised as a combination or force that makes a person not leave their job. It includes a broad set of factors that influence retention. Ozelik and Cenkci (2014) stated that this concept is broken down into three dimensions: links, fit, and sacrifice. When a person has a balance between work and life outside of work, it can lead to attachment to the work they do. Therefore, the first hypothesis proposed is that work-life balance has a positive effect on job embeddedness in accordance with the research by Thakur and Bhatnagar (2017).

Jex and Britt (2014) stated that job embeddedness occurs when employees experience a high level of fitness with their work, organisation, and community. When the employees establish relationships or links between other people in their organisations and communities, and when they will sacrifice a lot (in terms of financial or emotional costs) when they leave their organisation or community. Norton et al. (2014) in Yao and Huang (2018) defined intention to stay as an evaluation of individual work after entering the workforce and interacting with the work environment, an identity to involve themselves in organisational goals, and a willingness to stay in the original work position. Therefore, the second hypothesis proposed is that job embeddedness has a positive effect on the intention to stay in accordance with Thakur and Bhatnagar (2017) research.

Daipuria and Kakar (2012) define work-life balance as finding the balance between work and life and feeling comfortable with work and family commitments. WLB is a top priority when considering their place of work (Hobson, 2014). Intention to stay has also been defined by Johari et al. (2012) as employees' intentions to remain in the current employment relationship for a long time. Therefore, the third hypothesis proposed is that work-life balance has a positive effect on the intention to stay according to the research of Thakur and Bhatnagar (2017) and Lindfelt et al. (2017).

Job satisfaction represents how a person feels about their job and what they think about their job (Colquitt et al. 2015). Job satisfaction brings pleasant emotional states that often lead to positive work attitudes and improved performance (Wicker 2011). According to Folsom and Boulware (2011), variables that influence job satisfaction usually include organisational and



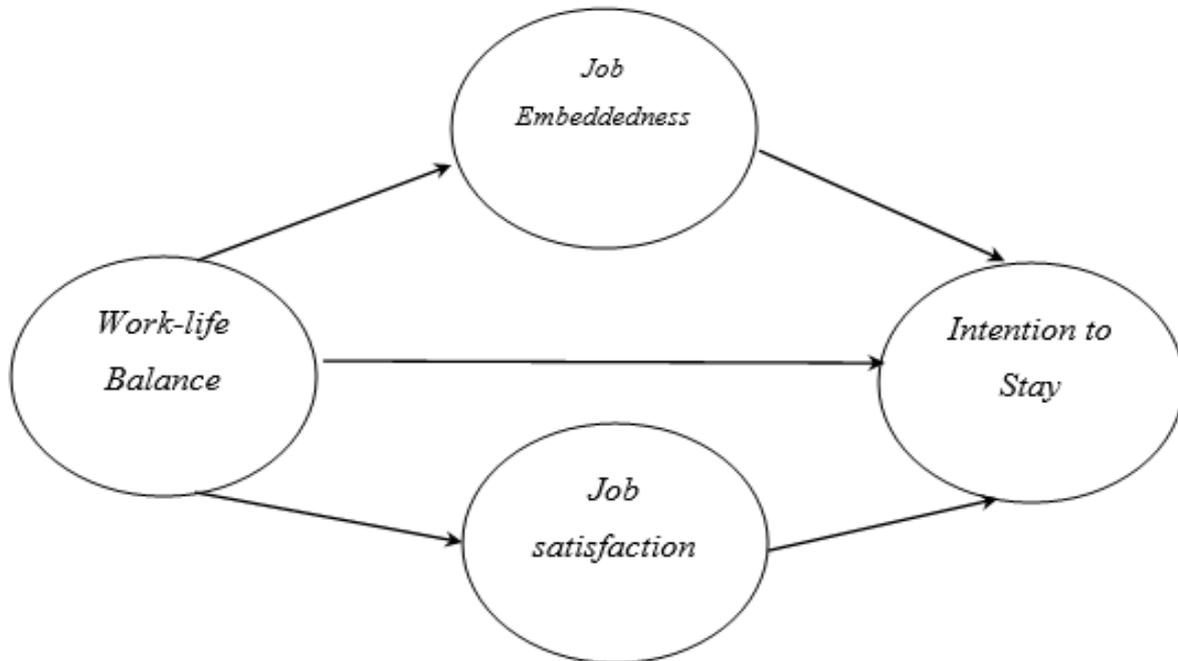
personal factors. It has been said that achieving WLB in positive outcomes from individuals includes job satisfaction (Pheng and Chua 2018). Therefore, the fourth hypothesis proposed is that work-life balance has a positive effect on job satisfaction in accordance with the research of Jackson and Fransman (2018) and Pheng and Chua (2018).

Luz, Paula, and Oliveira (2018) also considered that it is important to underline that aspects of job satisfaction represent how much individual experience in achieving satisfaction in an organisational context. According to Currivan in Nasyira and Othman (2014), intention to stay is the tendency of employees to maintain their current membership in their organisations. Therefore, the fifth hypothesis proposed is that job satisfaction has a positive effect on the intention to stay in accordance with the research of Yao and Huang (2018) and Radford and Meissner (2017).

Abookaker, Edward, and Zakkariya (2018) viewed that it is crucial for private educational institutions to recognise the reasons academic staff remain in their organisations. One of them is work-life balance and job embeddedness. With lifestyle changes, the demands of work-life, the disintegration of the family system, people often complain about not finding enough time or being too tired (Daipuria and Kakar 2012). Time management is one crucial component to help achieve work-life balance (Akdeniz 2018). Dechawatanapaisal (2018) stated that job embeddedness emphasises the accumulation of reasons why employees are willing to stay in an organisation. Therefore, the sixth hypothesis proposed is that work-life balance has a positive effect on intention to stay through job embeddedness in accordance with the research of Thakur and Bhatnagar (2017).

Naim and Lenka (2016) stated that intention to stay is influenced by work-life balance and job satisfaction. Jim Bird in Arenofsky (2017) equated work-life balance with achievement and meaningful pleasure in each of the four areas - work, family, friends, and yourself. The increasing job satisfaction of an employee has been considered to increase the intention to stay in an organisation (Bang 2015). Oshagbemi (2013) also stated that job satisfaction describes how satisfied a person is with their work. Therefore, the seventh hypothesis proposed is that work-life balance has a positive effect on intention to stay through job satisfaction.

**Figure 1.** Research Model



## Research Method

This research used a quantitative approach using the PLS-SEM method. In this study, there are several types of latent variables. The latent variables that are the focus of this study are work-life balance as exogenous variables, job satisfaction, and job embeddedness as a mediator variable and intention to stay as an endogenous variable. This research was conducted at a private school in the X area, namely XYZ Tangerang, which examines the teachers who work in it. The study was conducted from the beginning of January 2019 until the middle of May 2019. The research subjects were 52 XYZ high school teachers.

The sampling technique in this study is census sampling. Data collection is done by distributing questionnaires. The choice in this questionnaire uses a Likert scale from one to five intervals to measure each variable in the study. The range of Likert scales used in the questionnaire in this study were 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Data analysis techniques used in this study were the outer model test, descriptive statistics analysis, and the inner model test. The outer model test in this study was conducted by testing convergent validity, discriminant validity, and a reliability test. Wiggins and McTighe (2013) also stated that the convergent validity test was carried out with two criteria. Those criteria are the Average Variance Extracted (AVE) value, which must be more than 0.50, and the loading factor value, which must be more than 0.70. According to Fornell and Larcker, as

quoted by Ghozali and Latan (2015), the method used to test discriminant validity is to compare the square root of AVE for each variable that must be higher than the correlation between variables in the model. The way to measure reliability, i.e., the composite reliability of each variable, must be more than 0.70.

For the descriptive analysis, it used the calculation of the mean. According to Umar (2011), the scale category based on the average value. The range of the average value can be determined into five categories which are: (1) 1.00-1.80 as strongly disagree, (2) 1.81-2.60 as disagree, (3) 2.61-3.40 as neutral, (4) 3.41-4.20 as agree, (5) 4.21-5.00 as strongly agree.

In testing the inner model, there are three kinds of tests, namely multicollinearity analysis, coefficient of determination analysis, and path coefficient analysis. The multicollinearity test is done by calculating a VIF value, which has to be less than 5.00. The inner model is tested by looking at the percentage variance explained by looking at the R-square value of each endogenous variable. Hypothesis testing through the Smart-PLS 3.0 application is done by looking at the value of the path coefficient through bootstrapping (Ghozali 2014).

## Research Results

Out of 52 XYZ high school teacher respondents, 50% were female respondents, and 50% were male respondents. In terms of age, it can be seen that as many as 73% of teachers have an age range from 20 to 29 years, 15% of teachers aged around 30 to 39 years, 8% of teachers aged around 40 to 49 years, and 4% of teachers aged over 49 years. Teachers who have completed Magister education are 17%, while others still hold a bachelor's degree, which is 83%. In addition, there are 58% of respondents who have only worked for three years, 29% of respondents who have worked for four to six years, 6% of respondents who have worked for seven to nine years, and 7% of respondents who have worked for more than 9 years.

### *Outer Model Test*

Table 1 shows that all constructs have an AVE value of more than 0.50. Therefore, it can be stated that each item meets the convergent validity requirements.

**Table 1:** Convergent Validity Test Results with AVE

Variable	AVE
Intention to stay	0.696
Job embeddedness	0.624
Job satisfaction	0.635
Work-life balance	0.622

**Source:** Data Processing Results (2019)

The results of data processing for loading factors can be seen in Table 2.

**Table 2:** Test Results of Convergent Validity with Loading Factor

<b>Variable</b>	<b>Items</b>	<b>Loading Factor</b>	
<b>Intention to stay</b>	ITS1	0.773	
	ITS2	0.826	
	ITS3	0.806	
	ITS4	0.894	
	ITS5	0.765	
	ITS6	0.800	
	ITS10	0.884	
	ITS11	0.870	
	ITS12	0.878	
	<b>Job embeddedness</b>	JE37	0.823
		JE38	0.744
		JE39	0.778
JE46		0.749	
JE47		0.829	
JE48		0.814	
<b>Job satisfaction</b>	JS27	0.773	
	JS31	0.823	
	JS32	0.830	
	JS33	0.898	
	JS35	0.707	
	JS36	0.735	
<b>Work-life balance</b>	WLB13	0.815	
	WLB14	0.768	
	WLB15	0.822	
	WLB16	0.793	
	WLB17	0.810	
	WLB18	0.739	
	WLB19	0.831	
	WLB20	0.802	
	WLB21	0.728	
	WLB22	0.808	
	WLB23	0.800	
	WLB24	0.738	

**Source:** Data Processing Results (2019)

Based on the results obtained after the data is processed using the Smart-PLS 3.0 application. out of a total of 48 statements, 33 statements are valid. Based on Table 4.2, it can be seen that 33 items have a loading factor value of more than 0.70. Thus, 33 items can be said to be valid because the loading factor is more than 0.70 and the Average Variance Extracted (AVE) for each construct is more than 0.50.

Table 3 shows that the items in each variable meet the discriminant validity because the value of the square root AVE of a variable is higher than the other variables. It can be concluded that the intention to stay, job embeddedness, job satisfaction, and work-life balance variables have good discriminant validity values. The results of discriminant validity testing are shown in Table 3.

**Table 3:** Test Results of Discriminant Validity

	<b>ITS</b>	<b>JE</b>	<b>JS</b>	<b>WLB</b>
<b>ITS</b>	<b>0.834</b>			
<b>JE</b>	0.607	<b>0.790</b>		
<b>JS</b>	0.789	0.513	<b>0.797</b>	
<b>WLB</b>	0.539	0.506	0.513	<b>0.789</b>

**Source:** Data Processing Results (2019)

In Table 4, the four variables tested show that all four have a good Composite Reliability value, which is more than 0.70. Therefore, it can be concluded that all variable items are reliable.

**Table 4:** Reliability Test Results

<b>Variable</b>	<b>Composite Reliability</b>
<i>Intention to stay</i>	0.954
<i>Job embeddedness</i>	0.909
<i>Job satisfaction</i>	0.912
<i>Work-life balance</i>	0.952

**Source:** Data Processing Results (2019)

## Descriptive Statistic Analysis

### 1. Descriptive Statistics of Variables Intention to stay

**Table 5:** Average Variables Intention to stay

Items	Descriptors	Mean	Category
ITS1	I have no intention of quitting work from the school where I work.	3.10	Neutral
ITS2	Deciding to leave this school was a difficult decision.	3.13	Neutral
ITS3	I never thought to look for work in another school.	2.75	Neutral
ITS4	I will work in this school for a long time.	3.06	Neutral
ITS5	I have planned to not change workplaces in the long run.	3.12	Neutral
ITS6	I will not look for new job openings in the near future.	3.29	Neutral
ITS10	I will still work at this school despite being offered a higher salary at another school.	2.44	Disagree
ITS11	Even though I was offered a higher position in another school, I would still work at the current workplace.	2.35	Disagree
ITS12	I will not change workplaces despite offers from more famous schools.	2.46	Disagree
<b>Mean</b>		2.85	Neutral

**Source:** Data Processing Results (2019)

Based on the data in Table 5, it can be concluded that the average XYZ high school teacher is neutral to have an intention to stay with a mean value of 2.85.

## 2. Descriptive Statistics of Variables Work-life Balance

**Table 6:** Average Variables Work-life Balance

Items	Descriptors	Mean	Category
WLB13	While working, I was able to manage family time.	3.42	Agree
WLB14	I am able to manage my time well to finish all work.	3.48	Agree
WLB15	Working doesn't make it difficult for me to manage my personal life.	3.37	Neutral
WLB16	I feel satisfied with my work and personal life.	3.44	Agree
WLB17	I am comfortable when I am involved in work and non-work activities.	3.73	Agree
WLB18	My work does not interfere with my personal life.	3.33	Neutral
WLB19	After work, I always make time for family.	3.44	Agree
WLB20	I still maintain communication with family members.	4.04	Agree
WLB21	The family remains my concern.	4.06	Agree
WLB22	I have time to do my hobby.	3.38	Neutral
WLB23	I can take the time to enjoy personal time on weekdays.	3.23	Neutral
WLB24	I can routinely do things that are fun in the middle of my busy day.	3.32	Neutral
<b>Mean</b>		3.52	Agree

Source: Data Processing Results (2019)

It can be concluded that the average respondent agreed for items on the work-life balance variable with a mean value of 3.52.

## 3. Descriptive Statistics of Variables Job Embeddedness

**Table 7:** Average Variables Job embeddedness

Items	Descriptors	Mean	Category
JE37	I get good treatment from co-workers.	3.98	Agree
JE38	I enjoy socialising with coworkers.	4.03	Agree
JE39	I feel comfortable with the interaction between teachers in the team and outside the team.	3.88	Agree
JE46	I will lose supportive community if I change workplaces.	2.92	Neutral
JE47	I will feel sad if I have to change my workplace.	2.87	Neutral
JE48	I will lose my friend if I quit my job.	2.88	Neutral
<b>Mean</b>		3.43	Agree

Source: Data Processing Results (2019)

It can be concluded that the average respondent agreed to have job embeddedness with a mean value of 3.43.

#### 4. Descriptive Statistics of Variables Job Satisfaction

**Table 8:** Average Variables Job satisfaction

Items	Descriptors	Mean	Category
JS27	I am happy with the salary that I get.	3.15	Neutral
JS31	I get support from the leaders.	3.19	Neutral
JS32	I support the current leaders performance.	3.42	Agree
JS33	The leader's performance allows me to work well.	2.96	Neutral
JS35	I feel challenged with every additional work given.	3.37	Neutral
JS36	I am satisfied with all the work that I have to do at work.	3.29	Neutral
<b>Mean</b>		3.23	Neutral

**Source:** Data Processing Results (2019)

Based on the data in Table 8, the average for each item is neutral at 3.23, it can be concluded that the average XYZ high school teacher is neutral in having job satisfaction at the school.

#### Inner Model Test

Multicollinearity test results can be seen in Table 4.9.

**Table 9:** Multicollinearity Test Results

Exogenous Variables	VIF		
	ITS	JE	JS
Job embeddedness	1.552		
Job satisfaction	1.537		
Work-life balance	1.522	1.000	1.000

**Source:** Data Processing Results (2019)

Based on the VIF values shown in Table 9, all variables are less than 5.00. Therefore, it can be concluded that the relationship between exogenous variables is not high or does not occur multicollinearity.

Table 10 is the R-square value obtained after data processing.

**Table 10:** Model Suitability Test Results

Variable	R-Square Value
Intention to stay	0.685
Job embeddedness	0.256
Job satisfaction	0.263

**Source:** Data Processing Results (2019)

Based on Table 10, the results of testing the suitability of the model can be explained as follows:

- 1) The intention to stay variable is explained by the work-life balance variable, the job embeddedness variable, and the job satisfaction variable by 68.5%, and the remaining 31.5% is explained by other variables.
- 2) The job embeddedness variable is explained by the work-life balance variable by 25.6%, and the remaining 74.4% is explained by other variables.
- 3) The job satisfaction variable is explained by the work-life balance variable by 26.3%, and the remaining 73.7% is explained by other variables.

The results of testing the research hypothesis can be summarised in Table 11.

**Table 11:** Hypothesis Test Results

Path	Hypothesis	Path Coefficient	Result
<i>Work-life balance</i> → <i>Job embeddedness</i>	$H_1$ 1: Work-life balance has a positive effect on job embeddedness	0.506	Accepted
<i>Job embeddedness</i> → <i>Intention to stay</i>	$H_1$ 2: Job embeddedness has a positive effect on intention to stay	0.240	Accepted
<i>Work-life balance</i> → <i>Intention to stay</i>	$H_1$ 3: Work-life balance has a positive effect on intention to stay	0.102	Accepted
<i>Work-life balance</i> → <i>Job satisfaction</i>	$H_1$ 4: Work-life balance has a positive effect on job satisfaction	0.513	Accepted
<i>Job satisfaction</i> → <i>Intention to stay</i>	$H_1$ 5: Job satisfaction has a positive effect on intention to stay	0.613	Accepted
<i>Work-life balance</i> → <i>Job embeddedness</i> → <i>Intention to stay</i>	$H_1$ 6: <i>Work-life balance</i> has a positive effect on <i>intention to stay</i> through <i>job embeddedness</i>	0.122	Accepted
<i>Work-life balance</i> → <i>Job satisfaction</i> → <i>Intention to stay</i>	$H_1$ 7: Work-life balance has a positive effect on intention to stay through job satisfaction	0.314	Accepted

**Source:** Data Processing Results (2019)

Based on the magnitude of the path coefficient in Table 4.11, we get three structural equations:

$$\begin{aligned} \text{Intention to Stay} &= 0.240\text{JE} + 0.102\text{WLB} + 0.613\text{JS} + 0.315 \\ \text{Job Embeddedness} &= 0.506\text{WLB} + 0.744 \\ \text{Job Satisfaction} &= 0.513\text{WLB} + 0.737 \end{aligned}$$

## **Discussion**

### ***Work-Life Balance has a Positive Effect on Job Embeddedness***

The work-life balance path coefficient of job embeddedness is positive at 0.506. The first hypothesis, which is that work-life balance has a positive effect on job embeddedness, is supported in this study. This result is in accordance with research conducted by Thakur and Bhatnagar (2017), who had a similar hypothesis, that work-life balance has a positive effect on job embeddedness.

Based on Table 6, in item WLB13, the average WLB14 of respondents agreed that they were able to arrange a time to finish work and be with their families. In item WLB16, WLB17 it can be concluded that the average respondent has comfort inside and outside of work. In items WLB19, WLB20, WLB21, the average respondent is committed to their family and their work. Whereas in the items WLB22, WLB23, WLB24, the average neutral respondent felt that they could spend and enjoy personal time for hobbies and things that were fun for them in the middle of their busy work. Even so, the average respondent answered agreeing to the whole item on the work-life balance variable. Therefore, it can be concluded that the average respondent has a good work-life balance. In line with the statement of Daipuria and Kakar (2012), which defines work-life balance as finding the right balance between work and life, it can be concluded that the average respondent has a balance between work and their daily lives.

In items JE37, JE38, JE39, the average respondent has links in the organisation. In line with the opinions of Jex and Britt (2014), job embeddedness occurs when they establish relationships or links between other people in their organisations and communities. Ozcelik and Cenkci (2014) stated that with the ability to manage time well, a person has time to socialise with their coworkers. In addition, factors outside of work, such as personal commitment, also affect the power that makes someone not leave their job. Thakur and Bhatnagar (2017) also stated that the source of support that is also related to work, such as work-life balance, is very important to create job embeddedness, which results in positive attitudes and behaviours related to work by employees.

### ***Job Embeddedness has a Positive Effect on the Intention to Stay***

Based on the results of the second hypothesis testing, the job embeddedness variable positively influences the intention to stay of XYZ high school teachers. The results of this hypothesis support previous research conducted by Thakur and Bhatnagar (2017), which shows that if job embeddedness is high, it will be followed by high intention to stay. In line with this, from the model suitability test, the intention to stay variable is explained by the work-life balance variable, the job embeddedness variable, and the job satisfaction variable

by 68.5%, and the remaining 31.5% is explained by other variables. Based on the structural equation of the intention to stay path coefficient, it can also be seen that the effect of job embeddedness on the intention to stay is quite high when compared to the influence of other variables, such as work-life balance and other variables outside the variables in this study.

Based on Table 5, on items ITS1 through ITS6, the average respondent is neutral about the desire or intention to stay in the organisation and has no plans to move for a long period. As for items ITS10, ITS11, ITS12, the average respondent did not agree to stay in school if there were attractive offers from other organisations, either because of salary offers, higher positions and offers from more famous schools. In line with this, based on Table 4.7, it can be seen that the average respondent has good job embeddedness in terms of links, but neutral in terms of sacrifice. It means that there is not enough strength within the school to make teachers feel they have to sacrifice materially or emotionally if they leave the school. This condition explains why teachers do not agree to stay at school if there are attractive offers from other schools. Therefore, schools need to improve the job embeddedness of teachers. By increasing job embeddedness, respondents will have a combination or strength that keeps a person from leaving their job (Meyer 2016).

### ***Work-Life Balance has a Positive Effect on the Intention to Stay***

Based on the results of the third hypothesis testing, the work-life balance variable has a positive effect on the intention to stay, which is equal to 0.102. The results of this study support the research conducted by Lindfelt et al. (2017), which states that there is a positive influence between the work-life balance on the intention to stay. Johari et al. (2012) stated that the employee's intention to stay is indicated by the employee's intention to remain in the current working relationship with their current employer in the long run.

Based on the data in Table 5, it can be concluded that the majority of XYZ high school teachers are neutral in having the intention to stay and do not agree to stay in the school if there is an attractive offer from another organisation. However, if seen from the descriptive statistics of the work-life balance variable, it can be seen that the average respondent has a good work-life balance.

Even so, it can be seen in items WLB22, WLB23, WLB24 that the average neutral respondent feels that they can spend and enjoy personal time for things that are pleasant for them in the middle of the busywork that. In item WLB15, the respondents were also neutral in difficulty in managing personal time due to work. In item WLB18, respondents are neutral in feeling that work interferes with their lives. Thus, there are still several items in the work-life balance that need to be improved by the school, namely in connection with the workload provided. It can be seen that work-life balance has a positive effect on teachers' intention to

stay. Nevertheless, the effect given to intention to stay is lower and not as big as the job embeddedness and job satisfaction variables.

### ***Work-Life Balance has a Positive Effect on Job Satisfaction***

Based on the results of the fourth hypothesis testing, obtained results stating that work-life balance has a positive effect on job satisfaction. It is indicated by the path coefficient between work-life balance and job satisfaction, which is 0.513. The results of hypothesis testing in this study support the research of Jackson and Fransman (2018), which states that work-life balance positively influences job satisfaction.

Based on the data in Table 8, the average for each item is neutral, so it can be concluded that the average XYZ high school teacher is neutral in having job satisfaction at the school. Whereas, based on Table 6, the average respondent answered, agreeing to items on the work-life balance variable. However, in item WLB15, neutral respondents were having difficulty managing personal time due to work. In addition, in item WLB18, respondents were neutral in feeling that work interfered with their lives. In addition to the items WLB22, WLB23, WLB24, the average neutral respondent felt that they could spend and enjoy personal time for hobbies and things that were fun for them in the middle of their busy work. It shows that with neutral, an employee will work-life balance affect the results of the average job satisfaction is also neutral.

In line with these data, the model suitability test also shows that the job satisfaction variable is explained by the work-life balance variable of 26.3%, and the remaining 73.7% is explained by other variables. Thus, it means that work-life balance affects job satisfaction. This is in line with the statement of Pheng and Chua (2018) that the achievement of WLB in positive outcomes from individuals influence on job satisfaction.

### ***Job Satisfaction has a Positive Effect on the Intention to Stay***

Based on testing the fifth hypothesis, the results obtained showed that job satisfaction positively influences the intention to stay with a path coefficient of 0.659. The results of this hypothesis support research conducted by Yao and Huang (2018) and Radford and Meissner (2017), which state that if the job satisfaction of workers is high, it will be followed by high intention to stay for workers.

In line with this, from the model suitability test, the intention to stay variable is explained by the work-life balance variable, the job embeddedness variable, and the job satisfaction variable by 68.5%, and the remaining 31.5% is explained by other variables. Based on the structural equation of the intention to stay path coefficient, it can also be seen that the effect

of job satisfaction on intention to stay is highest when compared to the effects of other variables, such as work-life balance, job embeddedness, and other variables outside the variables in this study.

Based on the data in Table 5, on average, each item states neutral and disagrees. It can be concluded that the majority of XYZ high school teachers are neutral in having the intention to stay and do not agree to stay at the school if there is an attractive offer from another organisation. In line with the intention to stay variable, the average XYZ high school teacher is neutral in having job satisfaction at the school. This is in line with the statement of Folsom and Boulware (2011) that job satisfaction is often used to predict how long employees will continue to work for a particular company. SMA XYZ needs to make an effort to improve teacher job satisfaction because job satisfaction brings pleasant emotional states that often lead to positive work attitudes and improved performance (Wicker 2011).

#### ***Work-Life Balance has a Positive Effect on Intention to Stay Through Job Embeddedness***

Based on the results of the sixth hypothesis testing, the work-life balance variable has a positive effect on the intention to stay through job embeddedness, which is equal to 0.122. Therefore, it can be stated that the high intention to stay teachers in XYZ High School is influenced by the high work-life balance through the job embeddedness of XYZ High School teachers.

Based on the path analysis in Table 11, it can also be seen that the effect of work-life balance on the intention to stay through job embeddedness is higher when compared to the effect of work-life balance on the intention to stay directly. It reinforces the role of the job embeddedness variable as a mediator variable in this research model. The results of this study support research conducted by Thakur and Bhatnagar (2017), which state that there is a positive influence between the work-life balance on the intention to stay through job embeddedness.

#### ***Work-Life Balance has a Positive Effect on Intention to Stay through Job Satisfaction***

Based on the results of the seventh hypothesis testing, the work-life balance variable has a positive effect on the intention to stay through job satisfaction, which is equal to 0.314. Therefore, it can be stated that the high intention to stay of teachers in XYZ High School is influenced by the high work-life balance through the job satisfaction of XYZ High School teachers. Based on the path analysis in Table 11, it can also be seen that the effect of work-life balance on the intention to stay through job satisfaction is higher than the effect of work-life balance on the intention to stay directly. In fact, the effect of work-life balance on the intention to stay through job satisfaction is greater than the effect of work-life balance on the

intention to stay through job embeddedness. It reinforces the role of job satisfaction as a mediator variable in this research model.

## **Conclusion**

Based on the results of data analysis, it can be concluded as follows:

- 1) Work-life balance has a positive effect on the job embeddedness of XYZ high school teachers.
- 2) Job embeddedness has a positive effect on the intention to stay of XYZ high school teachers.
- 3) Work-life balance has a positive effect on the intention to stay of XYZ high school teachers.
- 4) Work-life balance has a positive effect on job satisfaction of XYZ high school teachers.
- 5) Job satisfaction has a positive effect on teachers' intention to stay in XYZ High School.
- 6) Work-life balance has a positive effect on the intention to stay through job embeddedness of XYZ high school teachers.
- 7) Work-life balance has a positive effect on the intention to stay through XYZ high school teacher job satisfaction.

## **Research Limitations and Suggestions**

In conducting this research, there are still several things that need more attention, and understanding, which is the concept, methodology, and technical aspects of conducting research, which are still limitations in this study. One of them is related to the research subject. The subject of this study was only limited to teachers who taught at the high school education level at XYZ High School. This was caused by the limited time to collect data. Conceptually, research on the intention to stay is limited to being influenced by three variables. There are still many possibilities for other variables that have a stronger influence on intention to stay.

Therefore, for further research, it can be done on other schools with various levels of education so that it can be seen that this research model can be applied in various areas. In addition, research can be done on other variables such as leadership style and organisational citizenship behavior that may have a stronger influence on intention to stay.



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