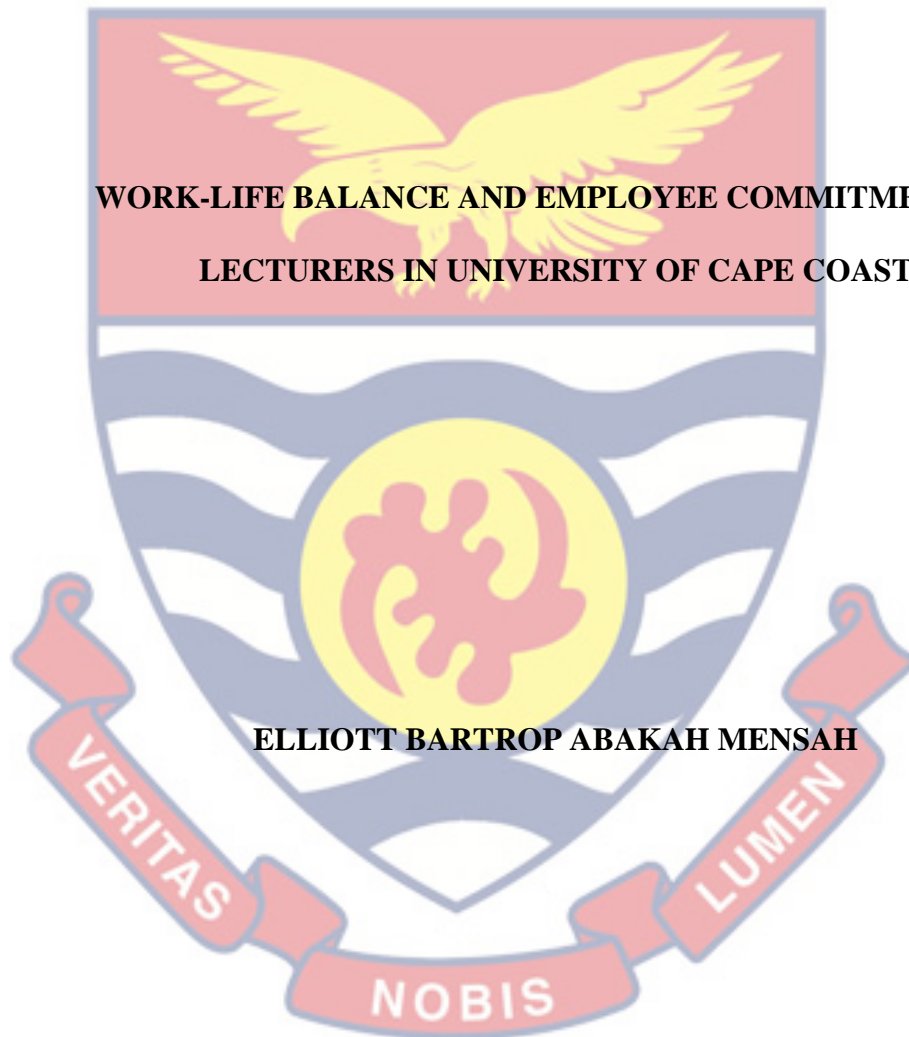© Elliott Bartrop Abakah Mensah
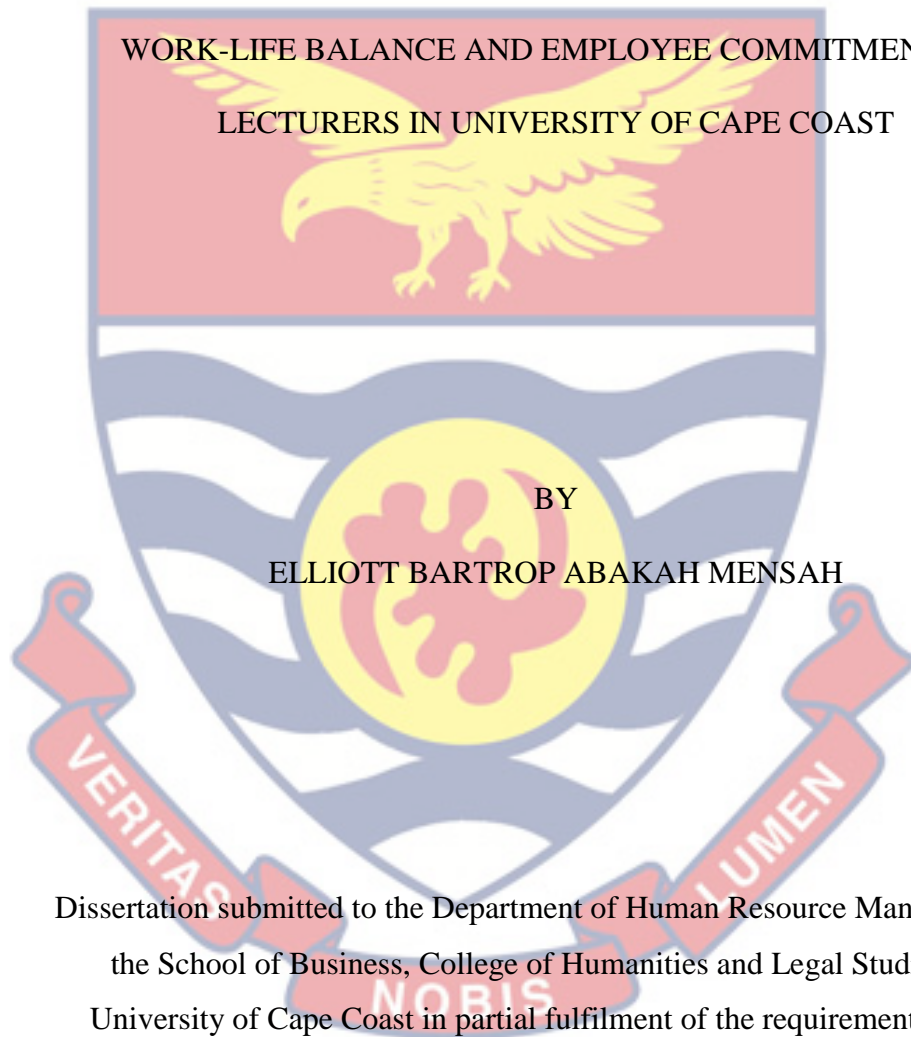
University of Cape Coast

UNIVERSITY OF CAPE COAST

WORK-LIFE BALANCE AND EMPLOYEE COMMITMENT OF

LECTURERS IN UNIVERSITY OF CAPE COAST

ELLIOTT BARTROP ABAKAH MENSAH

2022

UNIVERSITY OF CAPE COAST

WORK-LIFE BALANCE AND EMPLOYEE COMMITMENT OF

LECTURERS IN UNIVERSITY OF CAPE COAST

BY

ELLIOTT BARTROP ABAKAH MENSAH

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, the University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration Degree in Human Resource Management

OCTOBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:…..………….……..   Date……………………………

Name: Elliott Bartrop Abakah Mensah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature …………….…..   Date ……………..………..……..

Name: Prof. Nana Yaw Oppong

ABSTRACT

The study sought to examine the relationship between work-life balance and employee commitment of lecturers in the University of Cape Coast. This was done by identifying the causes of work-life imbalance, and evaluating the effect of time balance, involvement balance, satisfaction balance and work-life balance on employee commitment. The study employed a quantitative research approach using standard linear regression, correlation analysis and descriptive statistics in achieving its specific objectives. Structured questionnaire was used to collect data from lecturers selected randomly from the five main colleges in the university. The sample size of the study was two hundred and fifty three (253). The study found out that the primary causes of work-life imbalance among lecturers are their career ambitions, inadequate training and resources, no opportunities to work lesser hours or in shifts, and unrealistic deadlines and unreasonable job demands. The study also found a positive and moderately strong relationship between work-life balance- along with its dimensions, and employee commitment. Based on this premise, the study recommended work-life balance policies such as flexible work schedules, paid study leaves, family-coverage incentives, work holidays and career advancement support to help improve the commitment of lecturers and the subsequent enhancement of their job performance.

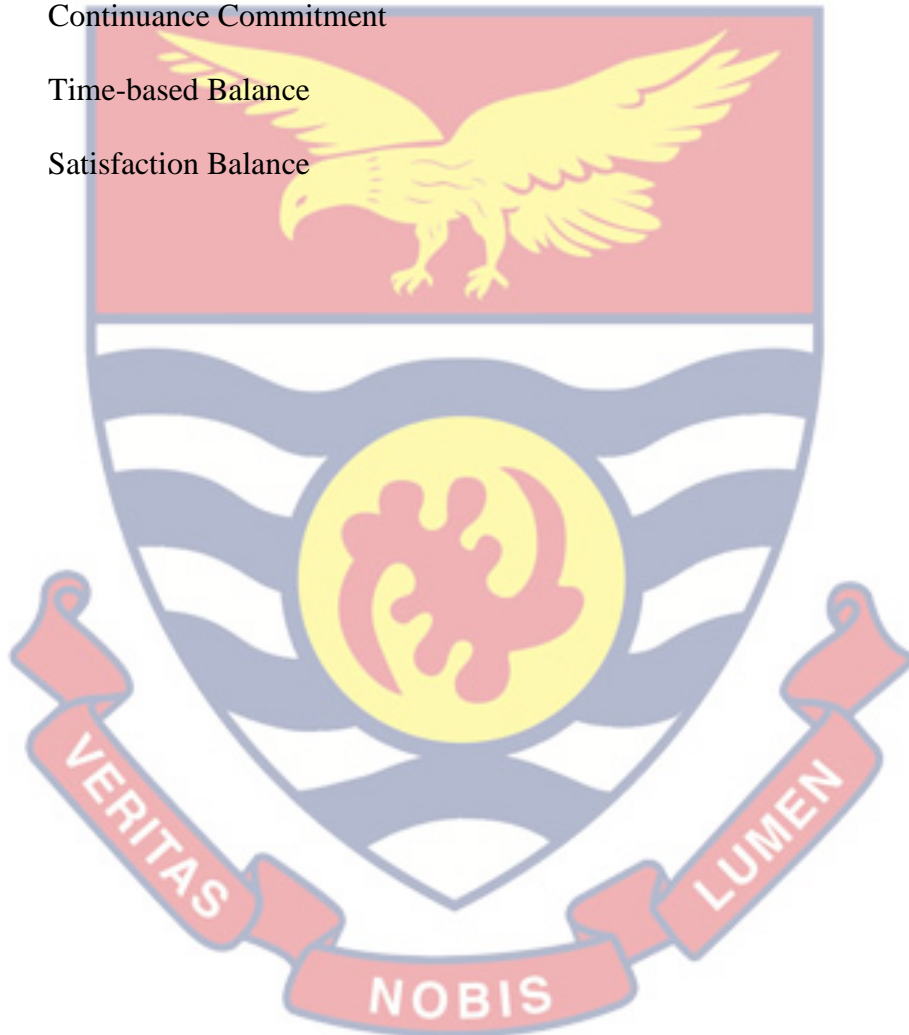## KEYWORDS

Work-Life Balance

Employee Commitment

Affective Commitment

Normative Commitment

Continuance Commitment

Time-based Balance

Satisfaction Balance

ACKNOWLEDGEMENTS

I want to acknowledge the tremendous help and guidance I received from Prof. Nana Yaw Oppong while carrying out this study. I also appreciate the help of Senanu Dekpo-Adza, for his commitment in helping me finish this research.

DEDICATION

To my parents for their continued confidence and belief in me

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EC   Employee Commitment

WLB   Work-Life Balance

TB   Time Balance

IB   Involvement Balance

SB   Satisfaction Balance

CHAPTER ONE

INTRODUCTION

Work-life balance relates to the extent to which employees are able to sustainably manage their activities at work and in social roles in order to reduce stress (Kaya & Karatepe, 2020). In recent years, Work-Life Balance (WLB) has drawn widespread attention by practitioners due to the fast-paced changes socio-cultural and demographic elements of employees within the work place (Nicklin et al., 2019). Employees continue to experience growing responsibilities in multiple roles and require new structures that will enhance their ability to fulfil these responsibilities without harming their wellbeing. Employers now consider improving the time, involvement and satisfaction balance of employees to improve performance and commitment at the work place (Markwei et al., 2019).

Background to the Study

In an increasingly evolving world characterized by gender equality, prioritized social structures and flexibility in efforts through technological advancements, it is imperative that workers attempt to achieve balance in their professional and social activities to maximize their contributions and benefits in these spaces. The past decade has seen widespread interest from researchers and managers as they seek to explore the concept of work-life balance in order to improve human resource contributions (Nicklin et al., 2019; Kaya & Karatepe, 2020). Concerns for health and family integration have forced various stakeholders to take a step back from intense and extreme working

hours regardless of the remuneration schemes involved which paradoxically improves their productivity (Wolor et al., 2020). This study therefore examines the relationship between work-life balance and employee commitment.

The educational sector in Ghana has experienced some massive increases in numbers especially of students at the various levels. In 2019 alone, there were 496,148 students enrolled in higher education in Ghana, an increase of 52,460 students compared to last year. Matched with a struggling staff population, teachers and lecturers now have to spend much more time in teaching and assessing students (Sasu, 2020). New requirements established by the government to qualify teachers for tertiary institutions further reduced the number of teachers available for hire. The burgeoning portfolio of responsibilities experienced by university staff has adverse effects on their performance. Lecturers also experience high rate of job stress especially those in public institutions and spend less time with their families.

Based on the above premise, there has been general consensus especially in the area of human resource management to explore and implement successful work-life balance practices and policies in organisations. Flexible work schedules and approved leaves or vacations can be used as incentive schemes to induce higher productivity, employee commitments and build positive corporate image. With the emergence of the world wide pandemic- covid-19, more people now work online to maintain productivity and prior performance while respecting laid down protocols (Fachriansyab, 2020). How effective this has been relative to prior periods is a discourse worth exploring for policy purposes. Work-Life Balance (WLB) is

defined as the level at which people are able to simultaneously balance their temporary, emotional and moral needs for work and family responsibilities.

Finding the right balance in work and social activities not only increases self-esteem and productivity of employees but also provides satisfaction and a sense of satisfaction. In a study conducted in Hong Kong, it was found that firms that failed to use occupational health balance had a negative impact on workers' productivity, career level and job inclusion (Bishop & Yik, 2015). The general belief therefore is that, employees who show and have active social interest outside their work place tend to have reduced work-life conflict and exhibit higher job satisfaction, motivation and commitment to their employers (Hughes & Bozionelos, 2017). This outcome is corroborated by Ahmed et al. (2014) in their study that indicated that teachers' respond actively and quickly to students' needs when they are exposed to a supportive environment and employers.

Consistent economic growth over the past three decades is estimated at 6.6% per annum (Trading Economics, 2018) coupled with 55.3% urban growth in 2017 (Stista, 2018) and increased awareness of the balance between work life, personal ambitions and lifestyle (Hervie & Baffoe, 2016) have largely reflected the balance of working life and its effects in Ghana. There has been a plethora of studies on this topic in the areas of Ghanaian professional women (Aryeetey et al., 2012) working parents (Annor, 2014), and organisational commitment and pressure on the banking industry in Ghana (Darko-Asumadu et al., 2018; Asiedu-Appiah et al. , 2013). There is however few studies done to explore how the balance of work-life among educators in Ghana can affect their commitment to their work and other relevant

stakeholders. Evidence from Abioro et al. (2018) however indicates that, there will be a decrease in employee performance within the organisation if employers fail to develop, implement and manage the employee's health balance effectively. Globally, the concern for work-life balance started in the 1930s when company policies and rules involved flexible work schedules to enable employees attend to family or social problems. These enabled employees to dedicate the right amount of time to work and effectively separate their work and social responsibilities. Currently, employees prioritize balancing their work and life responsibilities over income or remuneration schemes (Subri et al., 2019; Chaitra et al., 2015).

The commitment and performance of employees are directly tied to the success or failure of the firm hence the need to align employee and employer interest through favourable work life balance schemes (Sopiah et al., 2020). Also, the current literature presents evidence of a number of factors related to WLB best practices that translate into positive organisational outcomes such as reducing family work disputes (WFC), high national ethics, high organisational commitment and increased job satisfaction (Kelliher et al., 2019; Baral & Bargava, 2010). Chaudhuri et al. (2020) in their studies, which aligns with Chaudhuri (2016), found that WLB's traditional policies in many organisations include flexible work schedules, employee independence, telecommunications, part-time schedules, job sharing, peer management and support, career advancement, and holidays. These policies were confirmed to have positive impact on organisational outcomes. Ghareeb (2019) also asserts through his study that work-life balance correlates positively with productivity especially in medium sized organisations. To better comprehend and explore

this topic, the role expansion theory and work-life conflict theory has been analysed to assess their link to work-life balance and employee commitment.

The concept of the work-family spillover explains this relationship where positive or negative experiences of employees in their social life affects their performance and satisfaction at work (Hart, 1999). This theory asserts that the performance and satisfaction of employees at the work place may not be associated solely with work activities but also activities in the employee's social circles. Employees may transfer their emotions, behaviours, skills and attitudes from their social life into their work roles and vice versa. A positive or negative spillover will be as a result of the balance an employee achieves in their work and social lives. WLB is categorized into time, involvement and satisfaction balance as defined by Chodbury and Jyotirmayee (2015).

Involvement balance deals with the psychological state of the employee both at work and home while satisfaction balance relates to the extent to which an employee is content with compensation from work and social roles. Time balance as a dimension of work-life balance refers to the appropriateness of allotted time for employees to perform task within the organisation and the time available to them for their social activities. The study will therefore attempt to explore the relationship between the three dimensions separately on employee commitment to identify the magnitude each dimension has on employee commitment and satisfaction. The study will also identify causes of work-life imbalance to provide recommendations for resolving imbalances or improving employee commitment among lecturers.

Darko-Asumadu et al. (2018) in their study of work-life balance and employee commitment among bankers in Accra identified that unmarried

employees, especially male workers had higher work-life balance relative to married employees and female workers. Females therefore have to balance their caring duties with their professional lives to achieve personal satisfaction and fulfilment. Employees who consider their roles at work and social lives to be active and functional are likely to be committed to them and may benefit beyond monetary incentives (Wayne, Musisca & Fleeson, 2014). Occupying multiple roles by an incumbent however means the possibility of role conflict or role enhancement depending on how well the individual is able to balance the responsibilities of multiple roles.

Taking on multiple roles therefore means achieving a work-life balance or dealing with a work and family conflict. French et al. (2018) in his study, 'Meta-analysis of work family conflict and social support', confirmed that support from one's organisation is crucial in overcoming work and family conflicts. They concluded that organisational support is most vital to reducing work-to-family conflict especially in assertive cultures or developing countries with high unemployment rates. Implicit in the earlier discussions, performing conflicting roles from work and home negatively impacts employee commitment and job satisfaction. The educational sector is increasingly being dominated by females who possess the most family or social responsibilities.

Female lecturers especially those who are married with children have to combine their wife and child caring roles with teaching duties at their workplace. Despite the option of house helps and support from the husband, they may still have to fill the void that comes with absenteeism from family and less involvement in social activities. Shockley et al. (2017) supports this theory but finds fewer differences relative to similarities in men and women

work family conflicts. This theory therefore proves that the inability of employees to perform highly at work and demonstrate commitment is largely as a result of work-family conflicts faced by employees.

Statement of the Problem

Work-life balance as a concept in human resource development refers to a state of equilibrium where an employee places equal priority on demands of the career and personal life. An unfavourable work-life balance is of grave concerns to both employees and employers alike due to the impact it has on productivity and general wellbeing. Studies showed that individuals with an imbalance between their work and private life experience more stress, family conflicts, poor personal relationships and in severe cases, physical and mental health problems. To the employer, these impacts could results in decreases in engagements, creativity and productivity and in worse cases unexpected increases in turnover. These concerns, on a large scale, have drawn researchers and experts to propose development and implementation of balance policies at the work place.

Globally, an increasing number of people are beginning to prioritize achieving favourable balance in their work and life duties making it a key factor in employee commitment and performance. This awareness has been largely due to adverse health conditions suffered from stressful work duties especially in public tertiary institutions (Gragnano et al., 2020). Several well trained employees within organisations have been lost to health conditions, resulting from work-family conflicts and depression due to unfavourable firm policies on work-life balance. As a result, a substantial number of public workers tend to exhibit lackadaisical attitudes towards work in their attempt to

preserve their health, family and social lives (Arora & Wagh, 2017). The current work environment is characterized by increased work and family responsibilities especially in public tertiary institutions where lecturers carry out several individual-based activities such as research to aid in their career advancement. This implies that most of these lecturers spend most of their active hours either stressed or unhappy about their work duties or family obligations (Oludayo et al., 2018). Again, employers consider any lapse in work duties as laziness or ineffectiveness on the side of employees resulting in possible punishments in the form of pay cuts, suspension or ultimate lay off.

Vacation arrangements and flexible work schedules, employee rest, employee social support, and dependent care programmes, according to Oludayo et al. (2018), are strong predictions of the consequences of employee behaviour such as job satisfaction, commitment, retention, and participation. The educational sector in Ghana, especially at the tertiary level, forms a substantial part of the country's resource that transforms citizens into sustainable and effective labour for the work environment. The quality of graduates produced is largely influenced by the commitment and performance of the tertiary staff.

The roles, duties, and responsibilities of lecturers are crucial in the efforts to actualize national educational goals (National Education Department, 2010). Data from the University of Cape Coast Human Resource Directorate in 2017 shows an increase in enrolment and lecturer responsibility from the standard students-lecturer ratio of 40:1 to a student-lecturer ratio of 110:1. This trend in enrolment and lecturer responsibility is common among many public tertiary institutions in Ghana hence the need assess the time,

involvement and satisfaction balance of lecturers and how it affects their commitment. Given the crucial nature of tertiary education and training, it is relevant that there is commitment among lecturers to inspire efficient delivery of training activities and programmes (Issahaku, 2020).

A study conducted by King (2021) on the effect of work-life balance on job satisfaction and employee commitment among 739 teaching staff in the University of Cape Coast evidenced that work-life imbalance had a clear connection to reduced employee commitment, job satisfaction, and withdrawal behaviours including turnover and non-genuine sick absence. To reinforce this narrative, Akuamoah-Boateng (2020) studied work-life balance at the College of Distance Education, University of Cape Coast, and observed that female staffs were not able to balance work, family and personal life due to situational roles and non-flexibility of their work schedules. Akuamoah-Boateng (2020) also observed that these employees work 7 hours more than the average 8 hours daily hence the need for the implementation of work-life balance policies. In line with the objectives of this study, Achiama (2018) also found that work life balance had a positive effect on affective commitment, continuance commitment and normative commitment of medical practitioners in the University of Cape Coast.

These studies show empirical evidence of work-life imbalance and its impact on commitment of staff in the University of Cape Coast. John, Anthony and Bakari (2020) suggest that this imbalance needs to be resolved to improve the psychological wellbeing of employees in the University of Cape Coast. Based on the above premise, it can be concluded that a plethora of studies has been carried out on work-life balance and employee commitment

(King, 2021); Memunah, Mahfud, Fahlevi and Parashakti (2020); Koon (2020); Rumangkit & Zuriana (2019); Edwards and Oteng (2019); Ghareeb (2019); Darko-Asumadu, Sika-Bright and Osei-Tutu (2018), however, most of these studies focused on work-life balance as a single dimensional variable in affecting employee commitment. This study provides a multi-dimensional analysis of work life balance within the context of tertiary education, case in point university lecturers in Ghana. The dimensions of work-life balance to be used in this study include time balance, involvement balance and Satisfaction balance as proposed by Chodhury and Jyotirmayee (2015).

Purpose of the Study

       The primary purpose of this study is to examine the impact of work-life balance on employee commitment among lecturers in the University of Cape Coast.

Research Objectives

       The research aims at examining the effect of work life balance on employee commitment among lecturers in the University of Cape Coast by exploring the following specific objectives to;

1. Evaluate the causes of work-life imbalance among lecturers in University of Cape Coast.

2. Evaluate the effect of time balance on employee commitment of lecturers.

3. Evaluate the effect of involvement balance on employee commitment of lecturers.

4. Evaluate the effect of satisfaction balance on employee commitment of lecturers.

5. Examine the effect of work-life balance on employee commitment of lecturers in University of Cape Coast.

Research Questions

The following research questions will guide the study:

1. What are the causes of work-life imbalance among lecturers in University of Cape Coast?

2. What is the effect of time balance on employee commitment of lecturers in University of Cape Coast?

3. What is the effect of involvement balance on employee commitment of lecturers in University of Cape Coast?

4. What is the effect of satisfaction balance on employee commitment of lecturers in University of Cape Coast?

5. What is the effect of work-life balance on employee commitment of lecturers in University of Cape Coast?

Hypotheses

The following hypotheses were formulated in relation to the stated objectives:

H_1: There is a positive relationship between time balance and employee commitment of lecturers in University of Cape Coast.

H_2: There is a positive relationship between involvement balance and employee performance of lecturers in University of Cape Coast.

H_3: There is a positive relationship between satisfaction balance and employee commitment of lecturers in University of Cape Coast.

H_4: There is a positive relationship between work-life balance and employee commitment of lecturers in University of Cape Coast.

Significance of the Study

The outcome of this study will be useful to policy makers, human resource specialist and researchers. The study first and foremost will provide insights into the cause of work-life imbalance among lecturers in University of Cape Coast and by partial generalization, lecturers in public tertiary institutions. This will help policy makers devise specific WLB policies to reduce or eliminate these causes. To public sector employees and employers, the study will provide evidence for prioritizing work life balance initiatives and programs in the bid to improve work performance of the public sector.

This study is especially important in an immediate post-covid era for Ghana and the rest of the world as more and more people are becoming aware of the impact of job stress or work life imbalance on their health and family wellbeing. Secondly, the study will extend literature on work-life balance by providing a multi-dimensional analysis of work life balance and its impact on teaching staff of public tertiary institutions. The research findings will also provide empirical evidence and foundation for further research into human resource policy reforms and operational planning.

Delimitation of the Study

The study attempted to focus on lecturers at public tertiary institutions for generalization purposes but only included lecturers from the University of Cape Coast due to constraints of time and funds. The University of Cape Coast is one of over fifteen (15) public universities in Ghana located in the central region of the country.

Limitation of the Study

The study employed a quantitative approach which might limit the quality of information gathered on the causes and effects of work-life balance. The researcher admits that there might be other significant factors and experiences that could only be obtained through a qualitative or interview approach.

Definition of Terms

Work-Life Balance pertains to policies such as flexible work arrangement that bestow upon the employees working provisions that will be able to strike a balance in both responsibilities at work and at home (Mohanty & Mohanty, 2014).

Employee Commitment to an organisation has been expressed as affective, continuance, and normative. Affective commitment focuses on an emotional attachment of an employee to an organisation. On the other hand, continuance commitment is when an employee stays with an organisation based on a perceived cost of leaving. In this case, the employee is staying because he or she thinks it will cost more to find work elsewhere. Normative commitment refers to an employee's moral obligation to stay with an organisation. This can arise when the employee feels that the organisation has treated him or her well and therefore he or she owes the employers a continued period of employment (Herscovitch, 2002).

Organisation of the Rest of the Study

The study will comprise of a total of five chapters. Chapter one will present the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, definition of terms as

well as organisation of the study. Chapter two will deal with the literature review section of the study. Chapter three will focus on the research methods which covers research design, population, sampling procedure, data collection instrument, data collection procedure, ethical considerations, data processing and analysis. Furthermore, chapter four will cover the results and discussion section and finally, chapter five will discuss the summary, conclusions and recommendations of the study. Also, suggestions for further research will be presented in this chapter.

Chapter Summary

The chapter began with a brief introduction that described the research problem and its relevance, and the study's theoretical implication. The chapter proceeded with a background to the study, statement of the problem, purpose, objectives ad research questions relevant to the study. Further details were provided for the significance of the study to prospective users, scope of the study, study limitations, definition of terms and the organisation of the entire study.
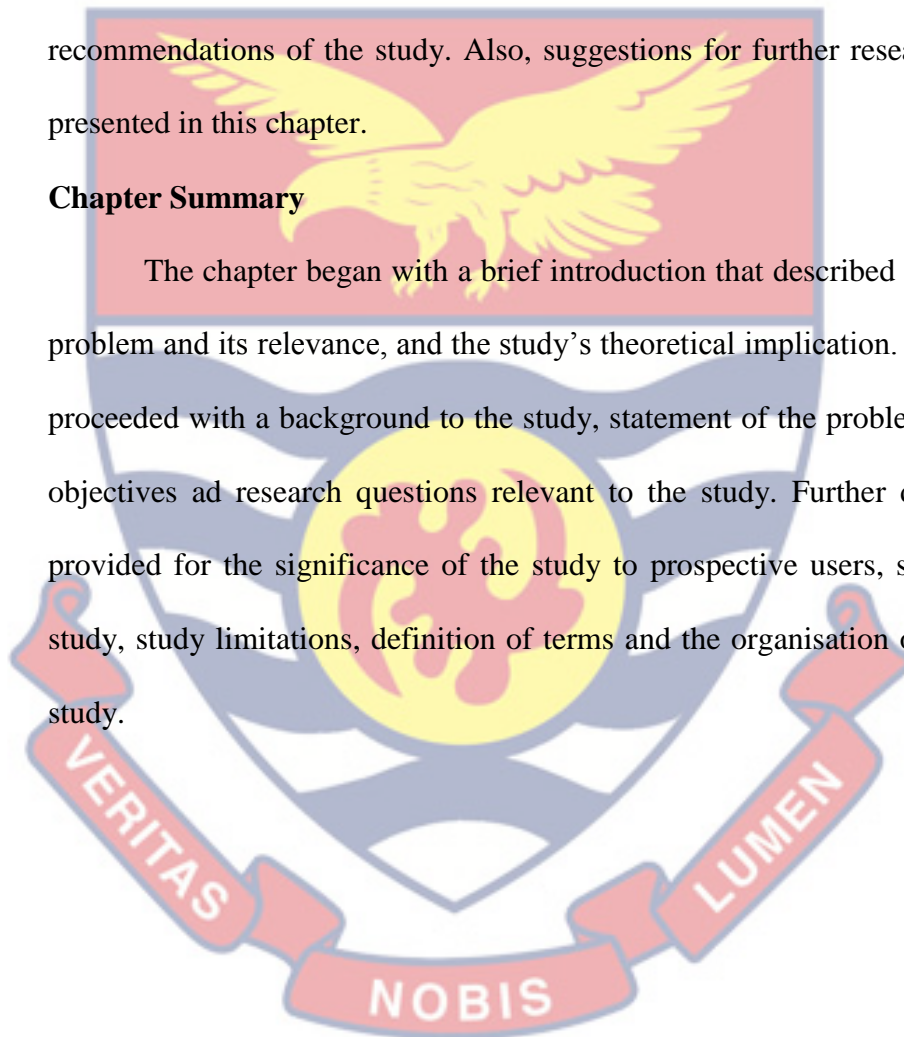
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides the theoretical basis of the study; reviewing existing literature related to the study objectives and setting out clearly, related studies and relevant patterns on work life balance and employee commitment. It addresses trends in human resource functions, arguments and policies on work life balance and its substantive impact on employee performance and long term commitments. The early sections of this study discusses relevant theoretical framework that support work life balance with the subsequent sections comparing and contrasting findings from existing literature on the subject.

Theoretical Review

Work-Family Spillover

This study is underpinned by the theory of work-family spillover as founded by Zedeck and Mosier (1990). The theory primarily attempts to explain the positive and negative effects of unsatisfactory balance between an individual's work system and the family system. The work-family spillover theory is defined as a situation by which an employee's experiences in the work place affects their experiences in the family setting (Hart, 1999). The work-family spillover concept posits that employees transfer their feelings, behaviours, skills and attitudes from their family lives into their work roles and vice versa (Larmbert, 1990). Case in point, if employees are satisfied at

work, it may result in a positive spillover on their health, family, social circles, etc. As argued by Sirgy et al. (2001), spillover can either be horizontal or vertical. When one aspect of an employee's life affects the other aspects, then we classify that under a horizontal spillover.

Case in point, the impact of satisfaction at work could be felt by the happiness and satisfaction at home. When these domains are however organized in a hierarchy where life satisfaction depicts the upper domain and family, leisure and social circles depict the lower domain with each domain influencing the other, then we have vertical spillover. The concept of fitting into a work organisation requires compromises of other aspects of an individual's routine lifestyle prior to undertaking the work duties. These compromises might tend to either benefit the individual or harm them in terms of their obligations to other lifestyle arenas. Hence, the fundamental perception of outcome for this theory is either positive or negative (Crouter, 1984; Lambert, 1990).

A positive spillover will involve employees experiencing a good balance between work and family life (Zedeck, 1992). For this to happen, Barnett (1994) argues that the employee needs to be in a flexible and conducive work environment that propels satisfactory behavior at home too. Subsequently, the positive wellbeing of the employee as a result of work-family balance will reflect positively in their work performance and commitment. On the other hand, employees who receive little or no support to enable them achieve a balance between their work and family lives experience negative spillovers which also negatively affects their job performance and commitment (Zedeck, 1992). Conflict that result work-life balance affects

efficiencies and employee behavior, thus undermining employee loyalty and commitment to their host organisation. A further conceptualization of the theory requires the assumption that there are no boundaries between the family and work lives of employees.

Work-family spillover is fundamental in the sense that the spillovers flow across various independent systems (elements) in ways that are not easily observed appreciated and quantified (Frsichman, 2009, p.823). The objective of this study is to examine the effect of work life balance on employee commitment which immediately banks on the premise that individuals who occupy multiple roles are bound to experience stress as a result of the constraints of time and energy to fulfil all obligations in these roles satisfactorily (Zedeck & Mosier, 1990). According to Greenhaus and Powell (2006), who possessed an expansionist point of view, occupying multiple roles could be beneficial if the right level of balance is formed.

They argue that well balanced multiple roles could have additive effects on employee well-being, buffer employees from stress from other roles and lead to transferred positive outcomes and experiences. A positive work-life balance as exposed in this study could arise from three dimensions- time balance, involvement balance and satisfaction balance. Based on this premise, lecturers who manage their time effectively, involve themselves actively in their multiple roles and derive maximum satisfaction from these roles should experience higher levels of work performance and organisational commitment.

Conceptual Review

Work-Life Balance

Work-life Balance (WLB), as used interchangeably with work-family conflict in this study, has found growing concerns among students and experts in the field of employee development (Shuck & Rocco, 2014). The pursuit of WLB became notorious for the effects of employee misconduct when work disrupted family or social roles (Choo et al., 2016). Prior to its popularity, capitalists within the corporate environment cared less for employees' lives outside their daily work duties. Job functions were intensified and rigid ensuring maximum efforts were derived from the employees' time at work regardless of societal and external circumstances. This concept however threatened the social structures of society and resulted in employee dissatisfaction and disloyalty. Human relation experts were then consulted to investigate the relation between work-life balance and employee effectiveness after some firms effectively implemented related policies.

Employee commitment is reflected or demonstrated when employees feel involved, considered and understand the company's objectives. The combination of these organisational goals and employee well-being helps to ensure the commitment and performance of employees (Beloor et al., 2017). Several impacts within the workplace prevent educators from achieving work life balance such as lack of personal time, expectations, committee work, research and publication needs, institutional procedures / red tape, and interaction between partners (Yordy, 2018).

Dimensions of Work-Life Balance

According to Chodhury and Jyotirmayee (2015), WLB can be divided into three categories: time balance, involvement balance and satisfaction balance. Time balance means the appropriateness of the time allotted to employees to perform tasks within the organisation and the time available to them for their personal and community activities. The involvement balance is about the psychological effort of the employee at work in parallel with the exercise outside of his workplace. The third category, the satisfaction level, includes the level of satisfaction an employee receives in relation to external influences. In particular, employees' commitment is affected not only by their participation in official activities but also by the unlawful activities of the organisation (Smith et al., 2020).

Time Balance

According to Zhang et al. (2012), most organisations struggle with issues of managing employee's work-life balance. This is mostly because from a profit minded perspective, employees spending more hours at work engaged in productive duties is good for the organisation but frustrations from home and social life could result in the opposite. However, in recent years, organisations have attempted to remedy this situation by providing flexible work hours and granting remote work options to its employees. This has greatly improved employee attitude, commitment and performance, however, the adoption of this policy has not been felt in the public sector (Issahaku, Nkyi & Dramanu, 2020). Previous studies support the notion of time balance positively affecting organisational commitment (Dan, 2011; Greenhaus et al., 2003; Machuca et al., 2016).

Involvement Balance

Involvement balance as a dimension of work life balance deals with the psychological state of the employee at work and at home. It involves the employees level of awareness and participation in activities carried out at work during work hours and social activities outside work (Smith et al., 2016). Within the work environment, employees actively involved in the organisation's decision making process, corporate events and informal events were shown to exhibit higher levels of organisational commitment. In the same vein, employees who were involved actively in their family and other social lives transferred the excitement and enthusiasm in the work duties and showed higher commitment and performance levels (Amrutha, Varshini & Ishwarya, 2014; Dan Yadav, 2014). These studies argued that employees perceived their relevance and value from participation and worked to meet those expectations.

Satisfaction Balance

Satisfaction balance refers to the level of approval of work-compensation and value within social circles. Satisfaction balance was considered an appropriate dimension of work life balance and its role in employee commitment because it dictates the level of satisfaction an employee perceives from carrying out work duties and other activities outside the work place (Chung & Lippe, 2020). Employees are likely to be inclined towards the aspect of their lives they experience more satisfaction. Therefore an imbalance means commitment and performance in one domain will be affected (Starmer et al., 2019). According to Irawanto, Novianti & Roz (2021), working from

home yielded high satisfaction levels among employees because they were able to make up for lost time with family and friends.

The study explored the work-life balance and work stress during the covid-19 pandemic in Indonesia. The study collected data from 427 workers who worked from home during the covid-19 pandemic to identify job satisfaction indicators and concluded that work-life balance had a significant effect on job satisfaction levels.

Employee Commitment

Employee commitment in this context refers to a person's identity as an educator in the organisation (Beloor et al., 2017). In the later part of 1900, Mowday first introduced the concept of organisational commitment. He defined organisational commitment as the employee attitude on the organisation including the organisational values and organisational goals. They argued that employee commitment was a psychological attachment of the employees to their host organisation that influences their behavior. Organisational commitments play a significant role as a determining factor in employee turnover, employee discipline, motivation and performance (Allen & Meyer, 1990). The consequences of employee commitment, its presence and absence, have resulted in a plethora of studies to support changes in organisational and governmental policies relating to number of working hours in a typical week, leave provisions, social events and other employee-friendly packages offered by host organisations (Daverth et al., 2016; Issahaku, Nkyi & Bakari, 2020).

Researchers have extensively studied perceptions and impact of employee commitment with prior works developing several definitions to

employee commitment. Most of these definitions converge on three interrelated behaviors and intentions (Pinder 1984): (i) "a strong conviction in and acceptance of, the organisation's goals and values," (ii) "a desire to expend considerable effort on behalf the organisation," and (iii) "a definite willingness to remain a part of the organisation" (Porter *et al*., 1974). According to Boehman (2006), organisational commitment is a state of psychological bond between the employee and the organisations that motivates the employee to put in their best effort. Dick (2011) also suggests that commitment is an attitudinal or emotive category of job motivation that is depicted in the behavior of an organisation's members. Organisations today reorganize and restructure more often to stay up-to-date with the dynamic global environment they exist in.

This has made jobs more complex, requiring collaborative skill and talents, greater pressure to meet job deadlines and heavy work schedules (Heerwagen et al., 2016). All these influences lead to higher expectations from employees in terms of opportunities for remuneration packages, skill enhancement and work-life balance. The constant change in organisations creates higher relevance for employee commitment from the perspectives of employers. According to Beloor et al. (2017), committed employees tend to be more determined to work, show comparatively higher productivity and are more proactive regardless of the organisational climate or change. From the employee perspective, it is important for firms to prioritize their loyalty when making corporate and strategic decisions because these factors into their feelings towards the host organisations and work input (Chahenza, 2017).

Several studies also show complex, multidimensional characteristics of employee commitment. Case in point, Allen and Meyer (1990) identify with employee commitment on three dimensions: affective, normative and continuance commitments. Angel and Perry (1981) found calculative and normative traits of employee commitment. Researchers, employers and employees consider employee commitment very vital because it leads to less absenteeism (1977) and turnover (Currivan, 2000), improved employee productivity (Mowda et al., 1979), less burnout (Schmidt, 2007), and organisational success (Kim, 2005). A review of employee commitment poses two vital suggestions. First, past studies based more on motivational elements such as job involvement, rewards, goal congruence, or job satisfaction to determine the level of employee commitment.

However, an employee's commitment is a human relations problem but only a few studies investigated the impact of HR policies on employee commitment. Second, researchers rely heavily on business management albeit several sectoral differences. This therefore presents a gap in research related to promoting public employees' organisational commitment and its associated HR policies.

Dimensions of Employee Commitment

According to a tri-dimensional model of conceptualizing commitment proposed by Meyer and Allen (2004), employee commitment can be measured using dimensions of affective, continuance and normative commitments. Affective commitment deals with the psychological attachment between the employee and the organisation; continuance commitment related to the impact

the employees offer, and normative commitment deals with employee's duty to stay in the organisation.

Affective Commitment

Affective commitment refers to the employee's positive emotional attachment and sense of belongingness within the organisation to the extent that it inspires loyalty, engagement and maximum effort contribution in the employee (Robbins, Judge, Odendaal & Roodt, 2010). The turnover rate of an organisational is relatively lower when employees exhibit high levels of affective commitment towards an organisational. This has been the case because employees feel their goals align with the goals and values of their host organisation (Ferreira, Basson & Coetzee, 2010). Thus employees greatly identify with the strategic plans of their organisations and want to remain a part of these plans into the foreseeable future.

Organisations try to capitalize on this dimension of commitment by factoring employee needs into its strategic plans and making it congruent. According to Canipe (2006), Affective commitment can be measured by assessing the employee's willingness to remain in the organisation and also by their acceptance of organisational goals and objectives. Employees with affective commitment prioritize the organisation's interest.

Continuance Commitment

Continuance commitment refers to employees' loyalty to the organisation due to the benefits they obtain from working for the organisation (Akintayo, 2010). These are mostly in the form of term based incentives. When employees perceive they have invested so much in a particular

organisation and leaving it will cost them more, they are exhibiting continuance commitment.

The longer employees remain in an organisation, the more they will lose by leaving hence they develop the intention and desire to continue working with the organisation and serving its best interest (Ferreira, Basson & Coetzee, 2010). This implies that this form of commitment may not be voluntarily as the employee is held ransom by his or her prior investments in terms of efforts, service years, resources, etc. Therefore, the employee will continuously make efforts to stay even if they don't want to because of what is at stake for them and its relative relevance (Akintayo, 2010).

Normative Commitment

Normative commitment is mostly as a result of external forces. It is a dimension of commitment where the employee feel mandated or obligated to remain loyal to an organisation and always work in its best interest due work culture, influences from colleagues, personal values or norms, etc. (Greenberg, 2005). According to Akintayo (2010), an employee exhibits this trait because of his or her sense of loyalty derived from personal values or organisational norms and will willingly strive to achieve the organisation's mission and objectives. This commitment only stems from the mere fact of contractual employment (Nasr, 2011).

The various dimensions of commitment even though individually relevant may not be necessarily mutually exclusive. An employee may exhibit all three dimensions of commitment or one or two as he or she identifies with (Laka-Mathebula, 2004). According to Morgan (2012), affective commitment may show the strength of the relationship between an organisation and its

employees while continuance commitment may show the duration of the relationship and normative commitment the responsibility of the relationship.

Causes of Work-Life Imbalance

According to a study on causes of work-life imbalance in working environment conducted by Devadoss and Minnie (2014), using induced fuzzy model, the two major causes of work-life imbalance are unmanageable workload and lower performance at work. However, within the tertiary education context, causes of work-life imbalance are very unique to teaching staff. Adebayo (2016) stated that academic staff understood and appreciated the need for work-life balance but are not able to achieve them due to factors at the work place.

The study showed that lecturers were frustrated by routine jobs caused by teaching same courses over long periods of time. Also, Bailey, Drago and Kochan (2001) argued that universities set unrealistic targets which pressurize lecturers. Lecturers are burdened with achieving certain levels of academic influence assessed by evaluation from students, peers and research outcomes. Banerjie (2007) asserts that lecturers live by a "publish or perish" maxim that denies them of deserved rewards and promotions. Again, Adebayo (2016) stated that work-life imbalance among lecturers was also caused by reluctance of their superiors to approve balance policies and incentives such as vacations, leaves, holidays and socially-induced absences.

According to the study conducted by Dankwa (2020), on work-life balance and employee commitment in the University of Cape Coast , work-life imbalance was caused by gender roles, age, income, experience, marital status, career and personal aspirations. These findings were reiterated by Anane

(2020) that showed work-family conflict was mostly caused by spouse support, parental demand and family involvement of employees in taking care of the home. Gender roles were found to cause work-life imbalance in the University of Cape Coast among teaching staff (Dankwa, 2020). Female lecturers had more family responsibilities than male lecturers that included child bearing, taking care of the home and serving affectionate roles to both children and husbands.

Leupp (2017) reinforced the gender assertion by showing gender asymmetry in the permeability of the boundaries between family and work roles. The study asserted that family intruded more on work among women while work intruded more on family among men. Burchell (2018) also found out that gender was negatively related to family work conflict. These studies were however contradicted by Rajadhyaksha and Velgach (2019) in their study that showed that there were no relevant differences between females and males in the experience of work interfering with family.

Anane (2020) also argued that the marital status of an employee also causes work-family imbalance among lecturers. In the Ghanaian society, most employees are either single, married, separated or divorced. The marital status of employees defines the level of family involvement required from the individual. According to Adams (2001), married employees take on two forms of spousal support at home: emotional and instrumental supports. Emotional support of spouses involves genuine understanding and listening, affirmation of affection, counselling and sincere concern for the welfare of the other spouse and children where applicable. Instrumental support referred to support in physical form such as involvement in domestic activities and caretaking

duties (Gordon & Whelan, 2004). The more an employee's responsibilities are from marital affiliation the higher their chances of a work-family imbalance.

Another major cause of work-family imbalance is the career and personal aspirations of employees. According Banerjie (2007), universities set excessive expectations that require lecturers to spend more hours at work in order to achieve certain ranks or promotions. Based on their aspirations of promotions, lecturers may willingly choose to commit more to work to the disadvantage of their social roles (Ford, Heinen & Langamer, 2007). Others may also prioritize family involvement which is the degree to which individuals identify psychologically with their family roles, the relative importance of the family to the employee's self-image and self-concept, and commitment to their family (Jayaweera, 2005).

Devadoss and Minnie (2014) in their study identified ten (10) major causes of work-life imbalances in working environment using induced fuzzy cognitive maps. These causes are listed below: Working long hours/ beyond 8 hours in a day; Unrealistic deadlines and unreasonable demands from managers/supervisors; unmanageable workload; lack of support from coworkers; health problems; lower performance at work; poor working environment; Inadequate resources and equipment; Inadequate trainings to perform the work; and poor relationships from subordinates.

The study identified unmanageable workload as the most dominant factor that influences work-life imbalance among employees. This factor was identified as a product of other triggering factors such as 'long working hours in day ', 'health problems' and 'lower performance at work'. This study adapts

some parts of this study to meet its second objective of identifying causes of work-life imbalance among lecturers.

Empirical Review

Work-Life Balance and Employee Commitment

Employee commitment is manifested or demonstrated when employees feel involved, considerate and understand the company's objectives. The combination of these organisational principles and the well-being of employees help to ensure the commitment and performance of employees (Beloor et al., 2017). Several impacts at work prevent teachers from achieving work life balance such as lack of personal time, expectations, committee work, research and publishing requirements, institutional / red tape procedures, and interaction with colleagues (Yordy, 2018). The argument that work-life balance influences employee commitment can be substantiated by several empirical studies conducted in different sectors though very few have been done in the educational sector. One such study was conducted by Darko-Asumadu, Sika-Bright and Osei-Tutu (2018) to identify the influence of work life balance on employees' commitment in the banking sector.

The study employed a descriptive cross-sectional survey design involving 117 employees who responded to questionnaires and interviews. The outcome of the study showed that improved work-life policies such as paternity leaves, work breaks and part time sessions improved work life balance that resulted in efficiency at work and high commitment levels. This conclusion was reinforced by Beloor et al. (2017) who analyzed the work-life balance impact on commitment and motivations of female employees. The study concluded that work-life balance provides incentive for higher levels of

organisational commitment. In Pakistan, a study conducted on the SANGI foundation also showed a significant relationship between WLB and organisational commitment (Aliche et al., 2014). More so, according to a study carried out by Chahenza (2017) which examined the impact of work-life balance on employee commitment at Toyota Kenya limited using a descriptive research design, flexibility of work schedules and work locations were perceived as highly relevant to employees.

The study further suggested that employees served as agents of goodwill because of the favourable considerations shown by the company through WLB policies. Subsequent review also shows that early studies of WLB and employee commitment assumed work-life conflict were faced mostly by women hence the focus was on female employees (Anane & Vohra, 2019; Darko-Asumadu et al., 2018; Markwei et al., 2019; Otieno, 2014). Within the education sector, Soomro, Breitenecker and Shah (2018) explored the relationships between work-life balance, work-family conflict and family-work conflict and perceived employee performance using linear regression to test six hypotheses from the study. The study involved 280 young university full time teaching faculty members in public sector universities in Islamabad, Pakistan. The results showed that both work-life balance and work-family conflict had positive effects on employee performance and commitment.

In Ghana, Amponsah and Afram (2018) conducted a study on the role of work life balance on employee commitment and turnover intentions among tertiary institution workers. The study however used a general population unlike this study that focuses on lecturers or faculty members. The study employed 135 employees and collected data using questionnaires which was

later analyzed using SPSS. The study concluded that WLB practices such as schedule flexibility had a strong impact on employee commitment and turnover intentions (Hofmann & Stokburger-Sauer, 2017). At the University of Cape Coast, Issahaku, Nkyi and Dramanu (2020) also examined the impact of WLB on the wellbeing of employees based on gender difference. Again, the study confirmed that female employees struggled to achieve a work-life balance more than males and encouraged the institution to implement more family-friendly policies to support staff. Based on this review, it could be noted that most studies on the subject focused on corporate industries and not employees in the public sector. Studies on employees in the public sector did not zoom in on the teaching faculty. This study will attempt to fill this gap by focusing on the WLB of lecturers and its impact on their commitment.

Conceptual Framework

The conceptual framework for the study provides a diagrammatic representation of the relationships that exist between the dimensions of work-life balance and employee commitment. Each Work-life balance dimension seems to have a direct impact on employee commitment which reflects objectives two, three and four in the previous chapter. Taking it as a whole, the study purposes that there is a relationship between work-life balance as a single variable and employee commitment as a single variable which is reflected in the fifth objective. From the diagram below, the various dimensions of work-life balance and employee commitment is clearly identified and their proposed relationship identified using arrows.
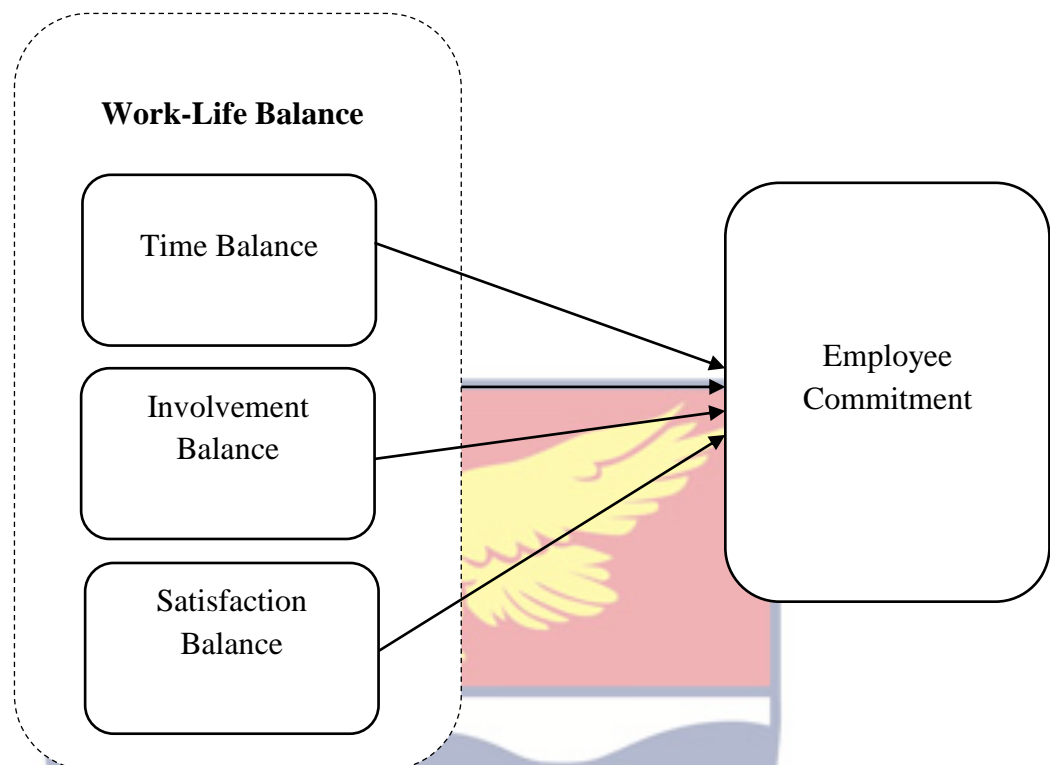
Figure 1: Conceptual Framework

Source: Mensah (2022)

Employment commitment constitutes the dependent variable in this relationship with variables such as time balance, involvement balance, satisfaction balance and work-life balance constituting independent variables in the relationship.

Chapter Summary

This chapter reviewed literature on theoretical and conceptual issues relating to work-life balance and employee commitment on the dimensions of affective, normative and continuance for employee commitment and time balance, involvement balance and satisfaction balance for work-life balance. The review examined previous studies on the subject by comparing findings, methods, designs and research area to identify a gap necessary to be filled by this study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter focused on the use of appropriate tools, techniques and methods for gathering information for the issues being researched into. The chapter examined the research design, the study area, target population, study population, sample and sampling technique, sample size, research instrument and data analysis. The chapter starts with a description of the study design followed subsequently by the sections mentioned in the initial statement.

Research Approach

Creswell and Creswell (2017) also revealed that, there are three (3) major approaches to a study: quantitative, qualitative and mixed approaches. Creswell and Creswell (2017) argue that, the quantitative approach functions by developing testable hypothesis as well as theories that can be generalized. The quantitative approach is based on information that can be measured numerically, hence it is the purpose or objective of the study that gives direction as to the approach that should be used. Qualitative methodologies of study are used to investigate why or how a phenomenon happens, to establish a hypothesis or to explain the essence of the experience of a person, while quantitative methodologies answer questions about causality, generalizability or magnitude of effect (Fetters, Curry & Creswell, 2013). Research into mixed approaches also referred to as the 'third analytical orientation' (Teddlie & Tashakkoro, 2008), draws on both qualitative and quantitative research

strengths. Although there is no universal definition of research on mixed methods, Creswell et al., (2011) outline its core feature: both qualitative and quantitative data strands are collected and evaluated separately in a single research sample, and combined to answer the research query, either simultaneously or sequentially.

Quantitative research is more popular among the three approaches because it is relatively easy to conduct and replicate, both the test and results. Interpreting data and presenting findings in a quantitative research is much more straightforward. However, quantitative approach to research could prove limiting in the bid to build concrete, statistical relationships which could result in overlooking broader themes and relationships. Qualitative approach is sometimes preferred because it provides more content that is useful for practical applications. Other merits include the ability to be used on smaller sample size, the chance to develop specific insights and the potential to eliminate bias within the data. Using qualitative approach however creates subjective data, increase data collection time, results in the absence of statistical representation, and is challenging to replicate results.

In view of this, this study adopted the quantitative approach since numerical analysis was employed in presenting the findings. The quantitative approach to research was significant in understanding work-life balance from an objective perspective supported by statistical data gathered from respondents. This approach helped us to identify the causal relationship between the variables under study with significant opportunities for generalization to aid policy makers in decision making.

Research Design

The research design is the methodology employed in undertaking a particular study. This is mostly informed by the nature of the study's objectives or research questions. Sekaran and Bougie (2016) described research design as a model that defines how data is collected, measured and analyzed in undertaking a given research. Research experts purport that research design can be categorized into three: exploratory, descriptive and causal designs (Saunders & Lewsi, 2016). This study employed the descriptive type of research design. The purpose of descriptive research design is to collect detailed and factual information that defines an existing phenomenon.

Descriptive research design is a theory-based design method, which is created by gathering, analysing and presenting collected data. It has strengths such as helping to produce good amount of responses from a wide range of people, giving good statistical results and being used with greater confidence with respect to asking specific questions of interest (Kothari, 2004). The descriptive research design was chosen for the study because relationships and influences among the variables of the study will be described using numerical or quantitative analysis. The descriptive type of research fits well with the study objectives of identifying causes of work-life balance and examining the concepts of employee commitment and Work-life balance. The study also used a survey approach with relatively large data set which made this research design suitable for the study as against other designs such as correlational, experimental or comparative designs.

Study Organisation

The University of Cape Coast is a public collegiate research university located in Cape Coast, Ghana. The university was established in 1962 out of a dire need for highly qualified and skilled work force in education. However, the university has since added to its functions, the training of doctors and health care professionals, as well as education planners, administrators, legal professionals and agriculturists. The University has a record of training some of the nation's finest patriots and experts including international students in diverse fields of academia. Its mission of providing an equal opportunity and quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens has earned it the nickname, "The University of Competitive Choice".

It has a vision to become a worldwide acclaim strongly positioned for innovative teaching, research, outreach and professional development. In view of this, the university undertakes inter-disciplinary academic research and outreach programmes in education, entrepreneurship, social and political reforms. The university sits as a central urban centre surrounded by small villages and towns in the central region of Ghana. The university serves as a home to several educators and researchers. The University of Cape Coast was chosen for this study because there is been increased cases of death or health complications among university staff in recent years. Observing that the university recorded a higher number of student in-take relative to staff recruitment in recent years too, I found the institution suitable for the study. I

also admit that my relationship with the study organisation, as a student, further influences my decision to study this institution.

Study Population

The University of Cape Coast (UCC) is a public collegiate research university located in Cape Coast, Ghana. The University staff is made up of the teaching faculty and non-teaching faculty. According to report from the Directorate of Human Resource, UCC, the total population of teaching staff as at 2019 was seven hundred and thirty nine (739) with 583 males and 156 females (King, 2021). This teaching faculty occupy the five colleges of the university- College of Humanities and Legal Studies, College of Education Studies, College of Health and Allied Sciences, College of Agriculture and Natural Sciences, and College of Distance Education. The research was focused on lecturers in the University of Cape Coast.

Table 1

Description of Study Population

Teaching Staff	No. of Females	No. of Males	Total
Assistant Lecturer	42	75	117
Assistant Research Fellow	3	1	4
Associate Professor	11	69	80
Lecturer	54	172	226
Professor	2	26	28
Research Fellow	3	15	18
Senior Assistant Librarian	1	1	2
Senior Lecturer	38	218	256
Senior Research Fellow	2	6	8
Total	156	583	739

Source: UCCDHR, 2022

Sample Size and Sampling Procedure

Given the identified population of the study, it was necessary to select a sample that could serve as a good representation of the population due to the constraints of time, money and contact. To do this, one has to make inferences on the features of the population by analyzing its components. A sample size could have significant influence on how sample decisions reflect on the population (Burns & Bush, 2010). Based on the sampling procedure illustrated below, a sample size of two hundred and fifty-three academic staff were selected for the study. To select this sample, stratified and purposive sampling techniques were employed. Stratified sampling technique involves an objective partitioning of a population into various subgroups and randomly choosing from these groups to form the sample. In the context of this study, stratified sampling was necessary because lecturers were in various groups-colleges, schools and departments, and needed to be recognize in those groups to depict a true representation of the population (Babbie, 2001).

Purposive sampling on the other hand refers to subjective or non-probability sampling which relies on the researchers judgements in choosing the members of the population. Purposive sampling was applied after grouping the population into strata because the population had diverse demographics that needed to be factored into the study such as gender, ranks, age, years of experience, etc. Therefore the sampling techniques aforementioned were used to select respondents of the study. A sample size could have significant influence on how sample decisions reflect on the population (Burns & Bush, 2010). The Cochran's formula was used to determine the sample size of the study.

The Cochran's formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level and the estimated proportion of the attribute present in the population. Cochran's (1977) formula uses two key factors: the risk the researcher is willing to accept in the study, commonly called the margin of error and the alpha; the level of risk the researcher is willing to accept if the true margin of error exceeds the acceptable margin of error. In general, an alpha level of .05 is acceptable for most research. (Kotrlik, Higgins & Bartlett, 2001). 5% margin of error is acceptable in educational and social research for categorical data (Krejcie & Morgan, 1970). Using a maximum possible proportion of .5 * 1- maximum possible proportion produces a maximum sample size.

Cochran's sample size formula for a categorical data is given as,

$$n_o = \frac{Z^2 * (p)(q)}{e^2}$$

$$n_o = \frac{1.96^2 * (.5)(.5)}{(.05)^2} = 384.16$$

Where, n_o = required return of sample size according to Cochran's formula

Z = value for selected alpha level of .025 in each tail = 1.96

(p)(q) = estimate of variance = 0.25

e = accepted margin of error for proportion being estimated = .05

Cochran's (1977) correction formula was then used to estimate the final sample size. It is given as:

$$n_1 = \frac{n_0}{1 + \frac{n_0}{N}}$$

$$n_1 = \frac{384}{1 + \frac{384 - 1}{739}} = 253$$

Where n_1 = final sample size

N = population size

n_0 = required return of sample size using the Cochran's formula = 384

Using the Cochran's sampling technique; the sample size obtained from our population was two hundred and fifty-three (253) as demonstrated above. Based on the stratified sampling indicated earlier, this sample size was obtained using a proportion of percentages 27, 2, 7, 35, 1, 2, 1, 24, and 12 representing Assistant lecturers, Assistant research fellow, Assistant professors, Lecturers, Research fellows, Senior assistant librarian, Senior lecturers and Senior research fellow respectively.

Data Collection Instrument

The study used a structured close-ended questionnaire to collect data for the study. The questionnaire comprised of four parts, A, B, and C. The first part of the questionnaire focused on the demographics of the respondents. These involved gender, age, marital status, number of dependents, rank, number of working years with organisation and regularity of overwork hours and deemed relevant to the objectives of the study. Respondents were required to tick a list of proposed options as was deemed appropriate. Subsequent portions of the data collection instrument were measured on a 5-point Likert-type scale with 1 representing strongly disagree and 5 representing strongly agree. The scale in between were variations showing the degree to which respondents agreed or disagreed to questions.

Part B of the data collection instrument sought to identify the causes of work-life imbalance among lecturers. This was achieved using ten closed-ended questionnaires obtained from previous studies (Devadoss & Minnie,

2014). The last part of the questionnaire measured the work-life balance of lecturers to satisfy the second, third, fourth and fifth objectives of the study. Work-life balance was measured using three sub variables, time-based balance, involvement balance and satisfaction balance as developed by Allen and Meyer (2000). A total of eighteen (18) questions were used to measure work-life balance comprising six questions under each sub variable.

Validity and Reliability

Cronbach's alpha was used to assess the study instrument's reliability. The metric for Cronbach's alpha is that an alpha coefficient of 0.7 or above is acceptable for a study. The reliability coefficient as defined in the next chapter of the study showed that the Cronbach's alpha for Employee commitment was 0.793; Work-Life Imbalance was 0.732; and Work-Life Balance was 0.810. Alpha values of 0.691, 0.764 and 0.715 represented the dimensions of Time balance, Involvement balance and satisfaction balance respectively. These results show an alpha coefficient above 0.7 which means the instrument used for the study was reliable.

Table 2

Reliability Analysis

Variable	No. of Items	Cronbach Alpha
Employee Commitment	21	.793
Work-Life Imbalance	10	.732
Work-Life Balance	18	.810
Time Balance	6	.691
Involvement Balance	6	.764
Satisfaction Balance	6	.715

Source: Field Survey, 2022

Data Collection Procedures

As is typical in every study, the data collection had to go through various processes before administering the data collection instrument to respondents. The study employed the administering of questionnaires to collect data from lecturers. Questionnaires were printed and distributed among lecturers in various departments to solicit first hand responses on their work-life balance situation and how it relates to their employment. To complement the paper based questionnaire issued, a google forms documented was created to give respondents suitable options to ensure convenience and anonymity. A total of two hundred and sixty questionnaires were printed and distributed among the five colleges based on the anticipated number of lecturers. Some lecturers were emailed in the link to the google forms based on preference while others were willing to fill the paper-based questionnaire on the spot.

Data Processing and Analysis

Data collected in the form of closed-ended questionnaires were coded into the Statistical Package for Social Sciences (SPSS 25). The data was categorized based on the objectives of the study. Objectives two and four required that the data be transformed to achieve a homogenous variable to analyze the proposed impact and relationship. A descriptive analysis was conducted for the demographic features of the data collected as it related to the study. The first and second objectives were achieved using a descriptive analysis to ascertain the various dimensions of commitment among lecturers.

The third objective that sought to evaluate the effect of the dimensions of work-life balance on employee commitment was achieved using regression analysis. The final objective which entailed examining the relationship

between work-life balance and employee commitment was attained by conducting a Pearson correlation analysis.

Ethical Considerations

In every study, there are major ethical challenges which need to be addressed appropriately (Pattern & Newhart, 2017). Voluntary involvement, right to privacy, anonymity, and knowledge security were the main ethical concerns addressed in this report. As a result, every attempt was made to ensure that all of these ethical concerns were addressed. With voluntary participation, for example, all respondents were allowed to voluntarily engage in the data collection exercise.

Also, possible concerns of right to privacy were addressed by encouraging respondents to complete the questionnaires on their own and informing them to leave any questions unanswered in order to receive more explanations via their preferred medium. The topic of anonymity was addressed by excluding respondents' names and phone numbers from the questionnaire. The study guaranteed data protection by assuring respondents that all information given will be kept private. Finally, to prevent an ethical question of plagiarism, all relevant documents collected for the thesis were properly referenced.

Chapter Summary

The research methods used to achieve the study's goal were presented in this chapter. The chapter went through the research approach, design, study organisation, population, sampling technique, data collection instrument, data collection procedures, data processing, and analysis as well as other key elements of research methods used in the study. The use of a quantitative

research method and a descriptive research design was clearly justified in this analysis. In order to address the study's research questions, descriptive and inferential statistical methods such as percentages, frequencies, and regression were used to analyse the data processed by SPSS (v.25).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter discusses the results of the analyzed data. Lecturers in the University of Cape Coast were used as the population to evaluate the impact and relationship between work-life balance and employee commitment. The primary chapter engages the demographic features of the study sample used based on a descriptive frequency analysis. The subsequent sections that covered position, effect and relationships were analyzed using descriptive statistics, linear regression and correlation coefficient. These analyses were carried out using IBM SPSS software 26.

Demographics of Respondents

The respondents for the study consisted mainly of lecturers, librarians and research staff from the University of Cape Coast. The various demographics studied as deemed relevant to the research interest were gender, age, marital status, responsibility for dependents, professional ranks, work experience and work hours demands. The study was able to achieve a 100% response rate by targeting three hundred respondents, which is forty-seven responses in excess of the required sample size for the study.

The researcher then launched a paper and online format to meet the convenience of different respondents. Some academic staff preferred to answer questionnaire in paper format while the extremely busy ones requested an email containing the online forms be sent to them. Constant follow ups and

good communication helped to achieve a good response rate of two hundred and fifty four which constitute a perfect response rate for this study. From the table presented below, 59.4% of respondents constituting 151 staff members used for the study were males while 40.6% constituting 103 staff members represented the female gender. This confirmed a higher male population record identified from the data collected from the department of human resource section of the university. Hence, this statistic could be considered a reliable representation of the population.

Table 3

Demographics of Respondents

Variables		Frequency	Percentage
Gender	Male	151	59.4
	Female	103	40.6
	Total	**254**	**100.0**
Age	24 - 33years	53	20.9
	34 - 43years	100	39.4
	44 - 53years	72	28.3
	54 and above	29	11.4
	Total	**254**	**100.0**
Marital Status	Single	32	12.6
	Married	175	68.9
	Divorced	29	11.4
	Separated	18	7.1
	Total	**254**	**100.0**
Living with children	Yes	237	93.3
	No	17	6.7
	Total	**254**	**100.0**
Living with other dependent (s)	Yes	69	27.2
	No	185	72.8
	Total	**254**	**100.0**

Table 3, continued

Rank	Assistant Research Fellow	1	0.4
	Research Fellow	6	2.4
	Senior Research Fellow	3	1.2
	Senior Assistant Librarian	1	0.4
	Assistant Lecturer	36	14.2
	Lecturer	97	38.2
	Senior Lecturer	54	21.3
	Associate Professor	37	14.6
	Professor	19	7.5
	Total	**254**	**100.0**
Length of Service	1 – 4years	25	9.8
	5 – 8years	88	34.6
	9 – 12years	127	50.0
	13years and above	14	5.5
	Total	**254**	**100.0**
Working hours per day	6 – 8hours	73	28.7
	9 – 11hours	99	39.0
	12 – 14hours	57	22.4
	15hours and above	25	9.8

	Total	254	100.0
Working on weekends	Yes	114	44.9
	No	140	55.1
	Total	254	100.0

Source: Field Survey, 2022

Majority of respondents fell between the ages of 34 – 43 years which constitutes 39.4% of the total respondents. This age is usually the performing age of career professionals depicting the potential skill set and experience needed for climbing the career ladder. However, this age group is also characterized by family obligations either nuclear or extended hence an added responsibility for most lecturers. A further 28.3% and 20.9% of respondents were between the ages of 44 – 53 years and 24 – 33years respectively. These ages are also characterized with family responsibilities with the latter more than the former. A few respondents, 11.4% were 54years and above representing a retiring labour force and lesser nuclear family responsibilities as most dependents they might have are expected to be independent at that stage. Age as a demographic feature was important in estimating the magnitude of responsibilities the respondents might have.

A large majority of respondents were either married, divorced or separated as depicted in a frequency of 68.9%, 11.4% and 7.1% respectively. This showed that irrespective of the nature of relationship, almost all respondents had some form of nuclear family responsibilities along with their work duties. Only 12.6% of respondents representing 32 staff members identified as single. To confirm the presumption of nuclear family

responsibilities, 93.3% respondents chose yes to living with children of their own. Only 17% of respondents were without children. Along with their children, 27.2% of the population had other dependents from other relationships living with them. 72.8% of respondents didn't have any other dependents that were not children of their own with them.

Majority of the respondents questioned for this studied ranked as Lecturers, Senior Lecturers, Associate Professors or Assistant lecturers evident in a frequency percentage of 38.2%, 21.3%, 14.6% and 14.2% respectively. A few of the selected respondents ranked as Research fellows, Librarians and Professors. Respondents were next questioned on the years of experience with the university to identify their attachment levels and factors for commitment. Half of the population had served with the university for 9 – 12 years and a further 34.6% had been with the university for 5 – 8years. 25 respondents representing 9.8% of respondents were fairly new with the university having served for between 1 – 4 years. A final 5.55 of respondents had worked with the university for more than 13 years.

Lecturers usually have flexible work hours which are determined by their schedule of their academic work or professional engagements. Respondents were asked their average working hours per day. 39% of respondents typically work for 9 – 11 hours per day. A second majority of 28.7% of respondents work for 6- 8 hours a day while 22.4% or respondents worked for between 12 – 14 hours. Surprisingly, quite a sizable amount of staff, 9.8%, worked more than 15 hours a day. The perception of loaded responsibilities was further determined by identifying if lecturers worked on weekends. 44.9% of respondents agreed to working on weekends while 55.1%

of respondents disagreed to working on weekends depicting a substantial amount of respondents with lesser time for family responsibilities.

The Main Study Findings

This section engages the results attained from the analysis of the data as it pertains to achieving the research objectives that were formulated to guide the study. As mentioned initially, the analyses were conducted using descriptive statistics, linear regression and correlation coefficients.

Objective One: Causes of Work-Life Imbalance among Lecturers

The second objective of the study evaluates the causes of work-life imbalance among lecturers in the University of Cape Coast. Work-Life balance has been a crucial element of a potent and productive work force especially in this time of global pandemic and several health related challenges. To develop useful employee policies and incentives, employers need to know what the greatest causes of work-life imbalance is among their employees in order to always have the best version of them at work. Work-life imbalance as discussed in prior chapters arises as a result of difficulty in managing work and social/family responsibilities effectively resulting in work stress, low work performance and overall health problems. This section identified and selected popular causes of work-life imbalance from relevant literature to be used in a closed ended questionnaire to identify the causes of work-life imbalance among lecturers at the University of Cape Coast. Some causes looked at include high working hours, unrealistic work demands and deadlines, co-worker support, health problems, poor relationships at work, inadequate training and resources to perform job functions, demands from home, priority of family and career aspirations.

Respondents identify having career ambitions as the most prominent cause of the work-life imbalance (MS= 3.03, SD= 1.327). This could be associated with the need to meet certain metrics for career advancements as is common with academicians. Respondents also suggested that inadequate training and resources to perform some job functions were also largely responsible for their work-life imbalance (MS= 2.91; SD= 2.304). Most public universities rely on university budget and management to provide resources necessary for adequate training of staff. Most times the enormous sizes of public universities make it difficult to attend to individual needs. Other causes such as "I normally have unrealistic deadlines and unreasonable demands from my superiors", "I normally work more than 8 hours in a week.", "There are no opportunities to work in shifts", and "Demands from home make it difficult to balance work and family" were ranked highly with mean and standard deviations of MS=2.88; SD= 2.264, MS= 2.80; SD= 1.279, MS= 2.77; SD= 1.315, MS= 2.76; SD= 1.236 respectively as relevant causes of work-life imbalance among lecturers in the University of Cape Coast.

University staff especially those with over populate institutions as is the case of the university of cape coast have to endure unrealistic deadlines for assignments and meet unusual demands of student needs while carrying out their duties. This could range from conducting multiple class exercises for large number of students with limited infrastructure and assessing these exercises in time to prevent distortion of academic calendars that are mostly packed with other non-academic related activities. This might require all staff to work above the minimum work hours and commit extra hours and efforts which might put a strain on their other commitments or responsibilities.

Unfortunately, because of overpopulation and limited infrastructure hiring more labour for work schedules to be in shifts is not feasible in most universities. Lecturers with nuclear and extended family demands might have it worse juggling the demands from home and family with work duties. The least ranked causes of work-life imbalance were "There is poor relationship between superiors and subordinates", "I don't get adequate support from my colleagues", and "I have health problems that make it difficult to balance work and family" with mean scores and standard deviations of MS= 2.71; SD= 1.276, MS= 2.67; SD= 1.363, MS= 2.65; SD= 1.273 respectively.

Table 4

Causes of Work-Life Imbalance

Variables	N	Mean	Std. Deviation
I spend more time at work because of my career aspirations	254	3.03	1.327
There is inadequate training and resources to perform some job functions.	254	2.91	2.304
I normally have unrealistic deadlines and unreasonable demands from my superiors	254	2.88	2.264
I normally work more than 8 hours in a week.	254	2.80	1.279
There are no opportunities to work in shifts	254	2.77	1.315
Demands from home make it difficult to balance work and family	254	2.76	1.236
It is important to my family that I spend more time at home than at work.	254	2.71	1.220
There is poor relationship between superiors and subordinates	254	2.71	1.276
I don't get adequate support from my colleagues	254	2.67	1.363
I have health problems that make it difficult to balance work and family	254	2.65	1.273

Source: Field Survey, 2022

The findings of the study is consistent with the findings of Ford, Heinen and Langamer (2007)) that indicate that the willingness of lecturers to commit most of their time to their work is because of their personal aspirations. This suggests that ordinarily, lecturers are given favourable work responsibilities however their career aspirations result in them taking on additional work responsibilities. This is reiterated by Devadoss and Minnie (2014) that identified heavy workload and lower performance to be the major causes of work-life imbalance among lecturers. The current study purports that work-life imbalance may also be caused by inadequate training and inadequate resources to perform some job functions within the workplace as argued by Adebayo (2016).

Academic staff in general recognizes the need for a balance in their work and life roles however, work factors such as unrealistic deadlines and unreasonable demands from superiors, working more than eight hours, and inflexible schedules makes pursuing this balance extremely difficult. This factor ranked as the third highest in this study (Adebayor, 2016; Banerjie, 2007; Drago & Kochan, 2001).

The study further shows that obligations from home in the form of parenting or other filial duties is a great source of work-life imbalance among lecturers. In studies by Anane (2020) and Dankwa (2020) on staff at the university of Cape Coast, spouse support, parental demand and family involvement of employees in taking care of the home constituted the major causes of work-life imbalance among lecturers. This suggests that assignment of job responsibilities by human resource departments should take into consideration the filial obligations of the employee and how work schedules

and requirement could affect the achievement of these obligations. The study identified demands from home and priority of family time as major causes of work-life imbalance.

Similarly, Dankwa (2020) argues that female lecturers experience more work-life imbalance situations than male lecturers because of the magnitude of their filial duties which involved child bearing, taking care of the home and serving affectionate roles to both children and spouses (Leup, 2017). This observation was also enforced by Burchell (2018) and Gordon and Whelan (2004), although this assertion was opposed by Velgach (2019).

According to Velgach (2019), family obligations do largely contribute to work-life imbalance however, there is no significant difference between males and females who experience this work-life imbalance as a result of family interference or obligations.

Coefficients of Time, Involvement and Satisfaction Balance

The coefficient values as shown Table 5 presents the unstandardized coefficients, standardized coefficients, t-statistic and significance value for each of the variables in this study. As established earlier, the independent variables include time balance, involvement balance and satisfaction balance while the dependent variable remained employee commitment.

Table 5

Coefficients

Model		Unstandardized Coefficients		Standardized Co.		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.791	.144		5.475	.000
	Time Balance	.225	.047	.255	4.808	.000
	Involvement Balance	.249	.043	.290	5.730	.000
	Satisfaction Balance	.254	.038	.348	6.698	.000

a. Dependent Variable: Employee Commitment

Source: Field Survey, 2022

The constant value 0.791 represents the slope or gradient of the regression equation. Mathematically, the regression equation is as follows:

$$EC = 0.791 + .225TB + .249IB + .254SB + \xi$$

The regression equation represents the relationship and magnitude of the effect of work-life balance and its dimensions on employee commitment.

Objective Two: Time Balance and Employee Commitment

In the regression equation, time balance seems to have a positive relationship with employee commitment. The magnitude of such a relationship is shown by the coefficient of 0.225 which is relatively lower than the other dimensions in work-life balance. The relationship between lecturer's time balance and employee commitment was however deemed significant evident from a p-value of 0.000 which is lesser than the metric $p < 0.01$. A beta coefficient of 0.225 suggests that when time balance increases by 1%, procurement performance will increase by 22.5%. This seems to suggest that lecturers prioritize achieving a suitable time balance between their work duties and family obligations and would hence factor it in their commitment needs to their host university. Time balance is the least significant dimension in work-

life balance in predicting employee commitment. This outcome confirms previous findings of positive relationship between time balance and employee commitment (Issahuku, Nkyi & Dramanu, 2020; Machuca et al., 2016; Zhang et al., 2012).

Objective Three: Involvement Balance and Employee Commitment

Involvement balance as deduced from the regression model above has a positive effect on employee commitment. The magnitude of the relationship is depicted by the coefficient of 0.249 which is the second highest among the three dimension of work-life balance. The relationship between involvement balance and employee commitment is significant with a p-value of 0.000. This was established because the p-value met the metric of p<0.01. A beta coefficient of 0.249 implies that when involvement balance increase by 1%, employee commitment will increase by 24.9%. This suggests that involvement balance is a vital part of building employee commitment in order to enhance employee performance within public tertiary institutions in Ghana. Among the three dimensions analysed in the study, involvement balance was shown to be the second most vital in building employee commitment and boosting the performance of lecturers within public institutions.

Objective Four: Satisfaction Balance and Employee Commitment

Satisfaction balance as shown in the regression model has a positive effect on employee commitment. Satisfaction balance recorded a coefficient of 0.254 which shows a positive and moderate relationship on employee commitment. Between the three dimensions of work-life balance studied, satisfaction balance is the most significant in predicting employee commitment. It also proves most significant in predicting or explaining the

variations in employee commitment because it recorded a p-value of 0.00. The decision rule states that a variable with a p-value less than 0.01 is significant and can be used in influencing the dependent variable. A beta coefficient of 0.254 suggests that when satisfaction balance increase by 1%, employee commitment will also rise by 25.4%. This implies that lecturers feel the need to be compensated well and equally in all circles of life especially in their work and social circles. Lecturers who experience more satisfaction and feel valued at their host university will be inclined to show more commitment to the university.

Objective Five: Effect of Work-life Balance and Employee Commitment

The fifth objective seeks to evaluate the impact or effect of the three dimensions of work-life balance as a single variable as adopted from literature on employee commitment at the university. The interpretation of the relationship between the variables was explained using Cohen's (1988) proposals. According to Cohen (1988), a correlation coefficient of .10 to .29 shows a very weak relationship, a correlation coefficient of .30 to .49 shows a weak relationship, a correlation coefficient of .50 to 0.69 shows a balanced relationship and a correlation coefficient of 0.70 to 0.99 shows a very strong relationship between variables under study. The regression model was tested for determination defined by R-square (R^2). This represents the number of variables that depend on variables calculated according to the sequence of independent variables (Cohen, 1992). The summary of the output model is presented in Table 6 below.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672[a]	.452	.446	.34218

a. Predictors: (Constant), Satisfaction Balance, Involvement Balance, Time Balance.

Source: Field Survey, 2022

Table 6 shows the correlation coefficient (R), coefficient of determination (R Square), and standard error. The correlation coefficient demonstrates the magnitude and direction of variables in a study. Therefore, a correlation coefficient of 0.672 as shown in Table 6 demonstrates a strong and positive relationship between the dimensions of work-life balance; time balance, involvement balance and satisfaction balance, and employee commitment of lecturers at the University of Cape Coast. The coefficient of determination refers to the extent by which the regression model fits the observed data. This means the coefficient of determination explains the extent to which the data can be explained by the regression model. The table above shows a coefficient of determination of 0.452 which means 45.2% of the variance in employee commitment can be explained by work-life balance as a variable.

Table 7

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.162	3	8.054	68.785	.000[b]
	Residual	29.273	250	.117		
	Total	53.435	253			

Source: Field Survey, 2022

The ANOVA results represent the evaluation of the value of correlation and the coefficient of determination using F values. The F value is computed by dividing the mean square of regression and the mean square of the residual value. The F statistic suggests that the independent variables (time balance, involvement balance, and satisfaction balance) perform well in predicting variability in the dependent variable (employee commitment) because the significant value is less than 0.01. The results are presented in Table 7.

The ANOVA results show that the significance level or value for work-life balance is .000 which indicates that work-life balance greatly explains the variations in employee commitment. This further indicates that the coefficient of correlation and coefficient of determination between work-life balance and employee commitment is statistically significant, hence the dimensions of work-life balance can significantly affect employee commitment.

The fifth objective also examines the correlation of work-life balance and employee commitment. This section therefore analyses the relationship between work-life balance as a holistic variable and employee commitment of lecturers in the University of Cape Coast. The Pearson's Product Moment Correlation was used to complete this analysis. The Person's Product Moment was used because it measures the strength and direction of relationship that exist between work-life balance and employee commitment. The result is presented in Table 8.

Table 8

Correlation

	Work-Life Balance	Employee Commitment
Work-Life Balance	1	.672**
Employee Commitment	.672**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2022

The rule of thumb is to test whether the relationship is important (a= 0.01), and if the p-value is 0.01. Table 8 shows that there is a strong positive relationship between work-life balance and employee commitment. This implies that the independent variable measured in this study moves in a positive direction and strongly. Based on this premise, it could be deduced that an increase in work-life balance will result in the increase in employee commitment. This aligns with the study's hypotheses that work-life balance affects employee's commitment to their host organisation. An increase in work-life balance will result in a subsequent increase in employee commitment (r= .672) as shown by the results in Table 8.

Further Discussions

The findings of the study regarding the effect of work-life balance on employee commitment has shown that there are three dimensions of work-life balance and the effect of these individual dimensions on employee commitment differ. In agreement with Smith et al. (2020) who are argued that work-life balance is a significant source of employee commitment, the findings of this study has shown that work-life balance which is a level at which people are able to simultaneously balance their temporary, emotional and moral needs for work and family responsibilities is directly related to employee commitment among lecturers. Chahenza (2017) in a study that

explore the effect of work-life balance on employee commitment at Toyota Limited observed that employees willingly marketed the company's brand due to favourable work-life balance policies implemented by the firm for its employees.

The current study explored the combined effect of the three dimensions of work-life balance-time balance, involvement balance and satisfaction balance, on employee commitment of lecturer which showed a strong and positive relationship. In a similar study by Chodbury and Jyotirmayee (2015) where the authors proposed the three dimensions of work-life balance, the current study is consistent with the findings that employees' commitment is affected not only be their official responsibilities but other out of office roles they occupy. This suggests that an attempt to inspire employee commitment will have to go beyond employee's activities within the work place to roles they occupy within family and social circles (Beloor et al., 2017).

It can be deduced from the study that contrary to a profit minded perspective, employees spending more hours at work could prove counter-productive if they are stressed by inability to spend quality time with family and friends. According to the findings of this study however, time balance is the least significant dimension of work-life balance as most lecturers willingly commit most of their time to their work due to their individual career aspirations. This is consistent with the findings by Issahaku, Nkyi and Dramanu (2020) who argued that most institutions now adopt favourable policies such as providing flexible work hours and granting remote work options to ensure time balance but employees still pursue more work hours for personal or financial reasons. Most university lecturers play multiple roles in

their fields and take on independent contracts outside their usual work schedule in an attempt to make additional income or a career climb.

The possibility of lecturers achieving a balance between their participation in work duties and social roles motivates the level of loyalty demonstrated towards their host organisations. Among the three dimension of work-life balance, involvement balance ranked second in affecting employee commitment. A study by Smith et al. (2016) show that employees who are actively involved in their family and social lives transfer their excitement and enthusiasm to the work place resulting in higher performance and commitment levels. The study further argues that employees perceive their value and importance from involvement and actively work to meet these expectations. It is to be expected therefore that employees with functional social lives will perform better and demonstrate higher loyalty than employees without functional social circles (dan Yadav, 2014).

The findings of this study show that satisfaction or perception of fulfilment employees get from carrying out roles in their work and social circles positively influences their commitment decisions towards their host firms. A study by Chung and Lippe (2020) reinforces this finding by observing that employees are more inclined towards the sphere of their lives they experience more satisfaction. A low satisfaction in the home is likely to affect the employee's performance at the work place and vice versa. A further study by Novianti and Roz (2021) during the covid-19 period in Indonesia showed that employees who were allowed to work remotely showed higher performance levels because of the satisfaction derived from spending more time with family and friends. Between the three dimensions, the findings of

this study showed that satisfaction balance is the most significant in influencing employee commitment among lecturers

Reliability Analysis

The reliability coefficients of the new study variables were analysed in this section. The reliability of the instrument was tested using the Cronbach's alpha. Variables with Cronbach alpha greater than .7 were considered reliable (Cohen, 2008). The results were presented in Table 2. The reliability coefficients of the study's variables that generated from the principal component analysis were presented in Table 2. The rule of thumb was that none of the variables should have a Cronbach alpha less than 0.7. Employee commitment, work-life imbalance, and work-life balance had Cronbach alpha of 0.793, 0.732, and 0.810 respectively. These Cronbach alphas of the variables measured were all above the 0.7 benchmark indicating that the instrument used is reliable.

Chapter Summary

The findings and discussions of the study's research objectives were presented in this chapter. Descriptive statistics, regression and correlation analysis were used to analyze the gathered data. The study's findings show that lecturers perceived increased work hours aligned with career aspirations, inadequate resources and training, and unrealistic deadlines to be the major causes of work-life imbalances in UCC. Furthermore, the study showed that time balance, involvement balance and satisfaction balance had positive but minimal impacts on employee commitment. The results however, showed a strong positive effect of work-life balance as a single variable on employee commitment in tertiary institutions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter tackles the summary of findings for the study, drawn conclusions and recommendations relevant to prospective users of this study. This is relevant to provide a basis for the significance of the study and also contribute to the extant literature on this subject.

Summary of the Study

The study sought to examine the relationship between work-life balance and employee commitment of lecturers in the University of Cape Coast. The study specifically sought to:

1. Evaluate the causes of work-life imbalance among lecturers in University of Cape Coast.

2. Evaluate the effect of time balance on employee commitment of lecturers.

3. Evaluate the effect of involvement balance on employee commitment of lecturers.

4. Evaluate the effect of satisfaction balance on employee commitment of lecturers.

5. Examine the effect of work-life balance on employee commitment of lecturers in University of Cape Coast.

The study employed a descriptive research design. A quantitative research approach was employed in the study collecting data using closed ended

structured questionnaire. The study used as a study organisation, the University of Cape Coast targeting lecturers from its five colleges. From these colleges, 254 academic staff of various ranks was used in the study. The instrument was administered through the use of google forms and hard copy formats to enhance convenience and anonymity to respondents and ease collection procedure. The study recorded a 100% response rate from the respondents. These responses were then coded in the Statistical Package for Social Sciences software for processing. Descriptive and inferential statistics were used. Specifically, percentages, frequencies, means, correlation and regression were used as the data analytical tools.

Summary of Key Findings

The study identified the following key findings:

The first research objective of the study involved evaluating the causes of work-life imbalance among lecturers in the University of Cape Coast. Lecturers were given the chance to choose from a list what they think were primarily responsible for their work-life imbalance at the university. The most popular cause from the data collected was lecturers' career ambitions. Lecturers identified that they committed themselves to doing more than their assigned duties because of their personal ambitions of career advancement. Other highly ranked factors were inadequate training and resources unrealistic deadlines and unreasonable demands from superiors, working more than 8 hours a day and no opportunity to work in shifts. The least ranked causes were poor relationship between superiors and subordinates, lack of support from my colleagues, and health problems that makes balancing work and family duties difficult.

The second, third and fourth objectives of the study were to evaluate the effect of time balance, involvement balance and satisfaction balance on employee commitment of lecturers. Linear regression was used to achieve this objective with the dimensions of time balance, involvement balance and satisfaction balance as independent variables and employee commitment as dependent variables. Drawing from the regression analysis, work-life balance had a positive and moderately strong impact on employee commitment. Time balance was identified to have a positive and moderate relationship on employee commitment. Involvement balance also recorded a positive and moderate relationship on employee commitment. Finally, satisfaction balance which recorded the highest and most significant relationship among the three dimensions also showed a positive and strong impact on employee commitment.

Finally, the fifth objective was to examine the effect of work-life balance on employee commitment of lecturers in University of Cape Coast. The regression and correlation analysis carried out for this objective showed a strong positive relationship and impact of work-life balance on employee commitment. This implies that improvement in work-life balance is bound to improve employee commitment in lecturers at the University of Cape Coast.

Conclusions

Management functions have evolved to from a quantity-based utility to a quality-based utility model that can only be achieved when employees are adequately compensated and motivated to hold performance stakes in organisation. Work-life balance positively influences employees' commitment to an organisation and subsequently their performance levels. This implies that

institutions that commit to developing and effectively implementing favourable work-life balance policies will inspire loyalty among their employees and boost their performance. The study has practical implications for tertiary institutions that aim to improve employee commitment and performance in their organisation. Institutions ought to provide favourable work schedules and compensation that aligns with employee balance. High employee turnover and poor performance can be resolved through balance packages such as paid vacations, prioritizing family values and employee family compensation elements.

The study also revealed that policies that target time based balance are less effective because lecturers are inclined to commit more time to their work than family because of their career ambitions and desire for additional income. More efforts should therefore be channeled towards setting realistic deadlines and demands and also providing resources that will help lecturers achieve task effectively to reduce satisfaction imbalance. Attempts could be made to restrict lecturers from undertaking additional task or independent contracts however, this will have to be carried out after extensive stakeholder analysis to ensure the action does not counteract employee commitment.

Recommendations

Based on the study's findings and conclusions, the following recommendations have been made.

The study identifies that to improve employee commitment, the university needs to improve work-life balance policies for lecturers. This can be done by factoring primarily, time balance initiatives in HR policies.

Examples of such policies could include flexible work schedules, paid family vacation, insurance coverage, paid leaves, social programmes, etc.

The study also recommends that the university budgets for more resources towards training and development so employees can upgrade skills in carrying out their duties in a more efficient manner. This mostly includes computer skills which is unavailable in most lecturers because of the era of their primary training. Computer skill training will go a long way to improve material preparation and delivery.

Finally, the study recommends an adoption of family values into organisational culture to rope in families of employees into initiatives aimed towards employee performance and compensation. University staff usually commit majority of their active work life to their host institution, it is imperative to integrate their social family into organisational roles in order to balance the involvement and satisfaction of employees.

Suggestions for Future Research

Future researchers should consider investigating institutional pressures and internal motivation of work-life balance organisational arrangements in tertiary institutions.
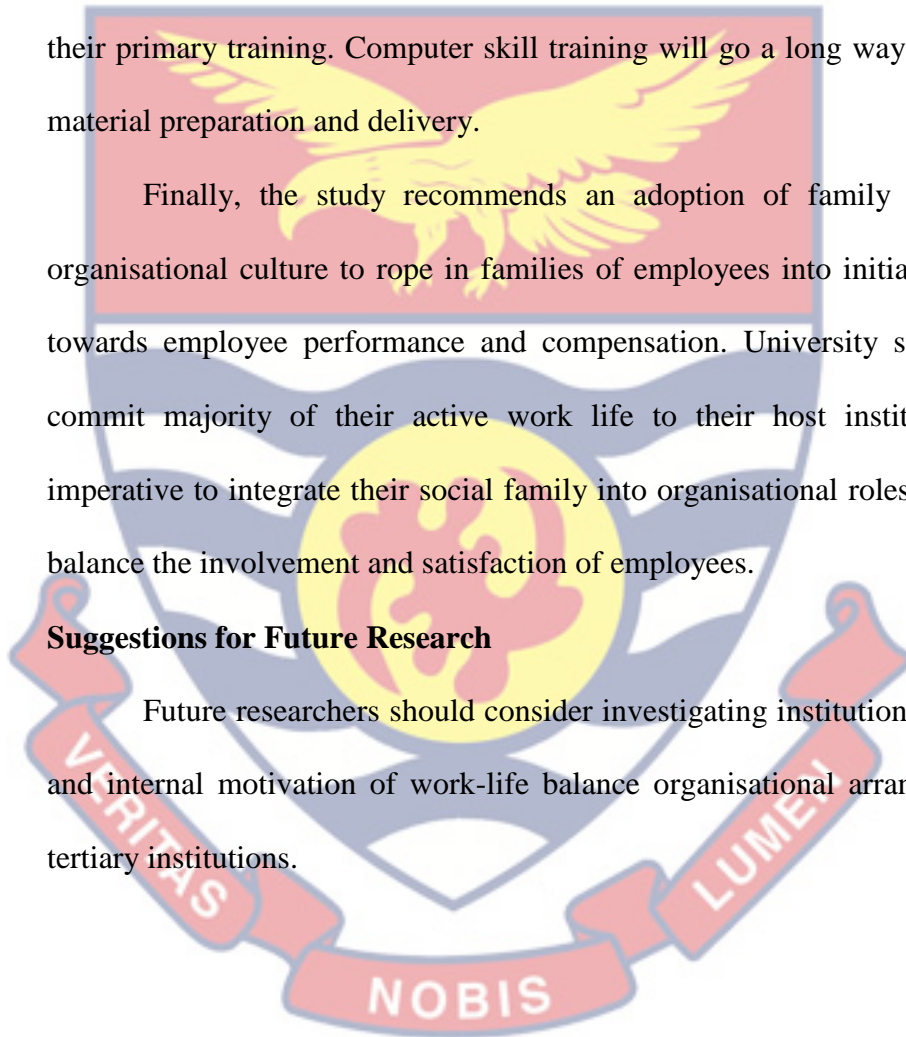
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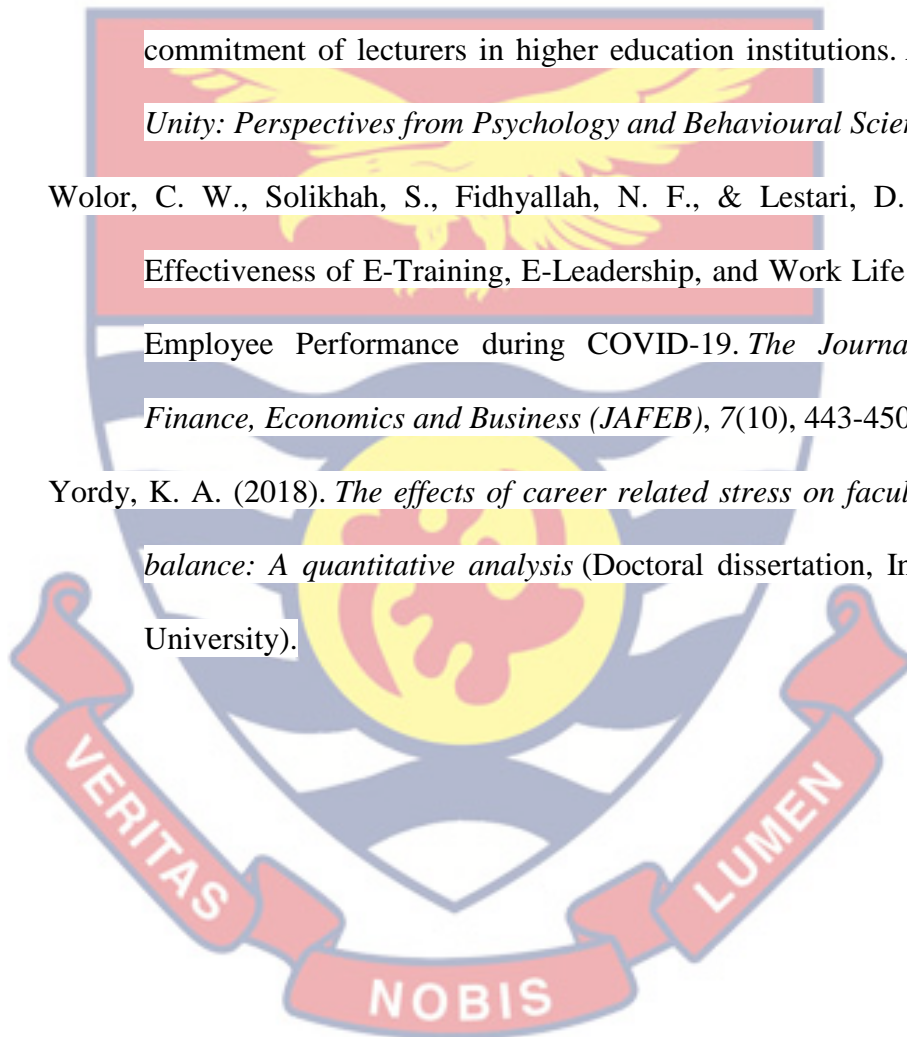
APPENDICES

QUESTIONNAIRE ON WORK-LIFE BALANCE AND EMPLOYEE

COMMITMENT OF LECTURERS IN UNIVERSITY OF CAPE

COAST

Dear Sir/Madam,

This questionnaire seeks to solicit information from lecturers for an academic study on '**Work-Life Balance and Employee Commitment among lecturers in University of Cape Coast**'. This exercise is solely for academic purposes and therefore guided by all relevant ethical standards of research. Your views are very important to the study. Every information you provide would be 100% confidential. Thanks for accepting to participate in the study.

PART A: DEMOGRAPHICS

Please indicate your response by Ticking (√) in the appropriate box for each question.

1. Gender**:**

   a. Male   [ ]

   b. Female   [ ]

2. Age:

   a. 24 - 33years   [ ]

   b. 34 - 43years   [ ]

   c. 44 - 53years   [ ]

   d. 54 and above   [ ]

3. Marital Status:

    a. Single   [ ]

    b. Married   [ ]

    c. Divorced   [ ]

    d. Separated   [ ]

4. Do you have children below the age of 18 years living with you?

    a. Yes   [ ]

    b. No   [ ]
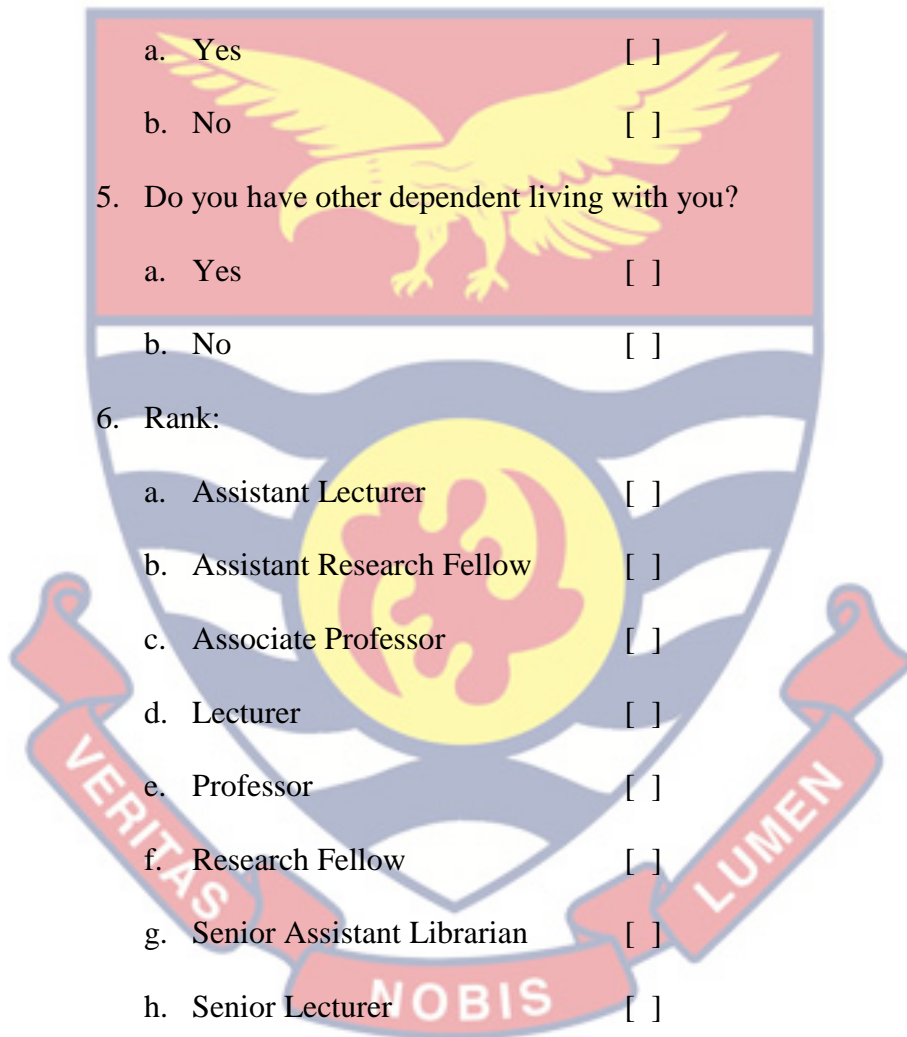
5. Do you have other dependent living with you?

    a. Yes   [ ]

    b. No   [ ]

6. Rank:

    a. Assistant Lecturer   [ ]

    b. Assistant Research Fellow   [ ]

    c. Associate Professor   [ ]

    d. Lecturer   [ ]

    e. Professor   [ ]

    f. Research Fellow   [ ]

    g. Senior Assistant Librarian   [ ]

    h. Senior Lecturer   [ ]

    i. Senior Research Fellow   [ ]

7. How long have you been working with the university?

    a. 1 – 4 years   [ ]

    b. 5 – 8 years   [ ]

    c. 9 – 12 years   [ ]

d.   13years and above   [ ]

8. How many hours do you work a day?

a. 6 – 8 hours   [ ]

b. 9 – 11 hours   [ ]

c. 12 – 14 hours   [ ]

d. 15 hours and above   [ ]

9. Do you often work over the weekend either (Officially or unofficially)?

a. Yes   [ ]

b. No   [ ]

PART B: EMPLOYEE COMMITMENT

This section seeks to assess and ascertain employee's commitment to the host organisation based on proposed affective, normative and continuance dimensions. Please tick (√) in response to the questions below.

1 = Least Agreement   5 = Very Strong Agreement

No.	Affective Commitment	1	2	3	4	5
AC1	I feel a strong sense of belonging to this university					
AC2	I feel emotionally attached to this university					
AC3	This university has a great deal of personal meaning for me					
AC4	I would be very happy to spend the rest of my career in this university					
AC5	I enjoy discussing about the university with people outside it.					
AC6	I really feel as if this university's problems are my own					

AC7	I don't think I can easily become attached to another university as I am to this one					
	Continuance Commitment					
CC1	I feel I have too few options to consider leaving this university					
CC2	It will be hard for me to leave this university right now, even if I want to					
CC3	Too much in my life would be disrupted if I decided to leave my organisation now					
CC4	I am afraid of what might happen if I quit my job without having another lined up					
CC5	I don't intend to leave this university willingly					
CC6	It will be too costly for me to leave my organisation now					
CC7	I would accept almost any type of job assignment in order to keep working for this university					
	Normative Commitment					
NC1	I think employees these days move from organisation to organisation too often					
NC2	I believe that a employees should always be loyal to their organisation					
NC3	Jumping from one university to another seems unethical to me					
NC4	If I got an offer for a better role elsewhere, I would not feel it					

	was right to leave my university					
NC5	I was taught to believe in the value of remaining loyal to one organisation					
NC6	Things were better in the days when people stayed in one organisation for most of their career					
NC7	I believe loyalty is important and therefore feel a sense of moral obligation to remain in this university					

PART C: WORK-LIFE IMBALANCE

This section seeks to evaluate the cause of work-life imbalance among lecturers in the university. Please tick (√) in response to the questions below.

1 = Least Agreement   5 = Very Strong Agreement

No.	Work Life Imbalance	1	2	3	4	5
WLI1	I normally work more than 8 hours in a week.					
WLI2	I normally have unrealistic deadlines and unreasonable demands from my superiors					
WLI3	I don't get adequate support from my colleagues					
WLI4	I have health problems that make it difficult to balance work and family					
WLI5	There is poor relationship between superiors and subordinates					
WLI6	There is inadequate training and resources to perform some job functions.					
WL7	Demands from home make it difficult to balance work and family					

WLI8	It is important to my family that I spend more time at home than at work.					
WLI9	There are no opportunities to work in shifts					
WLI10	I spend more time at work because of my career aspirations					

PART D: WORK-LIFE BALANCE

This section seeks to assess the work-life balance of lecturers at the university.

Please tick (√) in response to the questions below.

1 = Least Agreement   5 = Very Strong Agreement

No.	Time-Based Balance	1	2	3	4	5
TB1	My work keeps me from my family activities more than I would like					
TB2	The time I must devote to my job keeps me from participating equally in my household responsibilities and activities					
TB3	I have to miss family activities due to the amount of time I must spend on work responsibilities					
TB4	The time I spend on family responsibilities often interferes with my work responsibilities					
TB5	The time I spend on family often causes me not to spend time in activities at work that could be helpful to my career					
TB6	I have to miss work activities due to the amount of time I must spend on family responsibilities					

	Involvement Balance					
IB1	When I get home from work, I am often too frazzled` to participate in family activities					
IB2	I am often emotionally drained when I get home from work that it prevents me from contributing to my family					
IB3	Due to the pressure at work, sometimes when I come home I am too stressed to do all the things I enjoy					
IB4	Due to stress at home, I am often preoccupied with family matters at work					
IB5	Because I am often stressed from family responsibilities, I have a hard time concentrating at work					
IB6	Tension and anxiety from my family life often weakens my ability to do my job					
	Satisfaction Balance					
SB1	My job does not give me energy to pursue personal activities					
SB2	I am mostly in a negative mood at work because of my personal life					
SB3	The behaviours I perform that make me effective at work do not help me to be a better parent or spouse					
SB4	I do not feel valued at work as I feel at home					
SB5	Behaviours that is effective and necessary for me at home would be counterproductive at work					
SB6	I am more happy at home than at work					