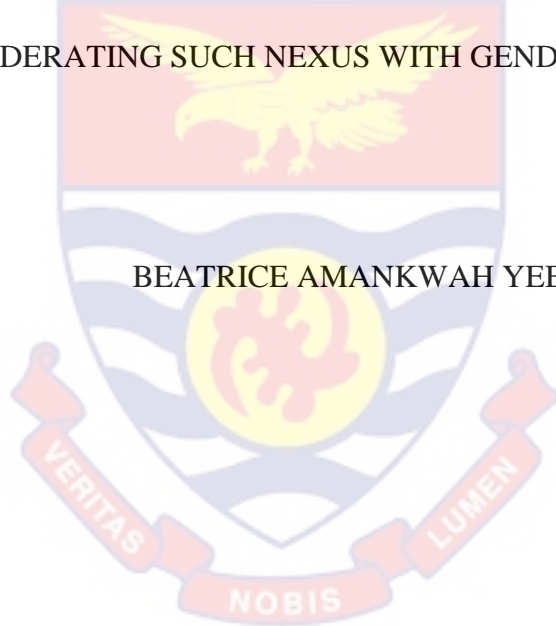UNIVERSITY OF CAPE COAST

WORK LIFE BALANCE AND EMPLOYEE PERFORMANCE AMONG

ADMINISTRATIVE STAFF AT THE UNIVERSITY OF CAPE COAST:

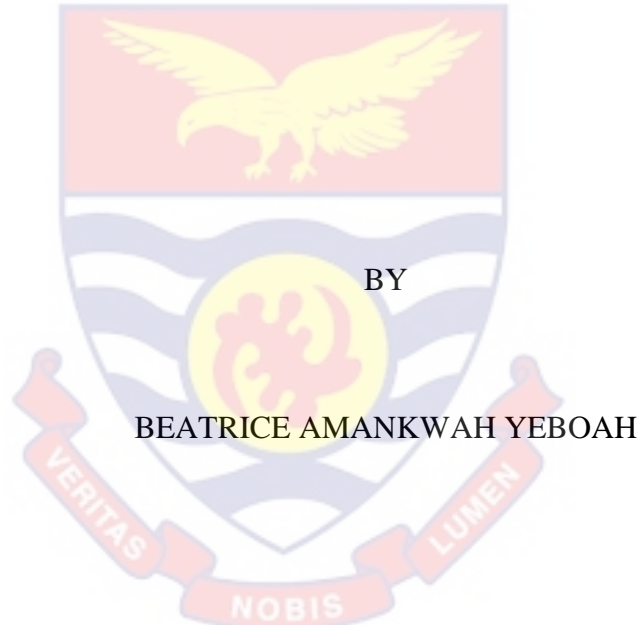MODERATING SUCH NEXUS WITH GENDER DIFFERENCES

BEATRICE AMANKWAH YEBOAH

2024

UNIVERSITY OF CAPE COAST

WORK LIFE BALANCE AND EMPLOYEE PERFORMANCE AMONG

ADMINISTRATIVE STAFF AT THE UNIVERSITY OF CAPE COAST:

MODERATING SUCH NEXUS WITH GENDER DIFFERENCES

BY

BEATRICE AMANKWAH YEBOAH

Thesis submitted to the Department of Management of the School of

Business, College of Humanities and Legal Studies, University of Cape Coast, in

partial fulfillment of the requirements for the award of Master of Commerce

degree in Management

NOVEMBER 2024

## DECLARATION

**Candidate's Declaration**

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.


Candidate's signature: …………………………………Date……..………………

Name: Beatrice Amankwah Yeboah


**Supervisor's Declaration**

I hereby declare that the preparation and presentation of the thesis was supervised

in accordance with the guidelines on the supervision of dissertation laid down by

the University.


Supervisor's signature:  ………………………………… Date…………………..

Name: Prof. N. Osei Owusu

# ABSTRACT

The research aimed to examine the impact of work-life balance on employee performance among administrative staff at the University of Cape Coast, with a focus on the moderating role of gender differences. The specific objectives were to investigate the effect of work-life balance factors (flexible work arrangements, leave policies, dependent care assistance, and wellness and personal development programs) on employee performance, and to analyze how gender differences influence the relationship between work-life balance and employee performance. The study employed an explanatory research design using a quantitative approach. The sample size was determined as 269 participants based on the Krejcie and Morgan table, with a response rate of 81% (218 responses). Data analysis was conducted using IBM SPSS (version 26) and SmartPLS (version 3.3.3) software. The findings revealed that all dimensions of work-life balance had a significant positive influence on employee performance. Dependent care assistance and flexible work arrangements had the largest significant and positive impact on employee performance. Additionally, the study established that gender differences moderated the relationship between work-life balance and employee performance, specifically regarding the implementation of leave arrangements and dependent care assistance. Based on the results, the recommendation is that the design and implementation of work-life balance policies should be tailored to accommodate all employees without discrimination based on gender, as the university seeks to enhance employee performance. The policies should consider the diverse needs and preferences of both male and female administrative staff.

# KEYWORDS

Dependent care assistance

Employee performance

Environmental factors

Flexible working arrangements

Leave arrangements

Work life balance

## ACKNOWLEDGMENTS

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# DEDICATION

To my family

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## CHAPTER ONE

## INTRODUCTION

Organisations are undergoing a transition towards multigenerational structures rather than simply aging. Managing this diverse workforce requires the implementation of various strategies and expertise. This thesis focuses on investigating how work-life balance impacts employee performance while considering the moderating effect of gender among administrative staff at the University of Cape Coast. Comprising five main chapters, this preparatory chapter offers an overview of the study to provide readers with the necessary context. It begins by outlining the background of the research, followed by the statement of the problem, which justifies the identified research gap. Additionally, the chapter presents the purpose, specific objectives, and research hypothesis. It then delves into defining the scope and boundaries of the study, along with its limitations. Finally, the chapter concludes by outlining the organisation of the rest of the thesis.

### Background of the Study

Navigating the delicate balance between professional responsibilities and personal life satisfaction poses a considerable challenge for professionals, with implications for job satisfaction and fulfillment in both spheres (Broers, 2015). Work-life balance (WLB) encompasses an individual's perception of harmonizing work and non-work activities in alignment with personal priorities (Kalliath & Brough, 2018). Research underscores the significance of WLB strategies in not only attracting and retaining talent but also in mitigating workplace stress and enhancing overall organisational performance (O'Driscoll et al., 2014). While firms

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implementing WLB policies have witnessed positive indicators of productivity, including market value appreciation and improved corporate citizenship, it is evident that mere policy establishment is insufficient in promoting employee well-being (Arthur, 2014; Lambert, 2020; Perry-Smith & Blum, 2020).

In the organisational context, employee performance is of paramount importance, serving as a cornerstone for operational excellence and service delivery (Cahill et al., 2015). Effective performance management entails not only assessing outcomes but also considering factors such as ability, effort, and opportunity in achieving organisational targets (Truelove et al., 2016; Gladisa & Susanty, 2018). Given the increasing diversity of family and personal responsibilities among employees, particularly across gender, age, and experience levels, it becomes essential for organisations to recognize and address the varied impacts of WLB policies on employee performance (Gassman & Pines, 2019; Colichi et al., 2017; Shockley & Singla, 2018). Understanding demographic differences and their implications for WLB outcomes can inform targeted interventions to optimize employee productivity and well-being.

Moreover, the spillover effect, whereby experiences and emotions from one domain influence performance in another, underscores the interconnectedness of work and personal life (Charkhabi et al., 2016; Martinengo et al., 2018). Positive spillover can enhance overall well-being and performance, while negative spillover may lead to decreased productivity and job satisfaction. By fostering a supportive organisational culture and implementing effective WLB initiatives, such as flexible work arrangements and employee assistance programs, organisations can mitigate

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negative spillover and promote positive outcomes for employees. For administrative staff at academic institutions like the University of Cape Coast, who play pivotal roles in organisational functioning, tailored WLB policies and proactive management of spillover effects are particularly crucial in sustaining performance and well-being amidst competing demands (Acheampong, 2019; McClelland et al., 2018; Stimpfel & Aiken, 2017). Thus, organisations should prioritize the implementation of comprehensive WLB strategies while considering individual differences and the broader organisational context to enhance employee performance and organisational effectiveness.

**Statement of the Problem**

In higher education institutions in Ghana, particularly the University of Cape Coast, administrative staff face growing demands that challenge their ability to balance work and personal responsibilities. While the impact of these demands has been well-documented for teaching staff (Nsaful, 2016), administrative employees often navigate similar or even greater challenges in maintaining work-life balance. Administrative roles come with specific stressors, such as managing institutional bureaucracy, supporting academic staff, and coordinating with students, all while handling their own familial and personal obligations. This work-life balance struggle is exacerbated by the expectations of maintaining high performance at work and a fulfilling personal life, leading to heightened stress levels. Traditionally, work-life balance issues have been perceived as affecting women more acutely, given their multiple familial responsibilities (Munn, 2017), but this view is increasingly being questioned. Contemporary research suggests that

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both men and women are impacted by work-life imbalance, albeit in different ways, influenced by societal expectations and gender-specific roles (Haar et al., 2020).

Studies on work-life balance and its effect on employee performance have produced mixed results, often varying depending on personal characteristics such as gender, age, and professional experience (Roberts et al., 2020; Muraya et al., 2020). For example, some research points to a stronger negative impact on performance among women, especially those in mid-level careers balancing both professional growth and family life (Xu et al., 2021). Others highlight that men also struggle with work-life balance, particularly in environments where they are expected to prioritize career advancement over personal responsibilities (Sheikh et al., 2020). Despite the significance of these findings, most existing research is limited in its scope, often focusing on teaching staff or corporate environments, leaving the experiences of administrative employees in academic institutions largely underexplored.

Additionally, while the influence of work-life balance on employee performance has been examined across various sectors, there is a scarcity of empirical studies that focus specifically on the administrative staff of academic institutions like the University of Cape Coast. Administrative employees play a crucial role in ensuring the smooth operation of universities, yet their work is often undervalued compared to academic staff. The few studies that have explored work-life balance within educational institutions tend to overlook the unique pressures faced by administrative staff. Moreover, many of these studies fail to consider the moderating effects of gender, which can provide deeper insights into how work-life

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balance challenges and their impacts differ between male and female employees (Darcy et al., 2020; Mensah, 2022). For instance, in Ghana, cultural expectations related to gender roles may exacerbate the pressure on women to balance professional duties with household responsibilities, leading to potential disparities in performance outcomes compared to their male counterparts (Emslie & Hunt, 2021).

The implications of work-life imbalance are not merely personal; they extend to organizational outcomes such as reduced employee engagement, increased absenteeism, and diminished performance. Employees who struggle to maintain a balance between their professional and personal lives are more likely to experience burnout, disengagement, and reduced productivity (Darcy et al., 2020). In administrative roles, where precision, multitasking, and consistent performance are essential, such imbalances can have significant repercussions not only for individual well-being but also for the overall efficiency of the institution. Thus, understanding how work-life balance affects administrative staff's performance at the University of Cape Coast is critical for developing strategies to mitigate these challenges and foster a more supportive work environment.

Moreover, the moderating role of gender in this relationship is particularly important to explore, as it can offer insights into how work-life balance issues are experienced differently by men and women in the Ghanaian context. Gender differences in coping strategies, social expectations, and workplace dynamics suggest that interventions to improve work-life balance may need to be tailored according to gender-specific needs (Haar et al., 2020). For example, women might

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benefit more from flexible work arrangements and childcare support, while men might prioritize clearer boundaries between work and personal time. However, the lack of comprehensive research that examines these gendered experiences within the administrative workforce of higher education institutions limits our understanding of how best to address these challenges.

In light of these gaps in the literature, this study seeks to investigate the relationship between work-life balance and employee performance among administrative staff at the University of Cape Coast, with a particular focus on how gender moderates this relationship. By examining the gendered dimensions of work-life balance, the study aims to provide a nuanced understanding of how male and female administrative staff experience and manage work-life demands differently, and how these differences influence their performance. The findings from this study are expected to provide valuable insights for university administrators and policymakers in designing gender-sensitive work policies and support systems that enhance employee well-being, job satisfaction, and performance. Such an approach will not only benefit individual employees but also contribute to the overall efficiency and success of the institution.

**Purpose of the Study**

The purpose of the study was to investigate the influence of work life balance on employee performance among administrative staff at the University of Cape Coast: the moderating role of gender differences.

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**Research Objectives**

In order to achieve the overall purpose of the study, the following specific research objectives were pursued.

1. To examine the effect of Work Life Balance on Employee Performance among administrative staff at the University of Cape Coast.

2. To assess the effect of gender differences on employee performance.

3. To examine the influence of Work Life Balance on Employee Performance among administrative staff at the University of Cape Coast, controlling for the moderating effect of gender.

**Research Hypotheses**

Based on the research objective one, the following hypotheses were tested;

$H_1$: There is a significant positive effect of flexible working arrangements on employee performance

$H_2$: There is a significant positive effect of leave arrangements on employee performance

$H_3$: There is a significant positive effect of dependent care assistance on employee performance

$H_4$: There is a significant positive effect of wellness and personal development on employee performance

Based on the research objective two, the following hypothesis were tested;

$H_5$: There is a significant gender differences on employee performance

$H_6$: Gender differences moderates the relationship between work life balance and employee performance

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**Significance of the Study**

This study seeks to explore the connection between work-life balance (WLB) and employee performance, with a focus on understanding the influence of gender, age, and years of experience. By doing so, the study aims to make several contributions to the existing literature. Firstly, it intends to address any knowledge gaps that may have persisted over time by offering new insights into the relationship between WLB and employee performance. Previous studies have often examined this relationship within narrow frameworks, overlooking the nuanced roles of gender, age, and experience levels among administrative staff. Introducing these individual-specific moderators in the study can help bridge theoretical gaps in the WLB literature.

Furthermore, by considering the influence of gender, age, and experience as moderators, this study aims to provide valuable insights for educational institutions in shaping their WLB policies. By incorporating WLB considerations into corporate strategies, institutions can better cater to the needs of their staff and enhance their overall performance. Additionally, the findings of this study can inform the development of management criteria and strategies for effectively managing employee work-life balance, thereby optimizing employee performance. Overall, this study has the potential to offer practical recommendations that can benefit educational institutions in fostering a supportive work environment and promoting employee well-being and productivity.

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**Delimitation of the Study**

This study exclusively involved the administrative staff of the University of Cape Coast, thereby overlooking other staff categories within the university environment. Additionally, while the study primarily focused on the administrative staff of the University of Cape Coast, references to other universities were utilized to bolster the arguments and assertions presented. Lastly, the study solely relied on administrative staff, leading to the exclusion of other staff categories at the University of Cape Coast.

**Limitations of the Study**

The objective of the study was to explore the impact of work-life balance on the performance of administrative staff at the University of Cape Coast, with a focus on the variables of gender, age, and years of experience. The study employed a descriptive research design complemented by a quantitative research approach. The choice of a descriptive design was motivated by its capacity to gather statistical data and conduct analyses to draw meaningful conclusions. Moreover, descriptive research offers a comprehensive understanding of the subject under investigation, providing valuable insights into various aspects of the phenomenon. Data were collected using a structured questionnaire and analyzed using the Statistical Package for Social Sciences (SPSS version 26.0). Descriptive statistics, including measures such as mean, standard deviation, frequency, and percentage, were employed to analyze the demographic data of the study participants. Furthermore, the study utilized Structural Equation Modeling (SEM) to examine the specific research objectives in detail.

**Definition of Key Terms**

*Work-Life Balance (WLB)*: Work-life balance refers to the equilibrium between personal life, family, and professional responsibilities, allowing individuals to manage their time and energy across various life domains. In this context, it focuses on how administrative staff at the University of Cape Coast maintain a healthy balance between work-related duties and personal commitments.

*Employee Performance*: Employee performance refers to how well an individual executes their job responsibilities, meets organizational goals, and contributes to the overall success of their institution. It includes aspects like productivity, efficiency, work quality, and effectiveness in fulfilling job duties within the university's administrative framework.

*Administrative Staff*: This term refers to the employees responsible for carrying out non-teaching functions within an institution. At the University of Cape Coast, administrative staff includes those involved in managing daily operations, supporting faculty, and facilitating the smooth functioning of university services.

*Gender Differences*: Gender differences refer to the distinctions in experiences, behaviors, and attitudes that are influenced by societal, cultural, or biological factors. In the context of your study, gender differences may shape how male and female administrative staff perceive, experience, and respond to work-life balance practices and how these differences moderate the impact of WLB on employee performance.

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**Organisation of the Study**

The study comprises five chapters, each serving a distinct purpose. Chapter one encompasses an introduction, encompassing a background, problem statement, objectives, research questions, significance, limitations, delimitations, and organisation of the study. In chapter two, a comprehensive literature review is presented, focusing on the theoretical framework and dynamic analysis pertinent to the study. Chapter three delineates the research methodology, detailing aspects such as the population, study composition, sample selection and processes, data sources, data collection, and data presentation processes and analysis. Subsequently, chapter four delves into the analysis and discussion of the obtained results. Finally, the fifth chapter encapsulates a summary, conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

**Introduction**

The aim of the study was to explore the impact of work-life balance on the performance of administrative staff at the University of Cape Coast, with consideration given to gender, age, and years of experience. This chapter offers a historical overview of the topics, presents findings from relevant studies in the literature review section, encompassing the theoretical framework guiding the study, the definitions of work-life balance and employee performance, empirical research on employee characteristics, and empirical studies investigating the influence of work-life balance on performance.

**Review of Theories Underpinning Work Life Balance and Employee Performance**

Prominent theories regarding work-life balance include the spill-over theory and the social identity theory. In this research, both the spill-over theory and social identity theory are employed to elucidate the connection between work-life balance and employee performance.

**Spill-over Theory**

One of the basic assumptions guiding work-life studies is the theory of spill-over. From a theory of spill-over perspective, this analysis helps to understand staff work-life balance concerns. According to this concept the conventional wisdom on the relationship between work and life has advanced. Perpetually, the theory probes the pros and cons of enclosing the two domains (life and work) that effect work-

life balance. The term "spill-over" refers to a feedback loop in which experiences in one position impact those in another, leading to additional comparable roles.

The transfer of personality traits, skills, and work habits from one position to another has been the subject of prior research (Hill, 2003). Some studies have claimed that laborers communicate the attitudes, feelings, views, abilities and practices put up in one location to the next and the reverse way around (Chesley, 2005; Plummer & Acs, 2014; Leung, 2011). Hill (2003) prompted the idea that the theory is primarily concerned with the propagation of affluent living circumstances from one location to another. The theory defines the factors that cause the work microsystem and the family microsystem to have positive or negative spillover. This stage takes place within a person, across several domains, and at the intra-individual level.

Theoretically, there are two types of spill over: positive and negative. Positive spill over refers to contacts that are positive, while negative spill over refers to encounters that are negative. Although the concentrate in most work-family exams has generally been on negative spill over, study has stated that positive spill-over is also attainable (Seffensen et al., 2021; Rubenstein et al., 2022). Positive spill over suggests that contentment and success may bring along fulfillment and accomplishment in an alternative space (Matula, 2022). Subsequently, positive spill-over might be referred to as work-family improvement. This is promoted by an employment related atmosphere of self-rule, social aid which promotes job execution and preserves a reasonable work-life balance. On the

other side, negative spill-over indicates that obstacles and unhappiness in one region might encourage a similar sensation in the other area.

Negative spill-over pertains to the way that difficulties, sadness and gloom in one region may carry along a similar mood or feeling into another area (King, 2021). Inter role interactions brings about spill-over influence. Role conflicts involve work-life spill over and labor of spill over. Work-life spill over is when demands at work brings about a detrimental affect on life jobs life-work spill over is the location where stresses in one's day to day living severely impacts work. Work habits, work load, job requirements, family concerns, wellness, might bring about negative or good work-life spill over.

**Social Identity Theory**

Social identity theory, formulated by Tajfel and Turner in 1979, is deemed pertinent in Work Life Balance (WLB) research according to Stets and Burke (2000). The theory posits that various social contexts can evoke an individual's thoughts, emotions, and actions based on their personal, familial, or national 'level of self' (Turner, Swerdlow & Bate, 1987). This theory offers a perspective on the correlation between self-concept at the individual level and group behavior across various domains such as work, family, community, and friendships. It underscores that one's social category, to which they feel they belong, defines a part of their self-concept (Perera et al., 2021).

Within social identity theory, social structures and institutions are seen as composed of roles and role relationships, as highlighted by Cohen & Strong (2020) and Dankwa (2020). Individuals navigate multiple roles—such as employee,

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spouse/partner, friend, parent, activist, artist, sportsman, or volunteer—within these structures. Roles represent dynamic aspects of social positions, encompassing both expectations and actual behaviors, as emphasised by Drury (2018) and Jolles et al. (2020).

The theory further suggests that these roles give rise to identities, which may be enacted through role relationships (Stets & Serpe, 2013) or internalized for self-definition (Thoits, 2013). Identities, constituting discrete parts of the self, correspond to distinct relationships in which individuals are involved (Zhang & Bartol, 2010; Fredriksen-Goldsen & Scharlach, 2011). Moreover, social identity theory proposes a hierarchical organisation of roles and identities, wherein certain identities hold more significance than others, influencing an individual's self-concept and behavior accordingly (Stryker & Serpe, 2010; Fredriksen-Goldsen & Scharlach, 2011).

The theory also addresses the concept of multiple identities, wherein individuals alternate between various social identities based on context (Ashforth & Johnson, 2011). These multiple identities can manifest as embedded identities within others or as cross-cutting identities, relevant to WLB (Ashforth & Johnson, 2011). In complex organisational environments, the salience of multiple identities may simultaneously exist, potentially leading to conflicts and influencing overall well-being and WLB (Ashforth & Johnson, 2011).

Identity is closely intertwined with the roles individuals fulfill (Afridi et al., 2020), with closer identification with specific roles correlating with higher time investment in those domains (Jayasingam and Mohd Zain, 2021). Dumas and

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Perry-Smith (2018) found that participants who equally identified with both work and non-work roles experienced higher Work-Family Conflict (WFC) compared to those who segmented these roles. Understanding social identity theory can aid organisations in adopting positive WLB policies, fostering employee commitment to organisational goals.

**Deductions from the Theoretical Review**

The theory posits that fulfillment and success in one domain can translate into satisfaction and success in another (Thant and Chang, 2021). Consequently, employees' contentment and satisfaction in one area may spill over into satisfaction in another, contingent upon the work-related environment and social support, thereby enhancing job performance and fostering a healthy work-life balance. This theory delineates the concept of Work-life spill over, wherein work pressures exert adverse effects on personal life, and life-work spill over, where pressures in personal life negatively impact work. Factors such as work routines, workload, demands, family matters, and well-being can engender either positive or negative work-life spill over, thus influencing the degree to which individuals manage their professional and personal lives. This, in turn, can impact their levels of job satisfaction and commitment.

**Conceptual Review**

This section aims to offer a thorough exploration and deeper understanding of the constructs employed in this study. It will delve into how these concepts have been implemented in existing literature. Initially, the discussion will focus on work-life balance, followed by an examination of the policies examined in this study.

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Furthermore, employee performance will be scrutinized, with particular attention given to its context within the educational sector.

**Work Life Balance**

Work-life balance is increasingly crucial for both employees and employers alike. Employees rely on it to harmonize their work and non-work obligations, while employers seek it to boost productivity and minimize costs (Abbott & De Cieri, 2018). The impetus behind work-life balance can be attributed to shifts in the demographic composition of the workforce, technological advancements, and the pervasive 24/7 culture in modern society (Anttila et al., 2021; Beauregard & Henry, 2017; Boella and Goss-Turner, 2019). Although there's no universally consistent definition of work-life balance, several recurring themes have emerged. These include employees achieving a satisfactory equilibrium between their professional and personal lives, and employers implementing initiatives that enhance productivity without significantly escalating costs (Deery & Jago, 2015).

At its core, work-life balance entails effectively prioritizing between "work" (career and ambitions) and "life" (health, pleasure, leisure, family, and spiritual development). Related terms such as "lifestyle balance" and "life balance" encompass similar notions. In its broadest sense, work-life balance is described as achieving a satisfactory level of integration or 'fit' among the various roles one assumes in life (Noor & Alwi, 2018; Shanafelt et al., 2015). In observing the daily lives of many employees, two primary issues emerge as critical for achieving work-life balance: time and stress (Gupta & Sharma, 2013). Effectively managing these

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variables constitutes the key to a balanced work-life equation, as formulated by Gupta and Sharma (2013).

It's important to clarify that work-life balance doesn't entail allocating an equal amount of time to paid work and non-work roles; rather, it involves achieving a satisfactory integration among the multiple roles one fulfills in life. Despite variations in definitions and interpretations, work-life balance generally entails striking a balance between time and effort devoted to work and personal activities, aiming to maintain an overall sense of harmony in life (Ogechi & Nwaeke, 2019). Understanding work-life balance necessitates acknowledging the diverse demands placed upon us and our personal resources—our time and energy—to effectively address them.

With this awareness, individuals can evaluate and prioritize how they allocate their resources, thereby exerting control over their working arrangements to accommodate other facets of their lives while still benefiting their organisations. According to Wiradendi Wolor et al. (2020), work-life balance involves individuals having a degree of control over when, where, and how they work. While many perceive work-life balance solely within the context of organisational support, interference between work and non-work responsibilities yields various negative outcomes well-documented in the literature.

High levels of both work-to-life and life-to-work conflict often correlate with lower job satisfaction and organisational commitment among employees. Behavioral consequences of such conflicts include decreased work effort, performance, and increased absenteeism and turnover (Starmer, Frintner & Freed,

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2016). Moreover, both work-to-life and life-to-work imbalances are associated with heightened stress, burnout, cognitive difficulties, reduced general health, and energy levels.

While much of the research on work-life balance focuses on employees' family responsibilities, numerous studies recognize commitments to friends and community groups, extending the affected population to virtually all employees (Talukder, 2019). The implications for organisations are evident: work-life conflict can detrimentally impact employee performance. According to the business case advocated by many firms and government bodies, organisations can mitigate these costs by implementing programs to help employees manage their work-life conflict (Human Resources and Social Development Canada, 2006).

This perspective suggests that work-life balance practices enable employees to reconcile their work and family demands, thereby enhancing productivity and driving significant business improvements. By empowering employees to better balance competing demands from work and home, and by facilitating access to third-party caregiving assistance, such practices aim to diminish work-life conflict levels, ultimately bolstering employee performance and organisational effectiveness.

**Work-life balance in the Educational Environment**

In recent years, there has been a growing acknowledgment among employers across various sectors regarding the importance of attending to the Work-Life Balance (WLB) of their workforce, which is deemed crucial for organisational well-being and sustainability (Husin et al., 2018). This necessity

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extends to teaching staff in tertiary institutions, particularly those on the University of Cape Coast campus, who were the focal point of this study. These individuals are confronted with the challenge of harmonizing their family and personal lives with their professional careers. Engaged in a multitude of roles, they grapple with numerous responsibilities, including teaching, researching, administering, counseling, and more (Acheampong, 2013; Arif & Farooqi, 2014; Husin et al., 2018). Moreover, they must juggle tasks such as preparing lecture materials, grading assignments, pursuing further education (PhD), and undertaking visits to other tertiary institutions for experiential learning (Acheampong, 2013; Arif & Farooqi, 2014; Husin et al., 2018).

**Work Life Balance Policies**

Numerous initiatives exist to promote work-life balance, which can be classified into four primary categories based on a study of work-life programs: flexible working arrangements (such as telecommuting and compressed workweeks), leave arrangements (including annual leave and parental leave), dependent care assistance (such as childcare services and daycare facilities), and wellness and personal development programs (including Employment Assistance Programs and recreational activities) (Aziz-Ur-Rehman and Siddiqui, 2019; Oludayo et al., 2018). The subsequent sections will delve into a detailed examination of these four categories of work-life balance initiatives.

**Flexible working arrangement**

The implementation of flexible working arrangements has arisen from heightened demands placed on organisations, necessitating a workforce that is

adaptable and proficient (Chung & Van der Lippe, 2020). Flexibility, defined as the ability to adjust to changes effectively (Kobylińska & Kusev, 2019), underscores the need to prioritize cost, quality, time, and flexibility concurrently, rather than sacrificing one for the other (Vasumathi, 2018). Porter and Ayman (2010) identified flexibility as the most desirable attribute in a work environment, which can manifest in various forms within the workplace.

Job flexibility encompasses different dimensions, including place flexibility (where an individual works), exemplified by telecommuting, an alternative arrangement aimed at reducing stress associated with commuting and office environments. Time flexibility (how long an individual works) is represented by compressed work hours, which entails increasing daily working hours while reducing the number of working days per week to meet weekly hour requirements. Timing flexibility (when an individual works) also plays a role in workplace flexibility.

Functional flexibility refers to an employee's ability to undertake diverse responsibilities under varied conditions, with minimal time and resource requirements for transitioning between tasks (Petrou et al., 2018). Work-group flexibility pertains to a group's capacity to adapt its activities to changing circumstances without causing disruption (Harris & Sherblom, 2018). Employees who perceive themselves as having ample flexibility in terms of when, what, and where work is conducted tend to report higher levels of work-life balance (Porter & Ayman, 2010). Additionally, as employees demonstrate flexibility in skills and

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behaviors, organisational performance tends to improve (Beltrán-Martín et al., 2021).

## Leave arrangement

Leave refers to the allocated duration during which employees of an organisation are permitted to be absent from their job without any adverse consequences. This period is typically compensated by the organisation, and employees are allowed to utilize this time for any purpose they deem necessary to be away from work. It provides employees with the opportunity to alleviate work-related stress and establish a balance between work and non-work activities. Such work-life balance initiatives enable employees to fulfill additional obligations outside of work, including pursuing further education, attending to personal matters, or addressing health issues, thereby fostering a harmonious relationship between work and personal life.

Various forms of leave policies are available to employees, each serving specific purposes. Annual leave, for instance, is a paid entitlement that allows employees to take time off for relaxation after completing a qualifying period of service with a particular organisation (Obiageli et al., 2015). During annual leave, employees can detach from work-related stressors and focus on life activities, helping them meet personal needs and achieve a sense of balance. Parental leave, on the other hand, is granted to employees with caregiving responsibilities for children. Maternity leave, for example, typically provides working mothers with twelve weeks of leave (LFS Report, 2015), often with full pay, to ensure that new

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mothers are not burdened with work responsibilities while caring for their newborns, thus allowing them to prioritize nurturing their child.

Sick leave permits employees to take time off from work duties to address health concerns while still receiving compensation. Study leave is provided to staff to pursue approved study courses, while carer's leave allows employees to attend to the needs of an immediate family member who is ill, injured, or experiencing a family crisis. Carer's leave is typically deducted from an employee's personal leave balance, offering them the flexibility to prioritize familial responsibilities when necessary.

**Dependent care assistance**

These are provisions extended to workers to facilitate the proper care of dependents, distinguishing them from conventional leave arrangements as they are specifically structured to address the needs of dependents and are not limited solely to leave policies. Such arrangements encompass various support mechanisms beyond traditional leave entitlements. For instance, child care arrangements offer caregivers flexible scheduling options, even beyond parental leave periods. In the university setting, staff members are often granted half-day schedules following their maternity leave to adequately attend to their children's needs. Additionally, institutions may offer paid family and medical leave, allowing employees to formally request time off from work to address dependent care responsibilities or personal health issues (Olumuyiwa et al., 2015). Some organisations also provide on-site childcare facilities, such as creches, where mothers can leave their children

under care while attending to their duties, periodically checking in as needed.

**Wellness and personal development**

These are services provided to enhance the work-life balance of employees, encompassing various offerings such as Employee Assistance Programs (EAP), recreational activities, discounted gym memberships, reimbursement for seminar and conference expenses, free healthcare, and more. Employee Assistance Programs (EAP) are employee benefit initiatives designed to assist workers with personal and work-related challenges that may impact job performance, health, and mental well-being. They are implemented to support employees' well-being both in the workplace and in their personal lives, aiming to improve overall work-life balance. EAPs often include training sessions addressing work-life challenges such as time management, methods for managing work-life imbalance, and strategies for effectively handling workloads. Additionally, recreational programs are implemented to further enhance work-life balance, offering activities such as games, end-of-year dinners, social outings, and more.

**Gender Differences on Work-Life Balance**

Chung and Van der Lipper (2020) highlight that challenges such as child rearing and managing multiple roles have repercussions on the balance between work and personal life. Research by Lakshmi and Prasanth (2018) indicates that individuals with secure attachments experience positive spill-over effects in both their work and family domains. Gender disparities in coping with work-life issues are evident, with women bearing a disproportionate burden of domestic responsibilities regardless of their employment status (Hyman & Summers, 2014).

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Studies also underscore the positive association between workplace support for women and outcomes such as job satisfaction, organisational commitment, and performance (Marcinkus, 2017).

While home-based work offers greater flexibility and autonomy, it may also lead to extended work hours, including weekends and evenings, potentially impacting overall well-being (Valcour, 2015). Gender plays a significant role in home-based work, with both men and women expressing a preference for organisations that support work-life balance, although men may benefit more from such arrangements (Watts, 2012). Men tend to prioritize career achievements over family commitments, whereas women view both work and family as important sources of satisfaction, albeit with a preference for family responsibilities (Watts, 2012).

Demographic variables such as gender, age, income, and marital status influence employees' perceptions of work-life balance. Research by Deery and Jago (2015), Shanafelt et al. (2012), and Rajadhyaksha and Velgach (2009) consistently highlights gender differences in work-family balance. Women often report greater work interference in family matters compared to men, despite spending similar amounts of time in paid work (Higgins, Duxbury & Lee, 2014). Additionally, studies by Albertsen et al. (2008) reveal that women experience higher levels of role overload and work-to-family interference, particularly during early stages of the family life cycle.

Gender disparities in the permeability of work and family boundaries are evident, with family obligations encroaching more on women's work lives and vice

versa for men (Leupp, 2017; Beauregard & Henry, 2019). Annor and Burchell (2018) find a negative association between gender and family-work conflict, indicating that men experience less conflict in balancing work and family responsibilities compared to women. However, Milkie and Peltola (2016) suggest that men and women report similar levels of success in balancing work and family demands, with no significant gender differences observed (Hill et al., 2011; Ali & Abid, 2015).

Research by Doble & Supriya (2010) indicates no significant gender differences in the spillover of work into family life, with both genders experiencing similar levels of negative spillover from work to family.

**Employee Performance**

The term "employee performance" denotes an individual's achievement in the workplace after exerting the necessary effort, encompassing meaningful work, engagement, and supportive colleagues or employers (Oluwamuyiwa et al., nd). Performance is a multifaceted concept, with the process aspect involving behavioral engagement and the outcome aspect reflecting the results of one's job behavior (Mallick, Pradhan, Tewari & Jena, 2014; Campbell, 2014). While behavioral engagement and expected outcomes are interrelated, the comprehensive overlap between these constructs is not fully evident, as outcomes are influenced by factors such as motivation and cognitive abilities (Borman & Motowidlo, 2013).

Task performance, a form of performance, entails job-specific behaviors essential to job responsibilities and requires cognitive ability facilitated through task knowledge, task skill, and task habits (Lievens et al., 2008). Task performance

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primarily relies on an individual's ability to perform the job and prior experience, forming a contractual agreement between a manager and a subordinate to fulfill assigned tasks (Pattnaik & Tripathy, 2018). Entrusted task performance encompasses technical-administrative and leadership aspects, involving activities such as planning, organizing, and directing others to achieve organisational goals (Pattnaik & Tripathy, 2018).

Adaptive performance refers to an individual's ability to adjust to changing work situations efficiently, such as technological advancements or organisational restructuring (Baard et al., 2014). Employees adapt their attitudes and behaviors to meet evolving job demands, demonstrating flexibility and proactiveness (Huang et al., 2014). Effective adaptive performance requires employees to navigate volatile work circumstances and adjust interpersonal behavior to collaborate effectively with peers and subordinates (Baard et al., 2014; Griffin et al., 2010).

In addition to task and adaptive performance, research emphasises the significance of non-job components of performance, referred to as organisational citizenship behavior or contextual performance (Edeh et al., 2023). Contextual performance encompasses voluntary actions that benefit the organisation indirectly, reflecting social behaviors expected of employees beyond their job descriptions (Motowidlo, 2016). Such behaviors include helping others, upholding enthusiasm at work, and supporting organisational decisions (Coleman & Bond, 2016). Contextual performance contributes to a stimulating organisational culture and climate, enhancing individual productivity and organisational effectiveness (Crook et al., 2011).

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Personality tests and group discussions are recommended for assessing prospective employees' ability for contextual performance alongside traditional efficiency tests (Coleman & Bond, 2016). Various frameworks and taxonomies have been developed to measure employee performance, considering both task-oriented and contextual aspects, thereby aiding in the selection and induction of suitable personnel in organisations.

**Gender Difference and Employee Performance**

Eagly and Carli (2003) conducted a meta-analysis exploring the impact of gender on leadership styles and its repercussions on employee performance and job satisfaction. Their findings unveiled the concept of a "female leadership advantage" and scrutinized potential distinctions in leadership styles between men and women. The results revealed that women tend to demonstrate slightly higher levels of transformational and democratic leadership styles compared to men. Transformational leadership entails inspiring and motivating followers, while democratic leadership involves inclusive decision-making and participatory approaches. These leadership styles have been correlated with favorable outcomes, including heightened employee engagement, satisfaction, and organisational commitment.

Heilman, Wallen, Fuchs, and Tamkins (2004) investigated the intricate issue of backlash against successful women, particularly when they excel in tasks traditionally associated with males. Their research illuminated the potential negative evaluations and social repercussions that successful women may encounter, influencing their performance outcomes and career trajectories. The

study underscored the existence of societal and cultural biases that challenge conventional gender roles and expectations prevalent in many workplaces. Women who excel in tasks traditionally linked with men, such as leadership roles or technical fields, often face "penalties for success." These penalties may manifest as negative evaluations and social sanctions from both men and women, leading to denial of promotions, reduced access to resources, and diminished support from colleagues and supervisors.

Blau, Brinton, and Grusky (2006) authored "The Declining Significance of Gender?," offering a comprehensive analysis of gender inequality across various domains, with a specific focus on the workplace. By examining shifts in gender roles, organisational practices, and societal attitudes, the authors explored their impact on gender disparities in employment outcomes. The book acknowledged that traditional gender roles have historically shaped expectations and opportunities for individuals in the workforce. However, societal changes and evolving gender dynamics have prompted a reevaluation of these roles, challenging the significance of gender in employment outcomes.

These studies illuminate the intricate relationship between gender and employee performance. While women and men may exhibit similar levels of performance, external factors such as biases, leadership styles, social perceptions, and organisational practices can significantly influence recognition, rewards, and career progression. By addressing these factors and fostering inclusive work environments, organisations can mitigate gender disparities in performance outcomes and promote equal opportunities for all employees.

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**Empirical Review**

The empirical review was structured to align with the study's specific objectives. Existing literature recognizes the significant impact of work-life balance on employees' performance.

**Empirical Review of Work-Life Balance on Employee Performance**

Obiageli et al. (2015) conducted empirical research aimed at assessing the impact of work-life balance policies on employee performance, with a particular emphasis on job satisfaction and work outcomes. The study involved 240 respondents from various organizations and utilized the Statistical Package for Social Sciences (SPSS) for comprehensive data analysis. The researchers examined various work-life balance policies, including flexible work hours, telecommuting options, and leave provisions. Their findings indicated that each of these policies served as a significant predictor of job satisfaction, which subsequently had a positive influence on employee performance. This study underscores the critical role of organizational support in facilitating work-life balance, suggesting that when employees feel supported in managing their personal and professional responsibilities, they experience higher job satisfaction levels, leading to enhanced performance outcomes.

Azeem and Akhtar (2014) explored the influence of work-life balance on the performance of administrative staff within tertiary institutions. Their study, which included 275 respondents, also employed SPSS for quantitative data analysis. The results indicated a positive relationship between work-life balance and employee performance, revealing that employees generally reported moderate

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satisfaction with the work-life balance initiatives implemented by their institutions. However, the findings also suggested that while employees appreciated the existing work-life balance measures, there remained significant opportunities for improvement. By enhancing the balance between professional and personal commitments, institutions could potentially further elevate employee performance, indicating a need for ongoing assessment and enhancement of work-life balance initiatives.

Adisa et al. (2019) investigated the effect of work-life balance practices on employee productivity within the banking industry. The study surveyed 200 respondents and utilized a structured questionnaire along with Chi-square analysis to examine the relationships between work-life balance practices and productivity. The findings revealed a robust positive correlation between various work-life balance initiatives, such as flexible work arrangements and supportive systems, and employee productivity. However, the study also highlighted a critical concern: many employees expressed feelings of insufficient management support for work-life balance initiatives. This observation emphasizes the necessity for greater commitment from management to enhance work-life balance practices, which in turn could significantly boost employee productivity and overall satisfaction.

Asiedu-Appiah et al. (2014) focused on the impact of work-life balance on performance and career progression among lecturers in tertiary institutions. Based on a survey of 121 respondents, the study employed simple regression analysis to understand the relationships involved. The results indicated that lecturers who successfully managed to balance their work and personal lives not only exhibited

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improved job performance but also experienced career advancement opportunities. This study highlights the dual benefits of work-life balance, demonstrating its significance in promoting immediate performance gains alongside long-term career development, particularly in the academic sector where the demands can be particularly intense.

Kamau et al. (2013) examined work-life balance practices and their impact on employee performance at Eco Bank Kenya. Utilizing quota sampling and Spearman's Correlation Analysis with a sample of 55 employees, the study found a strong correlation between the implementation of work-life balance initiatives and improvements in employee performance. Employees who had access to supportive work-life balance practices exhibited higher levels of productivity and engagement, suggesting that organizations can significantly benefit from fostering environments that allow employees to effectively manage their professional and personal lives. This research reinforces the idea that a well-structured work-life balance policy can lead to enhanced organizational performance.

Adisa et al. (2019), in a separate study, analyzed the mediating role of affective commitment in the work-life balance-performance relationship. Involving 293 respondents and analyzed through SPSS, the study found that work-life balance positively influenced affective commitment, which in turn enhanced in-role performance. This finding highlights that employees who feel emotionally connected to their organization—due in part to supportive work-life balance practices—are more likely to perform at higher levels. This underscores the psychological benefits that can arise from effective work-life balance initiatives,

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suggesting that organizations should aim to foster emotional ties through their policies.

Dissanayaka and Ali (2013) explored the relationship between work-life balance and employee performance among 96 employees, utilizing Pearson correlation analysis. Their findings revealed a positive association between work-life balance and performance, emphasizing the critical need for organizations to create systematic strategies that enhance work-life balance within the workplace. This study advocates for the implementation of targeted policies that align with employee needs, thereby promoting better performance outcomes and contributing to a more satisfied and productive workforce.

Goyal and Arora (2012) investigated how work pressure impacts family life and how family expectations, in turn, influence work commitments among teachers. Surveying 120 teachers from various educational institutes, the study highlighted the negative consequences of imbalances, such as increased stress and health issues, resulting from excessive work pressure. The research demonstrated that long working hours and negative family attitudes could exacerbate these imbalances, leading to decreased employee performance. This underscores the importance of considering both professional and family dynamics when designing work-life balance policies. Organizations must recognize the interconnectedness of work and family life and develop strategies that support employees in managing both effectively.

**Conceptual Framework**

A conceptual framework serves as a researcher's synthesis of existing literature, aiming to elucidate a phenomenon (Eldridge et al., 2016). It delineates the steps necessary for the study based on previous insights and observations from other researchers in the field. Through the amalgamation of literature review findings and the study's objectives, it becomes apparent that there exists a direct positive correlation between work-life balance and employee performance. Work-life balance refers to an individual's management of both work-related and non-work-related responsibilities. According to the social identity theory, individuals who effectively balance these distinct roles are more likely to enhance their performance. This relationship is visually depicted in Figure 1.

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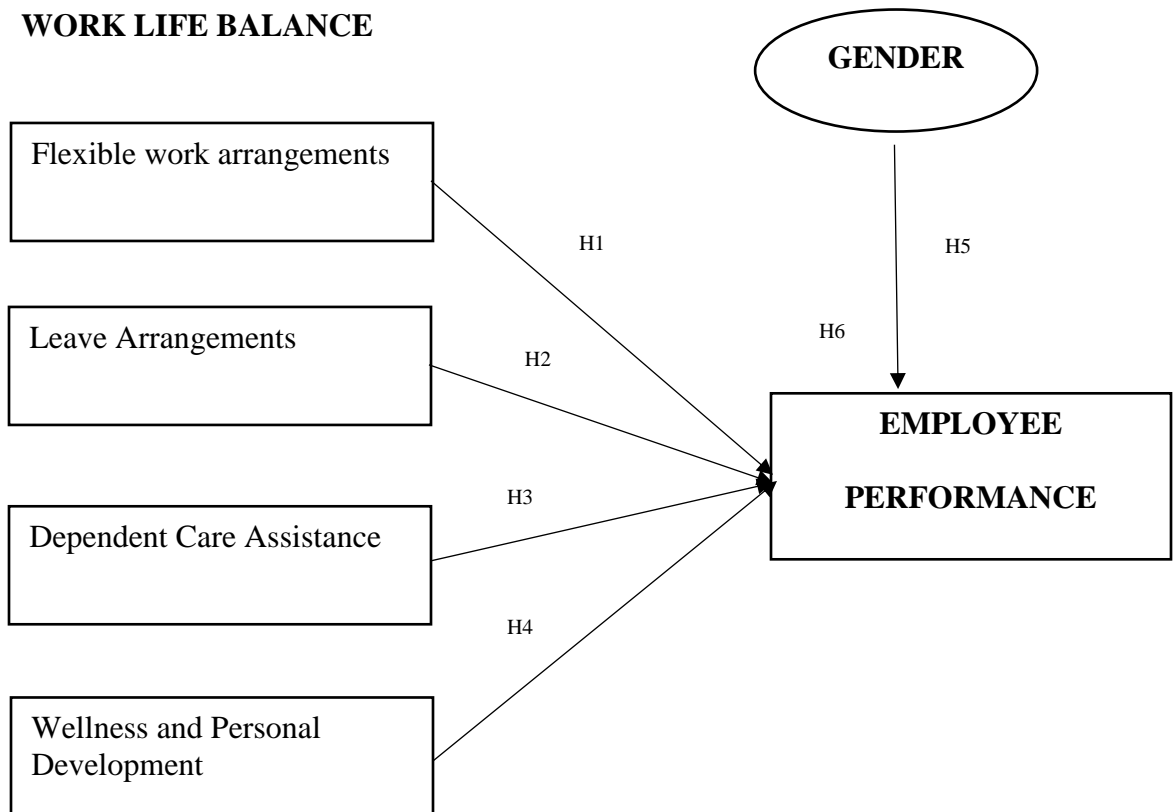
**WORK LIFE BALANCE**



*Figure 1: Conceptual framework*

Source: Researcher's construct (2023)

The study posits that work-life balance directly impacts employee performance. Additionally, it suggests that diverse demographic characteristics perceive and respond to work-life balance disparately in terms of their performance outcomes.

**Chapter Summary**

The chapter provided a comprehensive review of literature encompassing theoretical, conceptual, and empirical aspects concerning work-life balance and its impact on employees' performance, as documented in previous research. Valuable

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insights and lessons gleaned from this review informed the conceptual framework adopted in this study. Furthermore, the review is expected to offer significant contributions to the methodology, analysis, presentation of findings, discussions, conclusions, and recommendations. The subsequent chapter outlines the methodology employed in conducting the study.

## CHAPTER THREE

## RESEARCH METHODS

### Introduction

In this chapter, an overview of the research process is provided, detailing the key methods and aspects employed in conducting the study. This includes discussions on the research philosophy, approach, design, study area, population, sampling techniques, research instrument, data collection methods, data analysis techniques, and ethical considerations.

### Research Philosophy

Every researcher is influenced by their beliefs, values, and worldview throughout the study process (Adjei, 2015), which are encapsulated in paradigms or philosophical assumptions that lay the groundwork for the study (Guba, 1990). Research philosophy encompasses a set of beliefs and assumptions about knowledge development (Saunders, 2009). These beliefs and assumptions guide researchers in selecting their research approach—qualitative, quantitative, or mixed-methods (Creswell & Creswell, 2018). According to Saunders, a well-defined and coherent set of assumptions forms a reliable research philosophy, which subsequently informs the choice of research methods. Johnson and Clark (2006) emphasise the importance for business and management researchers to be cognizant of the philosophical commitments embedded in their chosen research strategy, as this significantly influences their approach and understanding of the investigation.

Saunders delineates three types of research assumptions to delineate research philosophies: ontology, epistemology, and axiology. Positivist researchers favor a structured approach to facilitate reproducibility (Gill & Johnson, 2010), emphasizing quantifiable observations amenable to statistical analysis. However, positivist research may occasionally extend to other data collection methods and seek to quantify qualitative data, such as applying hypothesis testing to interview-derived data (Saunders et al., 2019). This study adhered to the positivist research philosophy to guide the findings.

**Research Design**

It was essential to carefully choose the appropriate research design to effectively address the research questions and establish well-founded assumptions with minimal difficulty. A research design outlines the detailed strategy followed by the researcher in data collection and analysis (Turner, 2014). Potwarka, Snelgrove, Drewery, Bakhsh, and Wood (2019) define research design as a structured framework for collecting and analyzing data in a manner that aligns with the research objectives and resource constraints. Similarly, Young and Javalgi (2007) describe it as a comprehensive blueprint outlining the process and methodologies for acquiring and analyzing necessary information.

Traditionally, social science research has been characterized by three main research designs: descriptive, explanatory, and exploratory (Creswell & Clarke, 2017; Rovail et al., 2013). Exploratory research aims to gain a deeper understanding of an existing problem and does not typically yield definitive outcomes. It is

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flexible and serves as a foundation for future investigations, focusing on gathering facts and comprehending social realities (Creswell & Clarke, 2017).

Explanatory research seeks to elucidate why a phenomenon occurred and predict future events, emphasizing "why" questions to comprehend relationships between variables (Babbie, 2010). Although explanatory research may not offer conclusive results due to limited statistical power, it enables researchers to understand the mechanisms behind phenomena.

On the other hand, descriptive research provides detailed descriptions of observations concerning a specific phenomenon, focusing on "how," "what," and "where" questions rather than "why" questions (Creswell & Clarke, 2017). It often facilitates comparisons, similarities, and contrasts between phenomena, enhancing understanding of social realities (Babbie, 2010).

In the present study, an explanatory research design was adopted, driven by the objective of establishing causal relationships between constructs—work life balance (independent variables) and employee performance (dependent variable). Explanatory studies aim to describe the nature and direction of relationships between study variables (Zikmund et al., 2013), consistent with the premises of the positivist research paradigm. Positivists seek to establish cause-and-effect relationships, striving for consistency to make predictions and establish scientific principles (Potwarka et al., 2019).

**Research Approach**

Creswell and Creswell (2016) delineate three research approaches: (a) qualitative, (b) quantitative, and (c) mixed methods. The quantitative research

approach aims to elucidate phenomena by gathering numerical data analyzed using mathematically-based methods, particularly statistics (Creswell, 2014). It involves quantification in both data collection and analysis (Bryman, 2012; Lincoln & Guba, 1985), seeking regularities in human experiences by breaking down the social world into empirical components termed variables, which can be numerically represented as frequencies or rates. These associations are explored using statistical techniques and accessed through systematic measurement (Rahman, 2017), typically employing deductive logic.

Conversely, qualitative research entails collecting and analyzing non-numerical data (e.g., text, video, or audio) to grasp concepts, opinions, or experiences (Creswell, 2014). It provides in-depth insights into problems or generates novel research ideas, often introducing subjectivity during data collection and analysis. Qualitative research seeks to understand individuals' lived experiences, offering flexibility in approach and prioritizing rich meaning when interpreting data.

The mixed research approach involves purposefully blending methods in data collection, analysis, and interpretation (Creswell, 2014). Researchers collect and analyze both quantitative and qualitative data within the same study, drawing on the strengths of each method to explore diverse perspectives and uncover intricate relationships within research questions.

In this study, the quantitative research approach was adopted because respondents rated items on a predetermined numerical scale (7-point Likert scale). Considering the nature of the primary data, design of the data collection instrument,

research objectives, statistical processing requirements, analytical tools, and theoretical underpinnings, the quantitative research design emerged as the most suitable option among qualitative and mixed research approaches.

**Study Institution**

The inception of the University of Cape Coast dates back to 1962, arising from a critical need for highly skilled educators. Initially affiliated with the University of Ghana, its primary goal was to train graduate teachers for secondary and technical institutions, a task beyond the capacity of existing universities. On October 1, 1971, it achieved full autonomy through the University of Cape Coast Act, 1971 [Act 390], granting it the authority to confer degrees, diplomas, and certificates as an independent entity. Subsequently, the University of Cape Coast Law, 1992 [PNDC Law 278] solidified its status.

Since its establishment, the university has broadened its scope to include the training of education planners, administrators, agriculturalists, and healthcare professionals. As of September 2021, its student population stands at 74,720 (www.ucc.edu.gh). The university is structured into six colleges: Agriculture and Natural Sciences, Distance Education, Education Studies, Humanities and Legal Studies, Health and Allied Sciences, and School of Graduate Studies and Research, each comprising various schools and departments.

The University Council serves as the apex body responsible for governance, overseeing administrative matters and resource management. It manages external relations and appoints members to various committees to carry out its functions. Additionally, the university operates through 12 directorates, providing essential

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support functions. These include Academic Planning and Quality Assurance, Finance, Information and Communication Technology Services, Internal Audit, Procurement, Physical Development and Estate Management, Research, Innovation and Consultancy, and University Health Services, all managed by dedicated administrators.

The university's vision is to attain global recognition as a leading institution, while its mission is to deliver quality education through comprehensive, liberal, and professional programs that foster creativity, innovation, and moral responsibility among students.

**Population**

The research problem directly impacted the target population, defined as the subset of individuals, groups, institutions, or events under investigation (Sekaran, 2003). Amrhein, Trafimow, and Greenland (2019) further elucidate that the population encompasses individuals meeting specific criteria deemed pertinent by the researcher. According to Saunders, Thornhill, and Lewis (2007), the population represents the entire set of cases from which a sample is derived, while Leedy and Ormrod (2010) and Robson (2002) emphasise that the population comprises the target group from which information is sought to draw conclusions.

In this study, the population consisted of all permanent employees at the University of Cape Coast, totaling approximately 969 individuals according to data from the Division of Human Resource (University of Cape Coast, 2020). Specifically, the focus was on administrators within the university, as they were deemed most affected by political dynamics and their ramifications on work life

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balance and employee performance. The decision to select administrators stemmed from the observation that the university's core activities revolve around teaching and learning, leading to a predominant focus on senior staff members in terms of engagement, welfare, and welbeing. Consequently, other employees may receive comparatively less attention, leading to potential disparities in allocations. Thus, administrators were deemed suitable for this study due to their relevance to the research focus and their firsthand experience with organisational dynamics.

**Sample Size and Sampling Procedure**

Sampling is a statistical method used to obtain a representative subset of a larger population in order to gather information or data (Babbie, 2007). It involves selecting a predetermined number of observations from a larger group for analysis. Sampling encompasses the act, process, or technique of choosing a suitable sample that accurately represents the characteristics of the entire population (Strouse, Donovan & Fatima, 2019; Malhotra & Birks, 2007; Bassey, 1995). Since studying every member of a population is often impractical, sampling becomes essential for research (Bryman, 2009).

There are three main types of sampling techniques: non-probability sampling, probability sampling, and mixed methods sampling. Non-probability sampling involves selecting members of the population without providing every individual with an equal chance of being chosen (Buchanan and Bryman, 2009). Examples include convenience sampling, quota sampling, network sampling, and purposive sampling.

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Probability sampling, on the other hand, ensures that each element of the population has an equal chance of being selected for the sample (Cavana, Delahaye, & Sekaran, 2001). This technique aims to increase the likelihood of selecting members that accurately represent the entire population. Methods include simple random, stratified, cluster, or multi-stage sampling.

Mixed sampling, as described by Wurtz (2015), combines elements of both non-probability and probability sampling techniques at different stages of research.

In this study, the simple random sampling technique was employed to select respondents from the sampling frame. The Krejcie and Morgan (1970) sample determination table guided the determination of the sample size, with 269 administrative staff considered suitable for the study. Using unique identification numbers assigned to each element in the sampling frame, respondents were randomly selected through a lottery method, ensuring an equal chance of selection for each individual (Lohr, 2019; Mohammed et al., 2019; Sharma, Hickman & Nassir, 2019). This approach supports the parametric analysis of primary data and ensures fairness in selection (Kim & Wang, 2019; Kadilar & Cingi, 2006; Vijayalakshmi & Sivapragasam, 2019).

**Data Collection Instrument**

The primary instrument used for data collection was a survey questionnaire, a formalized set of questions designed to gather information from respondents (Singer & Couper & Peterson, 2017; Malhotra & Birks, 2007). Closed-ended questions were utilized, requiring respondents to choose from a set of predetermined responses independently.

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The questionnaire items were constructed using a 7-point Likert scale, allowing respondents to indicate their level of agreement with statements or questions (Leedy & Ormrod, 2010). This scale, commonly used to measure attitudes or opinions, facilitated the evaluation of behaviors and phenomena of interest to the researcher. The questionnaire consisted of three sections aligned with the study's specific objectives.

Section A focused on gathering demographic data from respondents, while Sections B and C addressed work-life balance and employee performance, respectively. The items in these sections were adapted from validated instruments and tailored to the context of the University of Cape Coast, ensuring relevance and reliability.

**Reliability and Validity**

Validity in research refers to the extent to which instruments, such as questionnaires or interview schedules, accurately measure what they intend to assess (Bowling, 2009). It reflects how well an instrument aligns with the study objectives. To ensure the validity and accuracy of the questionnaire used in this research, various methods were employed.

Firstly, the questionnaire underwent a thorough examination by the researcher prior to distribution to senior staff members of the University of Cape Coast. Additionally, peer reviews played a significant role in validating the questionnaire's content.

Content validity was reinforced by subjecting the questionnaire to review by experts in the field before its dissemination to participants. Their insights and

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suggestions were carefully considered in determining the inclusion or exclusion of specific questions in the survey. Adjustments were made to the questionnaire's content to enhance clarity and relevance.

To assess reliability, Cronbach's coefficient alpha (α) was employed in this study. Cronbach's alpha value ranges from 0 to 1, with higher values indicating greater reliability. The study ensured that all variables met the minimum threshold for reliability, as depicted in Table 1.

**Table 1: Cronbach Alpha values for the variables**

| Variable | Items Retained | Cronbach's Alpha |
|---|---|---|
| Flexible Work Arrangements | 5 | 0.837 |
| Leave Arrangements | 5 | 0.782 |
| Dependent Care Assistance | 5 | 0.718 |
| Wellness and Personal Development | 5 | 0.773 |
| Employee Performance | 10 | 0.817 |

Source: Field survey (2023)

Table 1 displays the Cronbach's alpha values for each variable. The data indicate that all Cronbach's alpha values were either equal to or higher than the minimum threshold of 0.70, indicating strong reliability of the item loadings within the questionnaire. Therefore, it can be inferred that the measures exhibit a satisfactory level of reliability.

**Data Collection Procedure**

Upon reaching out to the Directorate of Human Resources at the University of Cape Coast, the researcher sought permission to proceed with the study. Additionally, an introductory letter from the School of Business and Human Resource Management at the University of Cape Coast was obtained. Academic approval was subsequently requested to conduct the research. Participants were assured that the research was solely for academic purposes, and confidentiality of their responses would be maintained. Upon distribution of the questionnaire, participants completed it on-site and returned it to the researcher for review of any errors.

**Data Processing and Analysis**

For this study, the statistical tools utilized were IBM SPSS (version 26) and SmartPLS (version 3.3.3) software. Partial least squares structural equation modeling (PLS-SEM) was employed for inferential statistics to address the study's objectives. The selection of these tools was based on their effectiveness in examining the relationships between the variables outlined in this study. Demographic characteristics were reported using percentages, while inferential statistics via PLS were applied to analyze the five objectives. IBM SPSS software facilitated data coding, entry, cleaning, and outlier detection to ensure no missing values existed. Questionnaire items were coded by assigning unique codes to the constructs in the SPSS file. For example, flexible working arrangements (FWA) items were labeled as FWA 1, FWA 2, FWA 3, FWA 4, and FWA 5; leave arrangements (LAR) were labeled as LAR 1, LAR 2, LAR 3, LAR 4, and LAR 5;

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dependent care assistance (DCA) items were labeled as DCA 1, DCA 2, DCA 3, DCA 4, and DCA 5; and wellness and personal development (WPD) items were labeled as WPD 1, WPD 2, WPD 3, WPD 4, and WPD 5. Similarly, Employee Performance (EP) items were labeled as EP 1, EP 2, EP 3, EP 4, EP 5, EP 6, EP 7, and EP 8. After conducting these checks, the SPSS file was saved as a "comma delimited" file to ensure compatibility with SMARTPLS software, which was used to generate the necessary results required to address the study's objectives.

**Partial Least Square - Structural Equation Modelling (PLS-SEM)**

PLS-SEM, a second-generation statistical technique, allows researchers to incorporate latent variables measured indirectly by indicator variables. It has gained popularity in business and social sciences due to its capability to model latent variables, consider different forms of measurement error, and test entire theories, making it valuable for various research questions (Henseler, Hubona & Ray, 2016). PLS-SEM utilizes available data to estimate the relationships of paths in the model, minimizing the residual variance of the endogenous constructs. PLS path models consist of two sets of linear equations: the measurement model (outer model) and the structural model (inner model). The measurement model defines the relations between a construct and its observed indicators (manifest variables), while the structural model specifies the relationships between the study's constructs (Henseler et al., 2016; Hair, Risher, Sarstedt & Ringle, 2019).

According to Hair, Hult, Ringle, and Sarstedt (2017), the first step in evaluating PLS-SEM results involves examining the measurement models. If the measurement models meet all the required criteria, researchers then proceed to

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assess the structural model. Like most statistical methods, PLS-SEM follows rules of thumb that act as guidelines for interpreting model results (Roldán & Sánchez-Franco, 2012; Hair et al., 2017). These rules of thumb provide broad guidance on interpreting results, but their applicability can vary depending on the context.

**Measurement Model Assessment**

The initial step in evaluating the reflective measurement model involves scrutinizing the indicator loadings. Loadings exceeding 0.708 are recommended, as they signify that the construct explains over 50% of the indicator's variance, ensuring acceptable item reliability. Consequently, indicators with loadings below the 0.708 threshold were eliminated from the model unless retaining them did not compromise the overall reliability of the constructs.

The second step entails assessing internal consistency reliability, typically using Jöreskog's (1971) composite reliability. Higher values generally indicate greater reliability. For instance, reliability values ranging from 0.60 to 0.70 are considered "acceptable in exploratory research," while values from 0.70 to 0.90 are deemed "satisfactory to good" (Hair et al., 2017). Cronbach's alpha serves as another measure of internal consistency reliability, with similar thresholds, albeit producing lower values than composite reliability. Unlike composite reliability, Cronbach's alpha does not weight the items, resulting in lower reliability estimates. However, Dijkstra and Henseler (2015) proposed rho_A as an alternative measure, typically lying between Cronbach's alpha and composite reliability, offering a balanced compromise between the two extremes. In this study, all measures of internal consistency surpassed the satisfactory criterion of 0.70, ensuring reliability.

The third step involves assessing the convergent validity of each construct measure. Convergent validity gauges the extent to which the construct explains the variance of its items. The average variance extracted (AVE) for all items on each construct serves as the metric for evaluating convergent validity. An AVE of 0.50 or higher indicates that the construct explains at least 50% of the variance of its items.

The fourth step is to evaluate discriminant validity, which determines the extent to which a construct is distinct from others in the structural model. Traditionally, Fornell and Larcker (1981) proposed comparing each construct's AVE with the squared inter-construct correlation. However, recent research suggests that this metric may not be suitable for discriminant validity assessment. Instead, the heterotrait-monotrait (HTMT) ratio of correlations has been proposed as a replacement. Discriminant validity issues arise when HTMT values are high, with a rule of thumb suggesting a ratio of less than 0.85 to indicate no discriminant validity problems.

**Structural Model Assessment**

Once the measurement model assessment proves satisfactory, the subsequent step in evaluating PLS-SEM results involves scrutinizing the structural model. According to Hair et al. (2019), essential standard evaluation criteria include the coefficient of determination (R2), Q2 (a "blindfolding-based cross-validated redundancy measure"), effect size (f2), and the statistical significance and relevance of the path coefficients. As stated by Hair et al. (2019), "an R2 measures the variance explained in each of the endogenous constructs and is therefore a measure

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of the model's explanatory power. As an acceptable rule, R2 of 0.25, 0.5 and 0.75 is considered as weak, moderate and substantial respectively." Additionally, "a predictive relevance (Q2) of 0.02, 0.15 and 0.35 is considered as small, medium and large respectively." Moreover, "effect size (f2) of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively." Finally, a significance level of 5% or less or a t-statistic of 1.96 or higher is deemed appropriate for a structural model.

**Ethical Consideration**

According to Awases (2006), ethics is primarily concerned with morality, addressing issues of right and wrong within groups, societies, or communities. Therefore, it is crucial for all researchers to be mindful of ethical concerns (Rubin & Babbie, 2016). The researchers will make every effort to avoid potential violations of ethical principles. Edginton et al. (2012) have outlined the fundamental ethical considerations for research, which include ensuring that respondents are fully informed about the aims, methods, and benefits of the research, obtaining voluntary consent, respecting the right of withdrawal, and guaranteeing confidentiality. Bless, Higson-Smith, and Kagee (2000) specify the main rules of data collection as (a) voluntary participation, (b) the right to privacy, (c) freedom, (d) anonymity, and (e) confidentiality. All these ethical guidelines have been adhered to in this research study.

An introductory letter was acquired from the Department of Management, College of Humanities and Legal Studies at the University of Cape Coast to introduce the researcher to the institution. Permission was sought from the institution's management to gather data from the sampled staff, and employees'

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consent was obtained through the management. Research is expected to be unbiased, scientifically rigorous, and reported honestly, thoroughly, and comprehensively (Malhotra & Birks, 2007). Therefore, potential respondents were informed about the research's purpose and objectives, encouraged to express their views objectively, and assured that they had the freedom to choose whether to participate. They were also informed of their right to withdraw consent at any time without facing adverse consequences.

Anonymity and confidentiality were guaranteed, and the researcher ensured that participants were not subjected to harm or mental stress. This research and its associated methodology adhere to all these ethical considerations. An organisational entry protocol was followed before data collection commenced. Individual staff members were informed of the purpose of the research and the potential benefits the institution could derive from its successful completion.

**Chapter Summary**

This chapter outlines the methods utilized to accomplish the objectives of the study. It elucidates the chosen study design and provides rationale for its selection by the researcher. Additionally, the chapter discusses the population and sample size, along with the sampling techniques employed. In terms of analysis, the chapter focuses on data collection methods and the instruments utilized. Moreover, it provides insights into data analysis procedures and adherence to ethical principles. The subsequent chapter, Chapter Four, will present the findings derived from the collected and analyzed data.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## Introduction

This study aimed to explore the impact of work-life balance on the performance of administrative staff at the University of Cape Coast, considering factors such as gender, age, and years of experience. To address this primary research objective, specific goals were formulated. Aligned with these objectives and the research methodology, this chapter presents the findings and discussions that correspond to the specific aims outlined in Chapter One. The initial section offers an overview of the respondents' profiles. Subsequently, the chapter delves into the results of descriptive and inferential (correlation) statistics, aligning with the study's specific objectives.

## Response Rate

In this study, the population size was two hundred and sixty-nine (269) employees. This means that a total of 269 questionnaires were issued from which 218 were filled and returned which represents a response rate of 81.04%. This means 51 (approximately 18.96%) was not returned as it can be seen in Table 2.

**Table 2: Response Rate**

| Questionnaire | Count | Percentage (%) |
|---|---|---|
| Returned | 218 | 81.04 |
| Non-Returned | 51 | 18.96 |
| **Total** | **269** | **100** |

Source: Field survey (2023)

The return rate of 81.04% was deemed satisfactory, aligning with the guidelines proposed by Mugenda and Mugenda (2008), who suggested that a response rate of 50% is sufficient for analysis and reporting, with rates of 60% considered good and 70% or higher deemed excellent. The notable response rate was attributed to the researcher's established connections in the study area, which facilitated the data collection process. Additionally, the researcher personally administered the questionnaires and diligently followed up with numerous calls to address queries, aiming to further enhance the already high response rate.

**Descriptive Results for Socio-Demographic Characteristics**

To grasp the demographic profile of the participants, the study found it appropriate to gather demographic information. This information encompassed gender, age, educational level, job ranks, and years of service in the organisation. Table 3 illustrates the demographic statistics, including frequencies and percentages, pertaining to the gender distribution among the respondents. The obtained results regarding the socio-demographic attributes of the participants are summarized in Table 3.

**Table 3: Demographic Characteristics for Respondents**

| Background characteristics | Frequency | Percentage |
|---|---|---|
| **Sex** | | |
| Male | 135 | 61.93 |
| Female | 83 | 38.07 |
| Total | 218 | 100 |
| **Age** | | |

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| | | |
|---|---|---|
| Below 30 years | 87 | 39.91 |
| 31-40 | 66 | 30.28 |
| 41-50 | 52 | 23.85 |
| 51 years and above | 13 | 5.96 |
| Total | 218 | 100 |
| **Level of Education** | | |
| Diploma | 52 | 23.85 |
| 1st Degree | 114 | 52.29 |
| 2nd Degree | 37 | 16.97 |
| Professional certificate | 15 | 6.88 |
| Total | 218 | 100 |
| **Positions of the officers in service** | | |
| Senior staff | 140 | 64.22 |
| Junior staff | 78 | 35.78 |
| Total | 218 | 100 |
| **Work Experience** | | |
| 1-5 years | 34 | 15.60 |
| 6-10 years | 85 | 38.99 |
| 11-15 years | 71 | 32.57 |
| 16 and above | 28 | 12.84 |
| Total | 218 | 100 |

Source: Field survey (2023)

Table 3 provides a clear depiction of the gender distribution among the survey participants, showing a higher representation of males compared to females. Specifically, 61.93% of the respondents were male, while 38.07% were female. This suggests a predominant presence of male administrative staff in the institution, reflecting the gender disparities commonly observed in the Ghanaian workforce. Despite females constituting over half of the population, their participation in the labor force tends to be lower, as indicated in the Annual Report of Ghana Statistical Service (2021), where female labor force participation rates remain below those of males. Furthermore, women often experience higher unemployment rates and lower rates of wage employment compared to men.

Regarding age distribution, a significant proportion of respondents (39.91%) were below 30 years old, indicating a substantial presence of younger employees in administrative roles at the university. Additionally, 30.28% fell within the 31 to 40 age bracket, suggesting a considerable number of employees in their prime working years, signifying potential for future development within the institution. Meanwhile, only a small percentage (5.96%) belonged to the 51 and above age group, indicating a relatively low number of mature employees nearing retirement.

In terms of educational qualifications, the majority of respondents held first-degree qualifications (52.29%), followed by diploma holders (23.85%) and individuals with second-degree qualifications (16.97%). A smaller percentage (6.88%) possessed professional certificates, highlighting the emphasis the

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University of Cape Coast places on education, with most employees being well-educated.

Furthermore, the majority of respondents (64.22%) occupied junior officers' positions, while 35.78% held senior worker positions, indicating that a larger proportion of administrative staff are in junior roles within the institution. Regarding tenure, the highest number of respondents (38.99%) had worked for 6 to 10 years, followed by 32.57% who had been with the university for 11 to 15 years. Additionally, 15.60% had tenure of 1 to 5 years, while 12.84% had worked for more than 16 years.

**Findings of the Research Objectives**

In this section, the findings and analysis are structured around the four main objectives of the study, employing both descriptive and inferential statistics for data analysis. As outlined in the methodology, the research design is descriptive and utilizes a quantitative approach. The presentation of results and analysis is organized in accordance with the study's objectives.

**Research Objective one: To examine the effect of Work Life Balance on Employee Performance among administrative staff at the University of Cape Coast**

This section aimed to investigate the initial objective of the study: assessing the impact of Work Life Balance on Employee Performance among administrative staff at the University of Cape Coast. The analysis of this objective was predicated on meeting the predetermined criteria in both the measurement and structural models. The evaluation process began with an assessment of the measurement

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model, focusing on indicator loadings (IL), internal consistency (IC), convergent validity (CV), and discriminant validity (DV). Subsequently, the structural model was examined, considering the coefficient of determination (R2), significance (p), predictive relevance (Q2), and effect size (f2), as depicted in the forthcoming figure and tables.

**Measurement Model**

The measurement model comprising indicator loadings (IL), internal consistency, convergent validity (CV), and discriminant validity (DV) was first evaluated.

**Indicator Loadings**

Commencing with the indicator acceptability on the Constructs, the results on Figure 2 revealed that loadings were well within the recommended criteria of 0.60 and above.

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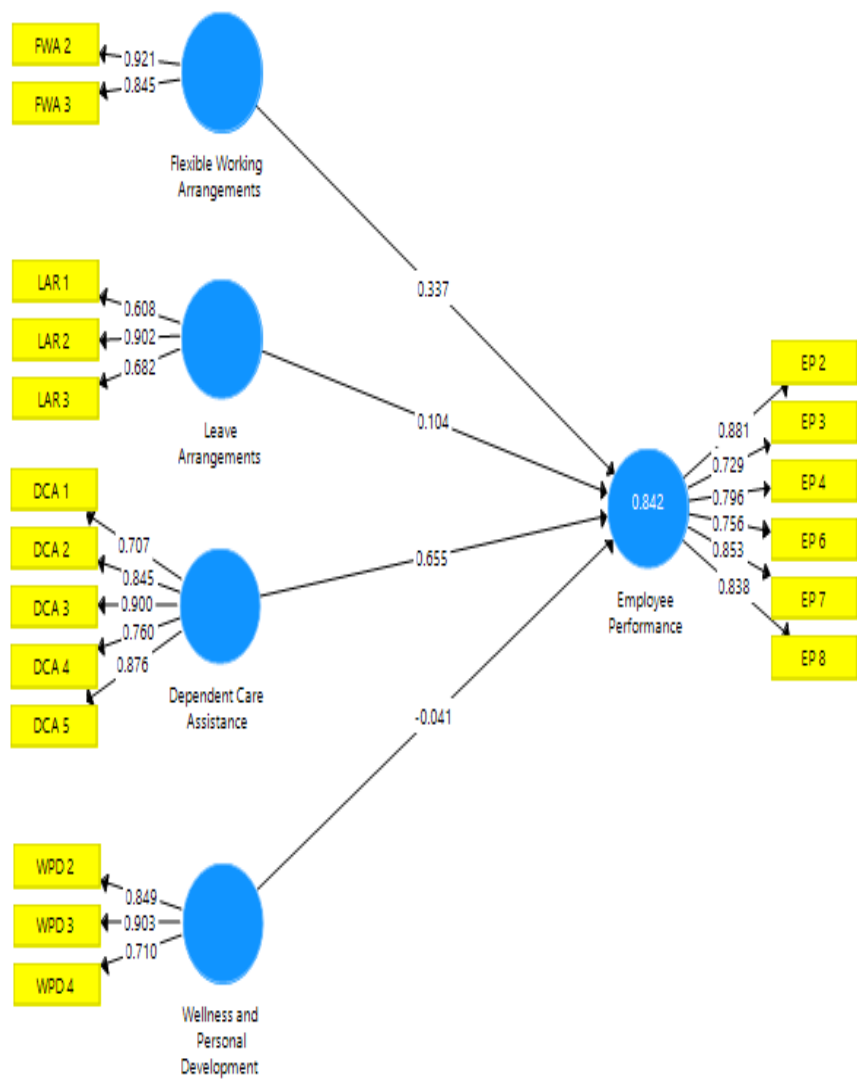
*Figure 2*: Indicator Loadings

 Source: Field Data (2023)

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According to Figure 2, the loadings for Flexible Working Arrangements (FWA) ranged from 0.845 to 0.921, for Leave Arrangements (LAR) from 0.682 to 0.902, for Dependent Care Assistance (DCA) from 0.760 to 0.900, and for Employee Performance (EP) from 0.729 to 0.881. Following the guideline proposed by Hair et al. (2017), the indicators depicted in the figure were retained. However, items such as FWA 1, FWA 4, FWA 5, LAR 4, LAR 5, WPD 1, WPD 5, EP 1, and EP 5 were removed from the model as they either failed to meet the required threshold or adversely impacted the overall reliability.

**Internal Consistency Reliability, Convergent Validity and Discriminant Validity**

The evaluation of internal consistency reliability for the constructs utilized Cronbach's alpha (CA), rho_A, and composite reliability (CR), while convergent validity was assessed through the average variance extracted (AVE). Discriminant validity, which gauges the extent to which constructs or variables are distinct from one another, was evaluated using the Heterotrait-Monotrait Ratio (HTMT). Table 4 presents a summary of the findings derived from the PLS output.

**Table 4: Validity and Reliability**

|      | CA    | rho_A | CR    | AVE   |
|------|-------|-------|-------|-------|
| EP   | 0.895 | 0.898 | 0.920 | 0.657 |
| FWA  | 0.726 | 0.777 | 0.877 | 0.781 |
| LAR  | 0.712 | 0.702 | 0.781 | 0.550 |
| DCA  | 0.877 | 0.887 | 0.911 | 0.674 |
| WPD  | 0.768 | 0.814 | 0.863 | 0.680 |

*Notes*: OP = Organisational Performance; CG = Corporate Governance; CA = Cronbach's Alpha; CR = Composite Reliability; CV = Convergent Validity; AVE = Average Variance Extracted.

Source: Field survey (2023)

**Assessing convergent validity**

Convergent validity, gauged through the average variance extracted (AVE), measures the degree to which a measure correlates positively with alternative measures of the same construct (Hair et al., 2017). An AVE value of 0.50 or higher signifies that, on average, the construct elucidates more than half of the variance of its indicators. Conversely, an AVE below 0.50 suggests that, on average, a greater portion of the variance remains in the error of the items rather than being explained by the construct. The findings in Table 4 reveal that all constructs exhibit an AVE exceeding 0.5. This indicates that the constructs within this model can elucidate more than half of the variance in their indicators. Discriminant validity was also evaluated as part of the measurement model assessment.

**Assessing discriminant validity**

Establishing discriminant validity implies ensuring that each construct within the model captures distinct phenomena not represented by other constructs (MacKinnon, 2008). In this study, both the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT) were employed to confirm discriminant validity. The Fornell-Larcker criterion juxtaposes the square root of the Average Variance Extracted (AVE) values against the latent variable correlations (Fornell & Larcker, 1981). Specifically, the square root of each construct's AVE should

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surpass its highest correlation with any other construct (Hair et al., 2013). As shown in Table 5, the square root of each variable significantly exceeds its correlations with other constructs in the study. This indicates that each construct captures unique aspects, ensuring that no two constructs encapsulate the same phenomenon.

**Table 5: Fornell-Lacker criterion**

|       | EP    | FWA    | LAR   | DCA   | WPD   |
|-------|-------|--------|-------|-------|-------|
| EP    | **0.811** |        |       |       |       |
| FWA   | 0.775 | **0.818** |       |       |       |
| LAR   | 0.070 | -0.048 | **0.741** |       |       |
| DCA   | 0.682 | 0.681  | 0.009 | **0.721** |       |
| WPD   | 0.096 | 0.086  | 0.596 | 0.076 | **0.725** |

*Bold values are the square root of each construct's AVE which is higher than their correlation with other constructs.*

Source: Field survey (2023)

The Fornell-Larcker criterion's performance diminishes significantly, particularly when the indicator loadings of the constructs being examined exhibit minimal variation (e.g., all indicator loadings fall within the range of 0.60 to 0.80), as observed with flexible working arrangements in this case. Even when there is stronger variation in indicator loadings, the Fornell-Larcker criterion still struggles to effectively identify issues with discriminant validity, offering a rather inadequate assessment of overall discriminant validity (Voorhees, Brady, Calantone, & Ramirez, 2016). To address this limitation, Henseler, Ringle, and Sarstedt (2015) suggest evaluating the Heterotrait Monotrait ratio (HTMT) of correlations.

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According to Henseler et al., a latent construct demonstrates discriminant validity when its HTMT ratio falls below 0.850. As shown in Table 6, the presented results exhibit HTMT values well below 0.850.

**Table 6: Heterotrait - Monotrait Ratio (HTMT)**

|     | EP | FWA | LAR | DCA | WPD |
|-----|-----|-----|-----|-----|-----|
| EP  |     |     |     |     |     |
| FWA | 0.615 |     |     |     |     |
| LAR | 0.088 | 0.104 |     |     |     |
| DCA | 0.182 | 0.684 | 0.062 |     |     |
| WPD | 0.127 | 0.106 | 0.396 | 0.103 |     |

Source: Field survey (2023)

**Structural Model**

The subsequent table assessed the structural model, providing insights into the study's objective. Specifically, the structural model facilitated the researcher in drawing conclusions regarding the impact of work-life balance on employee performance among administrators at the University of Cape Coast, Ghana. Table 7 presents the outcomes of the coefficients (R), R2, significance (P), Q2, and f2.

**Table 7: Structural model results for objective one**

|     | Beta (R) | T Statistics | $R^2$ | Adjusted $R^2$ | $Q^2$ | P-Value | $f^2$ |
|-----|-----|-----|-----|-----|-----|-----|-----|
| EP  |     |     | 0.842 | 0.835 | 0.438 |     |     |
| FWA | 0.337 | 5.284 |     |     |     | 0.000 | 0.379 |
| LAR | 0.104 | 5.647 |     |     |     | 0.010 | 0.045 |

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| | | | | | |
|---|---|---|---|---|---|
| DCA | 0.655 | 10.218 | | 0.000 | 0.487 |
| WPD | -0.041 | 4.880 | | 0.004 | 0.057 |

*Notes*: $R^2$ of 0.25, 0.5 and 0.75 is considered as weak, moderate and substantial respectively; $Q^2$ of 0.02, 0.15 and 0.35 is considered as small, medium and large respectively; $f^2$ of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively

Source: Field survey (2023)

The first hypothesis was formulated to determine whether there is a relationship between flexible working arrangements and employee performance. The formulated hypothesis thus reads:

*$H_1$: There is a significant positive effect of flexible working arrangements on employee performance*

Based on the path analysis conducted, the results of the PLS-SEM revealed a significant positive correlation between flexible working arrangements and employees' performance ($\beta = 0.337$, $p<0.05$; see Table 7, Figure 2). This finding aligns with the hypothesized direction of the relationship, thereby supporting the notion that flexible working arrangements are associated with employees' performance. Research by Subramaniam, Overton, and Maniam (2015) has highlighted the increasing popularity of flexible working arrangements, marking a departure from traditional 9-to-5 work patterns. This shift is driven by the recognition that granting employees greater autonomy and fostering work-life balance can enhance their performance. Flexible working arrangements have emerged as a significant contributor to positive employee performance. By

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affording employees control over their work schedules and environments, organisations promote healthier work-life balances, leading to enhanced productivity, job satisfaction, and overall well-being (Kulak & Tüzüner, 2020).

Embracing flexible working arrangements not only benefits individual employees but also contributes to organisational success by cultivating a motivated and contented workforce (Bolino, Kelemen & Matthews, 2021). As the modern workplace continues to evolve, flexible working arrangements are poised to become integral to organisational strategies aimed at maximizing employee performance and satisfaction.

The second hypothesis was formulated to determine whether there is a relationship between leave arrangements and employees' performance

*$H_2$: There is a significant positive effect of leave arrangements on employee performance*

According to the path analysis results, the PLS-SEM indicated that leave arrangements significantly and positively influenced employees' performance ($\beta =$ 0.104, p<0.05; see Table 7, Figure 2). This finding is consistent with the hypothesis, affirming the positive impact of leave arrangements on employees' performance. Consequently, the second hypothesis of the study is supported. Leave arrangements are instrumental in shaping the work environment and enhancing employee well-being. Offering adequate leave benefits and promoting a culture of taking time off when needed has been shown to positively affect employees' performance (Adnan Bataineh, 2019).

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Leave arrangements play a crucial role in fostering work-life balance, supporting mental health, and reducing presenteeism. Organisations that prioritize leave arrangements create an environment where employees can thrive and perform at their best (Giovanis, 2018). Employees who feel encouraged to take leave when necessary are more likely to be engaged, satisfied, and productive. This, in turn, contributes to the overall success and growth of the organisation. Recognizing the importance of leave arrangements and implementing supportive policies fosters a culture of well-being, leading to improved performance and a healthier work environment.

The third hypothesis of this study sought to test the effect of altruistic leadership behaviour on the innovative work behaviour within Ghanaian metropolitan assemblies. The hypothesis was stated that;

*$H_3$: There is a significant positive effect of dependent care assistance on employee performance*

According to the results of the PLS-SEM analysis, it was found that dependent care assistance had a significantly positive impact on employees' performance ($\beta = 0.655$, $p<0.05$; see Table 7, Figure 2). This outcome aligns with the hypothesis positing a positive association between dependent care assistance and employee performance. In today's workforce, dependent care assistance programs have gained prominence due to the challenge's employees face in balancing work and caregiving responsibilities. This study delves into how providing dependent care assistance can profoundly benefit employees by

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enhancing their productivity, job satisfaction, and overall well-being while alleviating stress levels and facilitating better work-life integration.

Dependent care assistance initiatives play a crucial role in fostering a supportive work environment where employees can thrive both personally and professionally. By promoting work-life integration, reducing stress, and boosting productivity and engagement, dependent care assistance programs contribute to talent retention and attraction, ultimately leading to organisational success and growth. Recognizing the significance of these programs not only enhances employees' lives and familial relationships but also bolsters organisational performance by fostering a culture of care and support. Investing in dependent care assistance programs thus yields a more fulfilled and productive workforce, benefiting both employees and organisations alike.

The fourth hypothesis of this study sought to test the effect wellness and personal development on employees' performance. The hypothesis was stated that;

*H4: There is a significant positive effect of wellness and personal development on employee performance*

The study examined the relationship between wellness and personal development and employees' performance. The results, depicted in Figure 2 and Table 7, revealed a path coefficient of -0.041 with a p-value of 0.04. This path coefficient aligned with the hypothesized direction, thus supporting the notion that wellness and personal development are associated with employees' performance. In contemporary workplaces, there is increasing recognition of the significance of wellness programs and personal development initiatives in enhancing employee

performance. This article delves into how investing in wellness programs and personal development opportunities can yield substantial positive outcomes for employees, including heightened productivity, job satisfaction, engagement, and overall well-being.

Wellness and personal development initiatives play a pivotal role in fostering physical and mental well-being, job satisfaction, and continuous learning and growth, ultimately creating an environment conducive to employee success. The educational sector, in particular, may benefit significantly from such initiatives. The assessment of indicator reliability underscored the reliability of the work-life balance dimension, indicating that the University of Cape Coast demonstrates a commitment to implementing effective work-life balance policies. A summary of the findings pertaining to objective one is provided in Table 8.

**Table 8: Summary of Objective One**

| Hypothesis | Beta | t-value | Decision |
|------------|------|---------|----------|
| FWA-EP | 0.337 | 5.284 | **Supported** |
| LAR-EP | 0.104 | 5.647 | **Supported** |
| DCA-EP | 0.655 | 10.218 | **Supported** |
| WPD-EP | -0.041 | 4.880 | **Supported** |

Source: Field Survey (2023)

The four hypotheses stated as part of the first objective were all supported because their p-value was <0.05. The results, however, show that, dependent care assistance had the highest significant effect on employee performance due to the magnitude of its path coefficient (0.655), this was followed by flexible working

arrangements (0.337), leave arrangements (0.104) and wellness and personal development (-0.041). It should be noted that dependent care assistance has a higher effect on employees' performance among administrative staff at the University of Cape Coast.

**Research Objective Two: To examine the gender differences on work life balance on employee performance among administrative staff at the University of Cape Coast**

The second research objective sought to examine the gender differences on employee performance among administrative staff at the University of Cape Coast.

**Table 9: Group Statistics**

|  | Sex | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Work-life balance | Male | 135 | 3.9185 | .63860 | .04482 |
|  | Female | 83 | 3.9209 | .60712 | .06164 |

Source: Field survey (2023)

To address this objective, an independent sample t-test was conducted using SPSS version 26.0, as it allows for testing differences between independent variables. The group statistics revealed that female staff at the University of Cape Coast exhibited a slightly higher level of work-life balance compared to male staff, based on the mean score thresholds (For females: M=3.9209; SD=0.60712; For males: M=3.9185; SD=0.63860). However, it is important to note that this

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difference did not reach statistical significance, as determined by the results of the Independent Sample T-test.

**Table 10: Independent Sample**

| | | Levene's Test for equality of variances | | | | |
|---|---|---|---|---|---|---|
| | | F | Sig. | T | p-value | MD |
| Work-life balance | Equal variances assumed | 1.1521 | 0.219 | 5.031 | 0.004 | 0.0243 |
| | Equal variances assumed | | | 4.032 | 0.004 | 0.0243 |

Source: Field survey (2023)

Since the findings did not violate the Levene's Test for Equality of Variances (p<0.05), the interpretation of the Independent Sample T-Test assumed of equal variances. It was revealed that there existed a statistically significant difference in work-life balance between female and male administrative staff at the University of Cape Coast (MD=0.00243; p=0.004: p<0.05). This finding supports the hypothesis suggesting significant gender differences in work-life balance, indicating that male and female staff at the University of Cape Coast encounter distinct work-life balance challenges.

This finding aligns with previous research indicating that female workers often encounter more work-life balance challenges compared to their male counterparts (Asadullah & Fernandez, 2008; Beham, Drobnič, Präg, Baierl & Eckner, 2019; Doble & Supriya, 2010; Aziz & Cunningham, 2008; Mordi et al, 2010). However, there are also studies (Aziz & Chang, 2013; Bee, Baskar &

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Vimala, 2013; Madipelli, Sarma & Chinnappaiah, 2013; Pandu, Balu & Poorani, 2013; Sujata & Singh, 2011; Wattis, Standing & Yerkes, 2013) suggesting that gender bias in work-life balance may be examined predominantly from the female perspective. Conversely, other research (Walker, Wang & Redmond, 2008; Warrier, 2013) has found no evidence of gender bias in work-life balance.

*H₆: There is a significant gender differences on employee performance*

**Table 11: Path Coefficients**

|  | Path Coefficients diff (Gender Male - Gender female) | p-Value new (Gender Male vs Gender female) |
|---|---|---|
| Work life balance -> Employee performance | 0.062 | 0.471 |

Source: Field survey (2023)

The study aimed to examine whether there exists a significant difference in employee performance between male and female administrative staff at the University of Cape Coast, analyzed through multi-group analysis. It was found that while male staff may have a slightly higher potential for performance improvement compared to female staff, this disparity is not statistically significant. Consequently, utilizing this outcome as a basis for gender-specific human resource policies may not yield the desired outcomes. Therefore, it suggests that the performance levels of male and female workers at the University of Cape Coast are equivalent, warranting equitable treatment regarding work-life balance issues within the institution.

Consequently, the study refutes the directional hypothesis proposing significant gender differences in the employee performance of administrative staff

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at the University of Cape Coast. This finding is consistent with previous research that found no disparities in employee performance between female and male workers (Gupta & Hyde, 2013; Hasan & Teng, 2017; Oshagbemi, 2000; Spencer et al., 2016), thus supporting such assertions. However, it contradicts the conclusions drawn by some earlier empirical studies (Burke, 2002; Fatima et al., 2015; Kifle & HailemariamDesta, 2012; Okpara, Squillace & Erondu, 2005), which suggested that female workers were less satisfied with their jobs than male workers in universities.

**Research Objective Three: To examine the role of gender in the influence of work life balance on employee performance among administrative staff at the University of Cape Coast**

The third research objective sought to examine the moderating role of gender in the influence of work life balance on employee performance among administrative staff at the University of Cape Coast.

*$H_5$: To assess the effect of gender in moderating the relationship between work life balance and employee performance*

**Table 12: Coefficients**

|  | Beta | T Statistics | P Values | Decision |
|---|---|---|---|---|
| Gender (1) -> Employee performance | -0.054 | 1.109 | 0.000 | **Supported** |
| FWA->Gender ->EP | -0.018 | 0.409 | 0.017 | Not Supported |
| LAR->Gender ->EP | 0.218 | 3.892 | 0.005 | **Supported** |
| DCA->Gender ->EP | 0.411 | 5.441 | 0.000 | **Supported** |

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| | | | | |
|---|---|---|---|---|
| WPD->Gender ->EP | 0.227 | 0.337 | 0.117 | Not Supported |
| Work life balance -> Employee performance | 0.473 | 10.779 | 0.000 | **Supported** |

Source: Field survey (2023)

The findings from the research indicate that work-life balance significantly predicts employee performance among the respondents (Beta = 0.473, p = 0.000, p < 0.05), even after considering other factors within the model. This suggests that a one-unit increase in work-life balance corresponds to a 0.473 increase in employee performance. Conversely, a decrease in work-life balance leads to a 0.473 decrease in the performance of administrative employees at the University of Cape Coast.

Furthermore, the study revealed that leave arrangements (LAR) and dependent care assistance (DCA) were the dimensions of work-life balance significantly influenced by gender differences. Specifically, leave arrangements (LAR) exhibited a significant effect (Beta = 0.218, p = 0.005, p < 0.05), while dependent care assistance (DCA) demonstrated a significant influence (Beta = 0.411, p = 0.000, p < 0.05). These findings shed light on how male and female staff react differently to various work-life balance policies implemented within the University of Cape Coast, particularly regarding leave arrangements and dependent care assistance.

However, gender was identified as a negligible and non-significant predictor of employee performance when considering its interaction effect. This finding contradicts several prior empirical studies that have established a relationship between gender and employee performance (Kim, 2005). The

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regression model predicted the association between work-life balance and employee performance as follows: Employee performance = 0.473 * work-life balance. This equation emphasises the strong predictive power of work-life balance on employee performance, while acknowledging that gender does have an influence on employee performance, particularly concerning leave arrangements (LAR) and dependent care assistance (DCA) among administrative staff at the University of Cape Coast.

These results provide valuable insights for organisations and policymakers, highlighting the importance of prioritizing work-life balance initiatives to enhance employee performance. By recognizing and addressing the factors contributing to work-life balance, employers can assist their employees in achieving a healthy balance between work and personal life, ultimately leading to improved performance outcomes.

**Table 13: F-Square and Q-Square**

|  | Employee Performance | |
| --- | --- | --- |
|  | $F_2$ | $Q_2$ |
| Gender | 0.004 | |
| FWA | 0.028 | 0.139 |
| LAR | 0.089 | |
| DCA | 0.218 | |
| WPD | 0.100 | |
| Work life balance | 0.284 | |

Source: Field survey (2023)

Based on the established thresholds, it can be inferred that work-life balance moderately predicts the performance of administrative staff at the University of Cape Coast. This indicates that work-life balance is the primary factor contributing

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to a weak yet statistically significant enhancement in performance among administrative staff, even when considering the influence of gender and its moderating effect within the same model. Consequently, it is prudent for the management of the University of Cape Coast to devise gender-specific work-life balance and employee performance policies and practices.

The impact of gender on the relationship between work-life balance and employee performance is a critical consideration for promoting equitable treatment and optimizing performance among administrative personnel at the University of Cape Coast. It is important to emphasise that gender does not alter the direction or strength of this relationship, necessitating the avoidance of any gender-based preferential treatment.

While numerous empirical studies have indicated that employee performance remains largely unaffected by gender (Watanabe, 2010), it is noteworthy that some findings contradict this notion, illustrating that gender does moderate the association between employee performance and work-life balance (Haar, Russo, Suñe & Ollier-Malaterre, 2014). Further investigation is warranted to fully understand the extent to which gender influences this relationship within the context of administrative employees at the University of Cape Coast.

Regarding the predictive significance of the model, previous studies (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014; Hair et al., 2016) have suggested that a value of 0.139 indicates a modest to medium level of predictive capability for the entire model concerning employee performance. This implies that the model

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possesses some capacity to forecast the performance levels of administrative employees at the University of Cape Coast.

In conclusion, while addressing work-life balance concerns and striving to enhance employee performance among administrative staff at the University of Cape Coast, it is imperative to recognize that gender should not be a determinant of preferential treatment. Although past research has yielded diverse findings regarding the role of gender in the relationship between work-life balance and employee performance, further investigation is essential for a comprehensive understanding. Additionally, the current model demonstrates a modest to medium level of predictive relevance, suggesting that it holds some utility in predicting employee performance among administrative staff at the University of Cape Coast.

**Chapter Summary**

In this chapter, the study's findings were outlined and discussed. Utilizing SPSS version 26.0, data from 218 respondents were analyzed. Both descriptive and inferential statistical techniques were employed to scrutinize the data. The research revealed that there is no significant disparity in work-life balance between male and female administrative staff at the University of Cape Coast. Furthermore, it was determined that work-life balance significantly predicts employee performance among administrative staff at the University of Cape Coast. The subsequent chapter encapsulates a summary of the research, its conclusions, and recommendations.

## CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Introduction

The research aimed to examine how work-life balance influences employee performance among administrative staff at the University of Cape Coast, while also considering the moderating influence of gender. The preceding chapter detailed the outcomes pertaining to the specific research objectives and hypotheses tested. This chapter offers a summary of the findings, conclusions drawn, and recommendations provided regarding the objectives and hypotheses explored in the study.

### Summary of the Study

The primary objective of this study was to explore the impact of work-life balance on employee performance among administrative staff at the University of Cape Coast, while accounting for the moderating influence of gender differences. Specifically, the study aimed to evaluate the work-life balance practices available to administrative staff, investigate the effect of work-life balance on employee performance, and analyze the influence of work-life balance on employee performance, considering the moderating effect of gender.

To address these objectives, three research questions and corresponding hypotheses were formulated. The study involved 218 administrative staff members from the University of Cape Coast, who completed a self-administered questionnaire comprising various items categorized into subscales. Each item was rated on a scale of 1 to 7, representing the least to highest level of agreement,

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respectively, to mitigate common method bias. The questionnaire covered respondent demographics and variables pertinent to the study.

Demographic data were analyzed using descriptive statistics (frequencies and percentages), while the first objective was assessed using similar descriptive statistics. The remaining objectives were analyzed using correlation, regression, and ANOVA techniques in SPSS Version 26.0. Below is a summary of the key findings corresponding to the study's specific objectives.

**Key Findings of the Study**

With respect to the objectives of the study, these were the outcomes of the study.

The initial objective aimed to assess the availability of Work-Life Balance (WLB) practices for administrative staff at the University of Cape Coast. Results revealed that indeed, WLB practices are available for administrative staff. However, compressed workweeks and flexitime were found to be unavailable and unnecessary, suggesting that administrative staff typically work full days totaling approximately 40 hours or more over more than five days. Similarly, telecommuting and part-time work were reported as unavailable and unnecessary due to the nature of administrative duties requiring office presence. On the other hand, on-site childcare, subsidized local childcare, and paid maternity and paternity leave were identified as available resources, which are utilized by administrative staff.

The second objective focused on examining the impact of WLB on the performance of administrative staff at the University of Cape Coast. Findings

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indicated a significant positive association between WLB and employee performance. Variations in employee performance were attributed to WLB, suggesting that it plays a crucial role in determining performance levels. This relationship was robust, indicating that WLB substantially contributes to explaining employee performance, even when considering other factors not captured in the model.

Lastly, the third objective aimed to explore the influence of WLB on employee performance while considering the moderating effect of gender. The study revealed that gender does not moderate the predictive relationship between WLB and employee performance among administrative staff at the University of Cape Coast. Despite a negative and insignificant association between gender and employee performance, WLB remained a significant predictor of performance. Additionally, although female workers reported higher levels of WLB issues, this discrepancy compared to male administrative staff was not statistically significant.

**Conclusions**

The conclusions are drawn based on the findings of the study;

Based on the findings pertaining to the first objective, it can be concluded that there are indeed work-life balance practices available for administrative staff at the University of Cape Coast. Notably, the study highlighted that flexible working hours are not common among administrative staff, with most employees working full days totaling approximately 40 hours or more across more than five days. Additionally, the flexibility to work remotely or engage in part-time work was found to be limited within the university. However, the management of the

University of Cape Coast does provide childcare facilities and subsidizes childcare costs, thereby benefiting employees. Furthermore, it was observed that paid maternity or paternity leave is generally available to administrative staff.

In terms of the second objective, the study concludes that when employees achieve a balanced lifestyle encompassing both work and personal/family commitments, they tend to exhibit greater enthusiasm and satisfaction in their roles. Conversely, a lack of work-life balance practices can lead to decreased performance among administrative staff. Moreover, employees who are content with their work-life balance are more likely to strive for improved performance, as they derive satisfaction from both aspects of their lives.

Regarding moderation effects, it was established that gender does not significantly moderate the relationship between work-life balance and employee performance among administrative staff at the University of Cape Coast, despite a negligible negative association between gender and performance. Although weak statistically significant associations were found between work-life balance variables and employee performance, gender differences in terms of both performance and work-life balance among administrative staff at the University of Cape Coast were empirically nonexistent.

**Recommendations**

The following recommendations are based on the conclusions drawn from this study;

Based on the findings of this study, it is advisable for various stakeholders, particularly the University of Cape Coast administration, to heed the practical

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recommendations aimed at fostering work-life balance and enhancing employee performance. It is recommended that the university administration ensures that remuneration packages, including salaries and employee benefits such as paid leave, insurance coverage, maternity leave, travel allowances, and retirement plans, are adequately structured and provided to deserving administrative staff.

Furthermore, the institution should strive to promote effective and flexible working arrangements that can contribute to staff performance improvement. Implementing the Gold Standard practices endorsed by the United Nations, as suggested by Brough and O'Driscoll (2010), in its work-life balance policies could help achieve a balanced equilibrium between professional and family life. Such measures may include job sharing, shorter workweeks, overtime compensation for all employees, provision of childcare facilities or childcare allowances, and organizing specific work-life balance initiatives.

Moreover, it is essential for the management of the University of Cape Coast to ensure that work-life balance policies are designed and implemented in a manner that caters to the needs of all employees, irrespective of their gender. Creating a gender-friendly environment and offering institutional support can contribute significantly to addressing concerns related to work-life balance and employee performance. This inclusive approach to intervention is warranted, as both the moderation analysis and tests of differences indicated that gender did not influence the direction or strength of the predicted relationships between work-life balance and employee performance.

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**Suggestions for Further Research**

Additional research is warranted to investigate the potential mediating role of social support in the relationship between work-life balance and employee performance across all public universities in Ghana. This would help clarify the inconclusive findings from previous studies. Future research conducted across all public universities would provide a comprehensive understanding of work-life balance practices. Moreover, demographic factors such as age, employment position, level of education, marital status, number of dependents, among others, could be controlled for or examined as moderators in similar studies conducted at the University of Cape Coast and beyond.

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**APPENDICE A: QUESTIONNAIRE**

**UNIVERSITY OF CAPE COAST**
**SCHOOL OF BUSINESS**
**DEPARTMENT OF MANAGEMENT**

Dear Respondent,

I am a student of University of Cape Coast, offering Master of Commerce (Management) programme at the School of Business, Department of Management. This questionnaire is designed to ascertain information for my research work on the topic: "**WORK LIFE BALANCE AND EMPLOYEE PERFORMANCE AMONG ADMINISTRATIVE STAFF AT THE UNIVERSITY OF CAPE COAST: CONTROLLING FOR THE MODERATING EFFECT OF GENDER**". This research is in partial fulfilment of the requirement for the award of a Master of Commerce Degree in Management at the University of Cape Coast. All the answers you provide will be treated with the utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

Thank you

BEATRICE AMA AMANKWAAH

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## SECTION I

### SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS

To answer a question, either tick [√] or write short notes on the space provided where necessary.

1. Gender:
   a.   Male       [  ]
   b.   Female     [  ]

2. Educational level

   a.   Diploma [ ]

   b.   1$^{st}$ Degree [ ]

   c.   2$^{nd}$ Degree   [  ]

   d.   Professional Certificate     [     ]

   3.   Age

   a.   Below -30 years          [ ]

   b.   31-40 years      [   ]

   c.   41-50 years     [   ]

   d.   51 and above   [   ]

   4.   Years of Experience

   a.   1-5 years                        [   ]
   b.   6-10 years                      [   ]
   c.   11-15 years                    [   ]
   d.   16 and above                  [   ]

## SECTION II

## WORK-LIFE BALANCE PRACTICES

Using a scale of 1-4 indicate which of the following practices are provided for administrative staff at the University of Cape Coast

| Practices | 1. Available + used | 2. Available + not used | 3. Not available + but needed | 4. Not available + Not needed |
|---|---|---|---|---|
| 1. Flexitime - e.g. part-time work, rostered hours, night/day shifts | 1 | 2 | 3 | 4 |
| 2. Compressed work week - e.g. working approx 40 hours in fewer than 5 days | 1 | 2 | 3 | 4 |
| 3. Telecommuting - e.g. having the flexibility to work from home using a computer | 1 | 2 | 3 | 4 |
| 4. Part-time work - e.g. working fewer hours than a full-time worker | 1 | 2 | 3 | 4 |
| 5. On-site child-care center - e.g. child-care available at the location of the company | 1 | 2 | 3 | 4 |
| 6. Subsidised local child-care - e.g. the company's contribution to the needed child-care costs | 1 | 2 | 3 | 4 |
| 7. Paid maternity leave / paternity leave | 1 | 2 | 3 | 4 |

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## SECTION III

## WORK LIFE BALANCE (WLB)

Thinking about Work Life Balance in general, read the statements below carefully and rate how much you personally agree or disagree with each statement. Use a scale of 1-7 with where

*1 = Least level of Agreement   7= Highest level of Agreement*

| Statement | Likert Scale | | | | | | |
|---|---|---|---|---|---|---|---|
| **FLEXIBLE WORKING ARRANGEMENTS** | | | | | | | |
| Allowing for flexible work hours e.g starting and finishing half an hour earlier or later | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Offering part time work options e.g approximately 25hrs/week | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Introducing job sharing where one job is split between 2 people working fewer hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Increasing flexibility in work location e.g working from home technology | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Allowing for flexible work hours e.g starting and finishing half an hour earlier or later | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **LEAVE ARRANGEMENTS** | | | | | | | |
| Offering extended parental leave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Allowing for maternity leave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Allowing for study leave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Allowing for sabbatical leave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Ensuring senior administrative senior members take their annual leave | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | | |

| Statement | Likert Scale | | | | | | |
|---|---|---|---|---|---|---|---|
| **DEPENDENT CARE ASSISTANCE** | | | | | | | |
| Offering temporary part time work options during a family crisis | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Providing scholarships for employee's children | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Providing for elder care services to assist with care of elderly parents | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Providing child care facilities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Offering temporary part time work options during a family crisis | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **WELLNESS AND PERSONAL DEVELOPMENT** | | | | | | | |
| Offering a fitness programme e.g discounted gym membership | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Providing a wellness programme e.g health checks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Reimbursing the costs of work-related courses, seminars and further study | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Offering health care assistance to employees who are hospitalized | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**NOTE**: WORK LIFE BALANCE (WLB) (Lingard & Francis, 2005; Kluczyk, 2013; Wu, Rusyidi, Claiborne, & McCarthy, 2013).

## SECTION IV

### Employee Performance

Thinking about performance in general, read the statements below carefully and rate how much you personally agree or disagree with each statement. Use a scale of 1-7 with where

*1 = Least level of Agreement   7= Highest level of Agreement*

| Statement | Likert Scale | | | | | | |
|---|---|---|---|---|---|---|---|
| **Employee Performance** | | | | | | | |
| On the job, I exhibit zeal about the job and a consequent willingness to work hard and energetically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| On the job, I exhibit a willingness to go beyond what the job requires and act before being asked. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I exhibit an ability to see the whole, parts and relations and use this to set priorities, plan, anticipate and evaluate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| On the job, I always get things done on time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| My superior is never disappointed in the quality of work that I produce. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| My work habits (tardiness, length of breaks etc.) are exemplary. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I continue to be productive even when my superior is out of the workplace for an extended period of time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| My superior never has to check up on me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I get along well with my co-workers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Statement | Likert Scale | | | | | | |
|---|---|---|---|---|---|---|---|
| On the job, I express an underlying concern for doing things better, for improving situations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**NOTE**: Adopted from Wright, Kacmar, McMahan and Deleeuw (1995)

**THANK YOU FOR YOUR COOPERATION**

**APPENDICE B: SAMPLE SIZE DETERMINATION TABLE**

**Krejcie and Morgan Sample Determination Table**

Table 3.1

*Table for Determining Sample Size of a Known Population*

| N | S | N | S | N | S | N | S | N | S |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 346 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 1000000 | 384 |

*Note: N is Population Size; S is Sample Size*      *Source: Krejcie & Morgan, 1970*