UNIVERSITY OF CAPE COAST

WORK-LIFE BALANCE POLICIES AMONG GENERATIONAL

COHORTS: EVIDENCE FROM THE UNIVERSITY OF CAPE COAST

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BY

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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: Irene Combey

Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape coast.

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

Name: Dr. Nick Fobih

Co-Supervisor's Signature ………………………… Date……………………..

Name: Dr. Nicodemus Osei Owusu

ABSTRACT

This study was conducted to investigate work-life balance policies among generational cohorts: evidence from University of Cape Coast, Ghana. This study reinforces the differences that exist among generational cohorts causing complex organisational challenges. Descriptive research design was employed. Stratified random sampling technique was adopted to select a total of 333 respondents out of a population of 714. Closed ended questionnaires was used to collect data which was analysed using means, ANOVA and MANOVA. The study discovered that differences existed among generational cohorts' preference for flexible work arrangement, wellness and personal development policies and dependent care assistance, but no differences existed in Leave Arrangement. Also, with the exception of Generation Y which showed differences in gender of Wellness and Personal Development construct, no differences were found in gender among the cohorts. It was recommended that work-life balance policies need to take into consideration generational differences and be revised to make adjustment for the new generations.

KEY WORDS

Generational cohort

Baby Boomers

Generation X

Generation Y

Work-life balance

ACKNOWLEDGEMENTS

DEDICATION

To my Dr. Otuo Serebour Agyemang.

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LIST OF ACRONYMS

WLB   Work-life balance

FWA   Flexible Work Arrangement

WPD   Wellness and Personal Development

DCA   Dependent Care Assistance

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CHAPTER ONE

INTRODUCTION

Organisations are not aging; they are rather becoming multi-generational. It is not a simple task for organisations to manage these multi-generational employees at the same time without applying diverse strategies and expertise. This study was conducted to investigate work-life balance policies among generational cohorts: evidence from the University of Cape Coast, Ghana. This chapter is divided into ten sections, which will give a comprehensive overview of the study. Specifically, the chapter discusses the background, the statement of the problem, purpose, research objectives, research hypothesis, significance, delimitation, limitation, definition of terms and finally, organisation of the study.

Background of the Study

It is difficult for professionals to balance a successful profession with private or family life without an impact on one's satisfaction in work and private life's roles (Broers, 2005). Work-life balance (WLB) is a person's opinion that work and non-work activities are compatible and promoted in agreement with a person's present life priorities (Kalliath & Brough, 2008).

Research has shown that practices promoting work-life balance help in drawing, employing and retaining females, reducing worker stress, exhaustion and work-family imbalances (O'Driscoll, Spector, Cooper, Poelmans, Allen, Sanchez, & Lu, 2004). Various research works done over the past three decades have progressed significantly in appreciating the relationship between work and family domains and the impact of various work-life initiatives on

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work and family domains (Eby, Casper, Lockwod, Bordeaux & Brinley, 2005).

Firms that have implemented work-life policy bundles have experienced numerous productivity pointers, which includes increased market value (Arthur, 2004); increased productivity (Kornard & Mangel, 2000); organisational citizenship behaviour (Lambert, 2000) and perceived organisational performance (Perry-Smith & Blum, 2000).

Despite the findings of the aforementioned research, further studies have revealed that the implementation of work-life policies is not enough to improve workers' well-being (Hammer, Kossek, Yragui, Bodner & Hanson, 2009; Premeaux, Adkins & Mossholder, 2007). Additional key variables need to be taken into account to enhance a work-life balance in organisations.

One of the interviewees in a study stated that work-life balance policies are not meant for all (Olena, 2012), which signifies that people act differently to work-life balance policies. This led other researchers to consider the issue of work life integration as a key variable that needs to be considered.

Organisational culture has been recognized as a significant variable for employees' work-life integration (Foucreault, Ollier-Malaterre & Ménard ,2018). Organisational culture refers to strong influence on workers' behaviour and influence the manner in which work is performed and thus ways of work-life balance. However, in organisation where organisational culture is considered, research falls short on being able to explain why some workers have a better work-life balance than others.

The missing but very relevant link which was overlooked when research focus was on organisational culture stems from organisational

subcultures (Tokle & Pedersen, 2019). Organisational subculture refers to subgroups in an organisation that share the same values, beliefs, behaviours and expectations that differ or oppose the organisational culture as a whole.

Generational cohorts within an organisation exhibit subcultures available in the organisation. Generational cohorts refer to a group of individuals birthed during the same period of time who are shaped by the happenings and situations prevalent during their youth and adolescence. The three generational cohorts presently in the Ghanaian labour force are: Baby Boomers (1946 – 1964), Generation X (1965 – 1980), and   Generation Y (1981 – 1999).

 In the changing world of work, how employees perceive work and expect from work among the generational cohorts differ. Failure to understand these differences may lead to misinterpretation and mix signals, which most of the time, leads to organisational conflicts and low productivity.

The generational cohort theory explains how generations naturally shares values and viewpoints of the world, and how each generation tends to differ in these values and viewpoints. This means that every generation looks at the world in a different way and in turn, shapes their place in the workforce and in turn effect on the behaviours and expectations of generational cohorts (Kapoor, Solomon, Kapoor, & Solomon, 2011).

Therefore, to carry out and attain work - life balance goals more efficiently, a thorough appreciation of generational differences and their effects for multi-generational work environments is imperative.

The Statement of the problem

The university setting has been found to exhibit generational differences among workers at all levels of the organisational hierarchy (Alsop, 2008). As the years roll on, each generation has become largely represented making glaring variation in the values, communication styles and work attitudes of each generation increasingly noticable and hence complex organisational challenges (Joshi, Dencker, Franz, & Martocchio, 2010). These challenges have brought to attention the critical standing generational cohorts in organisations.

Coupled with this, academic senior members find it challenging to draw a distinct division between work and private life as work has become pervasive in the lives of many faculty members which has become unfavourable to families as work overflows into the home/personal lives of many academic senior members (Rafnsdóttir & Heijstra, 2013). Subsequently the individual recognition that work and non-work exercises are compatible and advance understanding with a person's present life proirities (Kalliath &Brough, 2008) known as work-life balance is not achievable for teaching staff.

Academic senior members in higher educational institutions often take on the roles of teaching, mentoring, advising, supervising, researching, community services and institutional assignments. They have to strive to fulfil their professional roles of teaching, mentoring, advising, supervising, researching, community services and institutional assignments as well as their personal roles, whether that title includes wife, husband, mother, or caretaker

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and others. The magnitude of both roles makes it disturbing for them to find a harmony between the professional and private life universally (Osman, 2013).

University of Cape Coast in its bid to help balance the life of academic senior members has inculcated a number of policies. Among which are reduced gym membership, health check alert on birthdays and compulsory leave arrangement (University of Cape Coast, Human Resource Department, 2017). However, Grant-Vallone and Ensher (2017), found that academic senior members believe life balance may not be achievable and is always in a state of flux. These was evident when the number of stress cases recorded in 2018 after the influx of new work-life balance policies, notably compulsory leave for teaching staff, stress cases was seen to have remained same rather than decrease (Directorate of Health, University of Cape Coast, 2018). The demands of ever-changing technology and increasing demands of work as a result of increase in courses, programs and population without a corresponding increase in academic senior members have further made it challenging for academic senior members to achieve work-life balance (Curnalia & Mermer, 2018). This is explained by Aroosiya, (2018) who observed that the average time spent on job has increased radically leading to work dominating personal life hence the need for preserving a balance between all these is crucial.

This poses the question of interest which the researcher sought to investigate. Are the available work-life balance policies able to satisfy the multigenerational workforce? Has the issue of organisational sub-cultures been addressed in setting work-life balance policies?

To date, studies have failed to satisfactorily explore work–life balance policies while considering the different generations of employees.

Accordingly, a great part of the work–life balance approaches and practices investigated inspected work-life balance issues from a generally static and constant viewpoint that is same strategies for all without considering the distinct multigenerational needs. Such a 'one size fits all' way to deal with the structure and advancement of work–life balance activities are not just exorbitant but also prone to be inefficient in meeting the real needs of various generations.

This study challenges the static practices and rather to examine how work-life balance policies turns to affect the various generations and can be shaped to suit the multigenerational workforce.

Purpose of the Study

The purpose of the study was to investigate work-life balance policies among generational cohorts: evidence from the University of Cape Coast, Ghana. The study sought to bring out an appreciation of the variances that pertains to generational cohorts in organisations which would aid in setting appropriate work-life balance policies to aid in balancing the life of academic senior members.

The rationale was to investigate the expectation of each generational cohort on work-life balance in the organisation and also provide management with the necessary guidelines for effective work-life balance policies. In doing so, the research study investigated the current level of the various work-life balance policies in line with generational cohorts among academic senior members in the University of Cape Coast.

Research Objectives

The objectives of the study were to:

1. Investigate work-life balance policies preference of Baby Boomers among academic senior members of University of Cape Coast.

2. Investigate work-life balance policies preference of Generation X among academic senior members of University of Cape Coast.

3. Investigate work-life balance policies preference of Generation Y among academic senior members of University of Cape Coast.

4. Assess how work-life balance policies preference differ among generational cohorts of academic senior members of University of Cape Coast.

5. Analyse how the work-life balance policies preference affect generational cohort with respect to gender among academic senior members.

Research Questions

RQ_1: What is the work-life balance policies preference of Baby Boomers teaching staff of University of Cape Coast?

RQ_2: What is the work-life balance policies preference of Generation X teaching staff of University of Cape Coast?

RQ_3: What is the work-life balance policies preference of Generation X teaching staff of University of Cape Coast?

Research Hypothesis

H_1: Work-life balance policies preference differs among generational cohorts of teaching staff of University of Cape Coast.

H_2: Gender of Generational cohort of teaching staff differ in work-life balance policies preference of teaching staff of University of Cape Coast.

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Significance of the Study

The results would first augment the present body of existing knowledge on generational cohort and work-life balance. Previous studies in University of Cape Coast did not tackle the issue of generational differences when looking at work-life balance policies which would increase the current existing studies. Secondly, the study contributes to further understanding and provides insight into how each generational cohort differs in their various gender in an organisation. Finally, assist educational institutions to fine-tune existing work-life balance policies to best suit each generational cohort of teaching staff to enhance their work-life balance and further improve organisation performance.

Delimitations of the Study

The current study was to examine Work-Life Balance Policies of academic senior members among Generational Cohorts' with evidence from the University of Cape Coast**.** Since the discussion on the generations within all universities will be too complicated and lead to a divergence from the main focus of this study. The study focuses mainly on generations within University of Cape Coast teaching staff. Even though all generational cohorts were present among the teaching staff of all universities across the country, only teaching staff who fall within the University of Cape Coast were eligible to partake in the study. The choice of the University of Cape Coast as a research area was underpinned by the current introduction of policies specifically compulsory annual leave and free health check alerts on birthday to alleviate work life imbalances making it a desirable choice to focus on and also the increase in student population and new schools and programs being enrolled.

Limitations of the Study

The study examined work-life balance of academic senior members among generational cohorts: evidence from the University of Cape Coast. The first limitation of the study was that the results did not show the relationship between generational cohorts and other work conditions; the focus was to explore work-life balance among generational cohorts and no other work conditions.

The second limitation was that the scope of the study did not include other Universities across the nation. Other factors including environmental conditions are likely to affect the relationship between generational cohort and work-life balance.

The third limitation was related to the use of questionnaire as a data collection instrument. Although questionnaire as data collection technique has an advantage of reaching a large number of participants it does not have the ability of generating import beyond words to include histories, experiences, values, and knowledge of the researched, and to appreciate their feelings, behaviours and expectations as organisational citizens compared with the use of interview.

Definition of Terms

Generations: A generation is defined by the common attitudes, encounters, occurrences and inclinations that create in the context of social and economic events of a defined timeframe.

Generational cohort: A group of individuals birthed during a similar general time length who are moulded by the occasions and conditions

common during their childhood and adolescence. The three generational cohorts used are identified by their birth years as follows:

Baby boomers (boomers): 1946 – 1964

Generation X (Gen X): 1965 – 1980

Generation Y (Gen Y): 1981 – 1999

Baby Boomers: Born within the period of 1946 – 1964, these are the generation that grew during post Great Depression and World War II era. According to Lancaster and Stillman (2002), they are "very optimistic and responsible for many social movements".

Generation X (Gen X): Born within the period of 1965 – 1980, is the cohort that come into the market at the time of "corporate downsizing". They are computer savvy (Kupperschmidt, 2000) and are believed to be more independent (Gabriel, 1999).

Generation Y (Gen Y): Born within the period of 1981 – 1999, is the generation that grew up when technology and social networking pervaded (Swift, 2001). This is a generation that is seen to be very learned (Wallace, 1999), peculiar because expect frequent and candid response in the workplace (Sujansky & Ferri-Reed, 2009) and they crave for a flexible work environment and "high expectation of pay and conditions" (Richardson, 2010).

Work-Life Balance (WLB): is the individual view that work and non-work practices are harmonious and advance understanding with a person's present life proirities (Kalliath and Brough, 2008).).

Organisation of the Study

The study was organised into five (5) main chapters. Chapter one introduces the study, which was organised under the following heading:

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background, statement of the problem, purpose, objectives, questions, hypothesis, significance, delimitation, limitation and definition of terms used. This then concludes with how the study is organised.

Chapter two provided a comprehensive literature review covering the Theory underpinning the study and the five objectives of the study. This included the concept of generational cohorts, composition of generational cohorts, empirical studies on the characteristics of generational cohorts, the concept of Work-life Balance, empirical studies on the effect of work-life balance on generational cohorts, empirical studies on the work-life balance among gender and conceptual framework.

Chapter three described the research methods of the study and identify the research design used in the study, the population, the sample and sampling techniques used. It also stated the research instrument used, pre-testing, data collection and data analysis.

Chapter four discussed the presentation of the results of the study and established the effect of work-life balance policies on each generational cohort within the teaching staff of University of Cape Coast. The presentation started by analysing how each of the generational cohorts behaved towards work-life balance policies and proceeded to analyse the difference that exist among how the work-life balance policies affect these generational cohorts and its differences within gender and tenure in employment.

Chapter five comprised of the summary of the main findings, conclusions, implications as well as recommendations appropriate for policy makers.

Chapter Summary

This chapter discussed the background by exploring studies on work-life balance of academic senior members, identifying the types of generations in the workforce, the statement of the problem, purpose, five research objectives, three research questions, two research hypothesis, significance, delimitation, limitation, definition of terms and finally, organisation of the study.

CHAPTER TWO

LITERATURE REVIEW

The purpose of the study was to investigate work-life balance policies among generational cohorts with evidence from University of Cape Coast. This chapter provides a historical summary of the subjects, shares results from related studies on literature review covering the theory underpinning the study, the concepts of generational cohorts, composition of generations, empirical studies on the characteristics of generational cohorts, the concept of work-life balance and finally the empirical studies on the effect of work-life balance on gender.

Theory Underpinning the Study

The theory underpinning this study is the generational cohort theory which explains the reason why variation exist between different generation of workers.

Generational Cohort Theory

The theory behind this study is the generational cohort theory. This was propounded by Strauss and Howe (1991). This theory helps clarify the

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reasons for the difference among generations (D'Amato & Herzfeldt, 2008; Edmunds & Turner, 2005). It posits that significant historic happenings and social alterations that happen in society affect the values, attitudes, views and disposition of persons within a given cohort.

It further describes how historical events and social experiences that arise in the formative stage rather than the later years of persons affects and influence their opinions and values when they grow. That is historical event shape generations in childhood and adulthood.

Prior to the theory, Mannheim (1953) had applied the concept of generation to his work and described it as a group of persons birthed and brought up in a similar social and historical environment. Strauss and Howe (1991), book named Generations, popularized works on generations. Their general thesis is that social cycles recur every four generations. Each generation is termed a cohort, which is referred to a group of individuals birthed in the same time span and share key life happenings (Kupperschmidt, 2000; Sessa, Kabacoff, Deal &, 2007).

Smola and Sutton (2002), debate that it is inevitable to recognize that individuals birthed in the same period have shared significant occurrences that lead to similar standpoints. These life experiences lead to differentiate one cohort from the other. The stance denoted by the generational cohort theory (Sessa et al., 2007; Smola & Sutton, 2002).

Contrarily, other studies brought up two main stands against generational cohort theory: the "cusp effect" and the "crossover effect". The cusp effect signifies persons birthed at the start and end of generations, or "on the cusp". Such individuals are referred to as "tweeners". These "tweeners"

have the potency of having experiences matching characterizing and striking occurrences in their lives as previous cohort but are classed into a different cohort owing to their time they were born (Arsenault, 2004). Whiles crossover effect, by Schewe and Noble (2000), defines that very noteworthy happenings influence everyone, irrespective of the generation they are classed as (Schewe & Noble, 2000). Though these two effects deviate from the concept of generational differences, Arsenault (2004), clarifies that these effects can be utilized to show that there are similitudes between various cohorts.

The contrasting view to this theory is that age and maturity are the primary source of one's values, attitudes and beliefs, instead of generation. Generational cohort theory veers off from this perspective, contending that varieties across generations are principally because of social happenings instead of natural or biological procedures (Sessa et al., 2007).

The generational cohort theory will support this study because it clarifies how generations naturally share values and perspective of the world, and as another generation tags along, these values and perspective change. This implies each generation takes a gander at the world in a different way and in turn, shapes their place in the workforce and has effect on the behaviours and expectations of generational cohorts. It is vital to emphasize that individuals birthed in the shift amid generations can take on features of any generation or a combination of two which tends to explain the similarities between generations (Kapoor, Solomon, Kapoor, & Solomon, 2011). This would help explain the reasons for the variations and similarities in generations preference for work-life balance policies.

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The Concepts of Generational Cohorts

Early 1835, saw Adolphe Quetelet, a statistician, write on the significance of considering the year one is born while studying human improvement (Becker, 1992). Karl Mannheim, a German sociologist, in the 1920s, wrote a discourse referred to as "The Problem of Generations," discussing that these persons having experienced similar formative happenings have contributed a distinctive world opinion or setting of orientation that can be an influential potency in lives of individuals. Mannheim (1953) further developed the idea of generations as he grouped generations according to birth years and social experiences: as cohorts they share significant life happenings that have left a deep and lasting life impression. "Even if the rest of one's life consisted of one long process of negation and destruction of the natural world view acquired in youth, the determining influence of these early impressions would still be predominant" (Mannheim, 1952). Likewise, Jose Ortega Gasset (1933, p.15) found out that generation is the most important conception in history and each generation has a distinct assignment even if it not achieved (Kertzer, 1983).

History has shown records of elders being puzzled by the behaviour of the newer cohorts and how their behaviours will stimulate social and political changes (Achilles & Crump, 1978; Bengston, Furlong & Laufer, 1983). Davis (1940), notes that the battle between generations is unavoidable, though it has become more visible in present societies. The reason for these conflicts can be linked to differences in generations.

A generation is characterised by the shared attitudes, happenings and inclinations that mature in the environment of social and economic happenings

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of a well-defined time span. Generations have an average period of time amid the birth of parents and their children. This shows that generations are classically linked with birth year ranges. The average period is generally considered to be between seventeen years and twenty years, in which children grow up, become adults, and have children of their own (Lancaster & Stillman, 2002; Howe & Strauss, 2000).

Going forward, it can be explained as individuals born and living in equal times with similar age involved in a particular activity, and considered as a group. This group is further described as a generational cohort which refers to a group of persons who are birthed in the same time of and have witnessed key life events (Kupperschmidt, 2000; Sessa et al.,2007). Their lives are moulded by events that happen when they were young and adolescent, and have left influential imprints concerning power, organisations, and family responsibilities (Arsenault, 2004; Buss, 1974; Kupperschmidt, 2000; Schewe & Meredith, 2004). Situations that prevailed in their adolescence, such as political, social, economic, and sociological forces influenced in determining the attitudes and opinions of a cohort (Kupperschmidt, 2000; Lancaster & Stillman, 2002).

According to Codrington (2008), a combination of global forces, international media, communication technologies and rising interconnectedness of the globe have meant that growing numbers of individuals around the globe are influenced by significant happenings. Duh and Struwig (2015), also pointed out that, since different countries have witnessed varied external happenings, there is a question as to which events or defining moments qualify for cohort formation. Irrespective of one's birth

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country or community, once individuals experienced similar issues and happenings, individuals who fall within the same birth years are expected to have same underlying value systems. This makes year range a strong defining factor of generational cohorts regardless of geographical location.

Composition of Generational Cohorts

In line with the objectives which sought to explore how work-life balance policies affect each generational cohort among academic senior members in the University of Cape Coast, it is important to review the composition of the generational cohorts to know the various cohorts, their year ranges and their names.

A review of existing literature reveals that, different names have been used to refer to cohorts such as Veterans for the Silent generation, Baby Busters for Generation X, GenNext or Millenials for Generation Y (Arsenault, 2004). In addition, to the varying names for each cohort is the lack of agreement on the birth years of the cohorts. Zemke, Raines and Filipczak (1999) lists the following birth years for the generations: Silent generation (1922-1943); Baby Boomers (1944-1960); Gen X (1961-1980); Gen Y (1981-2000). Deal, (2007) also list varying birth years as: Baby Boomers (1946-1963); Gen X (19641978); Gen Y (1979-?).

Table 1, displays a comparison of the varying names for generations and their varying birth ranges given.

Table 1: Generational Names and Dates Reported in Different Sources

Source	Names				
Howe and Strauss (2000)	Silent Generation (1925-1943)	Boom Generation (1943-1960)	13th Generation (1943-1960)	Millennial Generation (1982-2000)	-

Lancaster and Stillman (2002)	Traditionalists (1900-1945)	Baby Boomers (1946-1964)	Generation Xer (1965-1980)	Millennial Generation; Echo Boomer; Baby Buster; Generation Y; Generation Next (1981_1999)	-
Martin and Tulgan (2002)	Silent Generation (1925-1942)	Baby Boomers (1946-1960)	Generation X (1965-1977)	Millennials (1978-2000)	-
Oblinger and Oblinger(2005)	Matures (<1946)	Baby Boomers (1947-1964)	Gen-Xer (1965-1980)	Gen Y; NetGen; Millennials (1981-1995)	Post Millennials (1995-present)
Tapscott (1998)	-	Baby Boom Generation (1946-1964)	Generation X (1965-1975)	Digital Generation (1978-2000)	-
Zemke et al. (2000)	Veterans (1922-1943)	Baby Boomers (1943-1960)	Gen-Xer (1960-1980)	Nexters (1980-1999)	-
Eisner (2005)	Traditionalist, Veterans (<1945)	Baby Boomers (1945-1964)	Generation X (1965-1980)	Generation Y (1980<)	-

Source: Extract from Reeves & Oh, (2008) and Eisner (2005)

As shown in Table 1, though dates vary there is evidence from many authors and experts that the upper limit of the Silent Generation generations would not exceed 1946. This proposes that the elasticity of the generations does not span beyond the end of World War II. Some authors propound that Generation Y were birthed in early 1978 (Martin & Tulgan, 2002; Tapscott 1998), whiles Howe and Strauss (2000), propounded a starting year as 1982. Other authors (Howe and Strauss, 2000; Martin and Tulgan, 2002; Tapscott 1998), outline the end year for Generation Y as 2000 even though their start

dates differ. According to Lancaster and Stillman (2002), some birth range like that of the Traditionalist goes as far as forty years' span.

This study will use the mostly recognized dates for generation, however it is significant to note that individuals birthed in the transition between generations can take on characteristics of either generation or a combination of both (Kapoor et al., 2011). These are the generations and their birth years: The Silent Generation (born 1925-1945), The Baby Boomers (born 1946-1964), Generation X (born 1965-1980) and Generation Y (born 1981-1999). These selected birth ranges are based on previous publications as referred to in the Table 1.

For purposes of the study, the cohorts have been labelled and well-defined with their birth range as is presented in Table 2. Nevertheless, other terminologies for the selected generational cohorts was used in the study when discussing literature sources that use varied terms. The researcher based on the review, speculates the following five generations and their related dates (age ranges).

Table 2: Generational Labels and Birth Year Ranges

Labels	Silent Generations	Baby Boomers	Generation X	Generation Y	Generation Z
Birth Year Ranges	1925-1945	1946-1964	1965-1980	1981-1999	2000-present

As confirmed by Cordrington, (2008), labels used to identify the various generational cohorts arise from the generational cohort theory and attempted to discuss how various generations cultivate varied values systems and the influence it has on them as they relate with the world around them which has been discussed in the earlier part of this chapter.

Generations within the Ghanaian workforce used to be four Generational Cohorts. These four generations that were most prevalent were the; Silent Generations, Baby Boomers, Generation X and Generation Y. But with time generations have reduced to three generational workforces in the Ghanaian context due to Ghana's retirement policy (LFS Report, 2015). Some studies like that of Oblinger and Oblinger (2005), have shown that, there is a development of a fifth generation, known by them as the Post Millennials describing those born from 1995 to 2015. This fifth generation is in their developmental stages and are yet to join the labour force. To better appreciate each generational cohort, the next section explains each cohort, their defining life happenings, environmental conditions and characteristics.

Characteristics of Generational Cohorts

To be able to attain the objective which sought to investigate work-life balance policies among generational cohort: evidence from University of Cape Coast, Ghana it is important to review empirical works on the characteristics of generational cohorts and the events and periods that shape their lives. This section would explore works done on the three generational cohorts presently in the Ghanaian workforce outlining the characteristics of each cohort and their life.

Baby Boomers

The first cohort under review, the Baby Boomers (also referred to as the Boom Generation) were birthed between 1946 and 1964. They were birthed when the world was in a period of virtual peace and economic advancement. As post-war fortune and openings extended through countries, boomers were raised in traditional (nuclear) families, by parents who gave

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them the best of all they possibly could (Howe & Strauss, 2000). Being the first cohort who grew up in a period when television was first introduced, they had far-reaching access to news, issues, advertising and a diversity of programming (Lancaster & Stillman, 2002).

Baby Boomers believe in organisational growth and change. A striking feature of this group is that they tend to want it all and therefore seek it by putting in much effort by working extended hours to show their loyalty (Zemke et al, 1999). Considering their age, they tend to lack technological skills but they are very social and tend to cherish networking. Intergenerational study by Francis-Smith (2004), produced the result that Baby Boomers are positive and confident, value free expression and seek consensus but dislike being authoritarians and lazy. These inform how they climb the corporate ladder that is through structured procedure and bidding their time to be there.

Boomers are a workaholics, purpose focussed, goal oriented and bottom line focused, making them single-mindedly focused about contributing in the workplace (Codrington, 2008). Boomers are service-oriented and go the extra effort at the workplace (Masnick, 2012).

In a summarized chart of Dole, Taylor, Clinton, Streep, Obama. Lopez, and Williams (1965), boomers concentrate on advancing their careers through openings within one organisation or at least one industry. Going up the ladder based on seniority, not always based on skill and expertise hence do not appreciate further studies and their main business focus is working for long hours. They are cautious of taking too much time off work for fear of being replaced in a corporate team. Boomers trust in growth and expansion, hard

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work, teamwork and personal fulfilment (Zemke et al, 1999). Due to this work value, imbalance between work and family is associated with this cohort. They have very little social life since everything is about work.

Based on the features of the cohort, and agreeing with Reis and Braga (2016), organisations are called upon to rank issues such as the likelihood of hunting an innovative job, in a optimistic workplace, which inspires imagination and new working practices, besides providing personal advancement openings.

Generation X

Generation X (Gen X) believes in competence through education and technical skills development to move into higher roles including leadership. They blend new technology and traditional method of work. Generation X were born, averagely from 1965-1980. Individuals who fall within this generational cohort have varying priorities from the previous cohorts and grew up as "latchkey kids", where televisions were their baby sitters. They grew up with both parents working or single parenting or in mixed families or in non-traditional family (Kupperschmidt, 2000).

Due to organisational downsizings and heavy layoffs faced by their parents, tied to heightened separation rate and single parenting, an estimated 37% grew in poverty (Eaton, 2008). Generation X are sceptical of organizations, because they noticed that long standing loyalty will not pay off like it happened to their parents and grandparents (Codrington, 2008).

The product of all these occurrences is a group that is characteristically independent, self-sufficient, resourceful, and content with all forms of variation and diversity (Eaton, 2008; Kupperschmidt, 2000; Lancaster &

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Stillman, 2002; Sessa et al., 2007; Zemke et al., 2000). This cohort has very minimal confidence in organisations and derision for hierarchy (Kupperschmidt, 2000). Authority is not valued; for this generation, for them respect has to be earned and not inherited (Eaton, 2008). Gen X are also technologically savvy, they are usually irritated with supervisors and co-workers not technologically skilful (Bower & Fidler, 1994; Kupperschmidt, 2000). Unlike the Baby Boomers this generation is reluctant to networking and are rather attracted to job advertisements and the formal recruitment process (MacInnes, 2006). Martin and Tulgan (2004) emphasise the desire to get things done the best way and for results, if it even means bending the rules.

Based on the features of this cohort and agreeing with MacInnes (2006), Generation X attain higher roles through skills and development and in line with their dislike for not working they always want to keep their skills current to earn them what they look for as they are conscious of achievement, hence their desire for knowledge advancement.

Generation Y

Generation Y were birthed, averagely within the period of 1981-1999. This cohort is the much-described group in intergenerational literature. Also known as Millennial, Nexters, Digital Generation, Generation Go or Echo Boomers because they are off springs of Boomers (Reeves & Oh, 2008). Most research found out that these persons having personal motivations that prioritize pleasure, focus individual interest and stimulation (Ng, Schweitzer & Lyons, 2010; Sujansky, 2004).

Considering the year rage, Generation Y happens to be a generation that grew in the age of globalisation, communication technology and wireless

networking and happen to grow in an era of unprecedented variety and openness to different cultures (Codrington, 2008). They perceive work as not being everything as it didn't pay off their parents and grandparents who were laid off due to massive downsizing in their infancy (Lancaster & Stillman, 2005).

Masnick (2012), defines Generation Y as cohorts that profited from all the study in the education field throughout the last decade and they grew up with adults more absorbed on and conscious of how to meet their needs instructionally as well as biologically and culturally. In this case they balance with work, life and social involvement and self-development (Dole et al., 1965). Their main focus is to contribute to the improvement of the workplace.

Reis and Braga, (2016) confirms in their study that, to attract members of Generation Y, benefit packages are extremely important, also the advancement in openings and an optimistic work environment. Based on many studies such as Sujansky (2004) and Ng, Schweitzer and Lyons (2010), the expectation of Gen Y could be summed up as decent pay rewards, swift career progression and work-life balance.

The Concept of Work-life balance

The last few decades have seen employers in all sectors becoming gradually conscious of the essential to address work-life balance of their staff. Work-life balance is a significant phrase that mean diverse things to various people. This has really become significant due to huge global demographic changes, notable among which are; households no longer have only one breadwinner, which was traditionally only the father; child-care is also now shared between husband and wife; and women's working practices have

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changed significantly in the past few decades (Tennant & Sperry, 2003). Work-life balance is also significant for single parents and those caring for a sick or elderly relative. These issues and increasing burdens on work have an adverse influence on the health of employees and families which give rise to family-work conflicts and work family conflicts (Aryee, Srinivas & Tan, 2005).

There are several perceptions on how to define, measure and research on work-life balance (Grzywacz & Carlson, 2007). Also varied terminologies have been used to denote 'work-life balance'. For example, Frone (2003) and Greenhaus, Collins and Shaw, (2003) denote it as 'work-family balance'; Clark (2000), denote it as 'work-family fit'; Burke (2000), denotes it as 'work-personal life balance'; and referred to as; 'work-life balance' by Heraty, Noreen, Micheal, Jeanette, Geraldine and Alma (2008). Work-family balance is usually allied with traditional families, i.e., persons wedded with kids (Barnett & Hyde, 2001), and usually excludes other work-related issues. The term 'Work-Life Balance' is used in this study, with life referring to all non-work activities.

A study of existing works shows several Work-Life Balance definitions. Clark (2000), defined it as "satisfaction and good functioning at work and at home, with a minimum of role conflict". Greenhaus et al. (2003) also describe it as "the amount of time and the degree of satisfaction with the work and family role". Clarke and Cooper (2004) posits that it is an "equilibrium or maintaining overall sense of harmony in life".

Another definition is specified by Grzywacz and Carlson (2007) who believe WLB is an "accomplishment of role-related expectations that are

negotiated and shared between an individual and his/her role-related partners in the work and family domains". On their part, Kalliath and Brough (2008) defined it as "an individual perception that work and non-work activities are compatible and promote accordance with an individual's current life priorities".

Dundas (2008) further explained that work-life balance is successfully handling and managing the act flanked by salaried work and all other activities significant to individuals which includes family, communal undertakings, charitable work, personal advancement, leisure and recreation.

The varied definitions identified above reveal the essential of understanding work-life balance and their significance of being conscious of the several weights on us and our own assets especially time and energy. Research has shown that employees have less stress-related illness when they have some amount of control over their work. Organisations can device several work-life balance initiatives to aid workers have an improved balance between their work and family duties, increase improvements in health and offer organisational profits. These initiatives known as work-life balance policies aid to mitigate issues of work life imbalances.

Work-life balance policies are practices that are intended to aid workers' better jungle their work and non-working acts. They are also referred to as work-family policies, family-friendly or family-responsive policies (Hudson Resourcing, 2005). WLB policies lessen malingering and impact optimistically on workers' job satisfaction, output and retention (Allen, 2001; Hill, 2005). Darcy et al. (2008) stress on the significance of businesses to implement WLB policies.

There are various work-life balance initiatives. A study of work-life works shows that these policies can further be grouped into four main categories, this are flexible working arrangement (home working, compressed hours); leave arrangements (annual leave, parental leave); dependent care assistance (child care arrangements and crèche); and wellness and personal development (Employment Assistant Programmes (EAP), recreational programs) (Abbott De Cieri, Holmes & Pettit, 2005; Bardoel & De Cieri, 2009). These four work-life balance categories are considered in detail in the ensuing sections.

Flexible working arrangement

Flexible working arrangement is a policy that resulted from intensified demands on organisations that have consequently resulted for a matching workforce of flexible and capable persons (Beltrán-Martín, Roca-Puig, Escrig-Tena & Bou-Llusar, 2008). Flexibility is adapting to changes effectively (Van den Broeck, Vansteenkiste & Has De Witte, 2010). Cost, quality, time, and flexibility are not to be exchanged for one another but need to be concurrently prioritized (Kara, Kayis & O‟Kane, 2002). Porter and Ayman (2010) established that flexibility is the most desired attribute in a work environment.

Flexibility in the work place can take different forms. Ranging from job flexibility to time flexibility to timing flexibility to functional flexibility. Job flexibility refers to the system's ability to manage alterations in (or the combination of) jobs to be handled by the system (Kara, Kayis & O'Kane, 2002). Porter and Ayman (2010) also split job flexibility into place flexibility (where an person works) this is represented by telecommuting (where an person works from home) is an alternative work arrangement to avoid stress

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associated with travel distance and office hassles ; time flexibility (how long an person works) represented by compressed working hours which has to do with increasing the number of working hours per day while reducing the number of working days per week and still meeting the required weekly hours; and timing flexibility (when an person works). Functional flexibility is the employee's ability to work on diverse responsibilities, under diverse conditions and the expenses and time required to mobilize workers into new responsibilities or jobs are few (Beltrán-Martín, et al., 2008). Work-group flexibility is the group's ability to alter its undertakings to varying situations without these alterations leading in disorganisation (Kara, Kayis & O'Kane, 2002).

Porter and Ayman (2010) posit that workers that perceive they have ample flexibility in when, what, and where work is done, reported advanced stages of work-life balance. Beltrán-Martín, et al. (2008) posit that as workers manifest flexibility in skills and behaviours, the organisation's results increases.

Leave arrangement

Leave is the number of hours or days workers of an organisation are entitled to be away from their job during a period devoid of any repercussion. This period is paid by the organisation and workers are permitted to request the time for any purpose they desire to be away from work. It offers opportunity for workers to discharge work stress and create a balance between for non-work activities. This form of work-life balance aids workers to accomplish their extra obligations different from work, these activities include further education, attending to personal businesses, attending to ill health. This

helps create a harmonizing effect amid work and non-work activities. This policy available to employees exist in different forms.

Annual leave can be paid entitled leave for workers' relaxation after a period of qualifying service or employment with a particular business (Obiageli, Uzochukwu, and Ngozi, 2015). Once on annual leave employees are able to move away from the stress associated with work and concentrate on life activities. This helps them meet the needs of life and hence finding a balance. Parental Leave is an authorized permission granted to workers with child care giving duties. Working mothers are eligible to twelve weeks' maternity leave (LFS Report, 2015), but generally the customary benefits are more liberal with maternity leave fully paid. This prevents nursing mothers from being saddled with work alongside caring for their new born. Hence helps them find a balance with their current life priority at that point which is nurturing for their new born. Sick leave is time taken off work duties to handle health concerns and still be paid. Study leave is granted to staff to undertake an approved study course. Carer's leave is an authorized permission for a worker to attend to the needs of an immediate family or household member who is ill or wounded or aid in a family crisis. This is taken out from an employee's personal leave balance.

Dependent care assistance

These are arrangements made available to workers to enable them provide proper care to people who are dependent on them. This is different from leave arrangement as it is purposely structured to take care of dependants needs and is not limited to only leave policies. These include child care arrangements where carers are given flexible time even after parental leave. In

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the University context staffs are given half day after their maternal leave for a period to enable them take adequate care of their kids. Also paid family and medical leave are made available to employees which relates with a formally approved leave of time off from work to take care of dependent problems or personal health concerns of the worker. (Olumuyiwa, Akinrole & Oludayo, 2015). Some institutions also have creche facilities available to their staffs where mothers can leave their kids under care and attend to them from time to time.

Wellness and personal development

These are services provided to augment the work-life balance of workers. This include Employee Assistance Programs (EAP), recreational programs, reduced gym membership, reimbursing cost of seminars and conferences, free health care and many more. Employee Assistance Programs (EAP) are an employee benefit programs that help workers with private and work-related difficulties that may affect job performance, health and mental wellbeing. They are offered to support employee's wellbeing in the work place and private life and also enhance work-life balance. These includes training sessions on work life challenges such as time management, how to manage work life imbalance, how to effectively manage work-load. Also, recreational programs are also provided to enhance work-life balance such as fun games, end of year dinners, socialization trips and many more.

Empirical Studies on the Effect of Work-life balance on Generational Cohorts

According to Anderson, Baur, Grif, and Buckley, (2016) anecdotes from media show that superiors repeatedly complain about the growing lack of

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work ethic, egotism, and sense of entitlement of personnel in generations following the Baby Boomers. Each generation happens to have distinct standpoints on work, which is based on their unique characteristics. These perspectives can create difficulties for employers, who must pursue to appeal to and support four very different generations at work (Kapoor et al., 2011).If employees from different generational cohorts have distinct workplace inclinations, they can prospectively regard work-life balance policies differently. Bennett, Pitt and Price, (2012) argues that the changing patterns of work and life dictates that organisations need to adjust to meet the varying needs and hopes of new cohorts in the place of work and it is undeniably significant to note that this trend if not managed effectively would lead to low productivity, low moral absence and resignation.

The silent generation which are no more in the workforce due to their retirement age exhibit differences on the subject of work-life balance. Silent generation are used to army way of doing things and hence attached to a much-disciplined work plan (Lancaster & Stillman, 2005). They take credit in getting faultless turnout. Their demonstration of work-life balance is as forthright as assisting the shift in work-life balance of the younger generations.

The X and Y generations are the most demanding and pressurizing generation among the labour market and organizations need to deliberately offer extra in relation to their work-life balance. The X generation has experienced key changes in socio-labour and demographic developments owing to an amount of factors, such as increasing number of working women and both couples' income earners and a propensity to have children later in life (in their 30s-40s, matching with production peaks), a rise in single-

parenting families, and a mounting desire to also care for the ageing due to steady population-ageing. In the same vein, the Y generation needs independence, flexibility and place high value on work-life balance.

Gravett and Throckmorton (2007) in their work on generational attitudes and their bearing on the performance of the employees concluded that the two main sources of generational conflict spurns from work ethics and work-life balance. Because newer cohorts preferred a more rational work-life balance because they saw their parents and grandparents spending more time with work to the detriment of family time. (Gravett & Throckmorton, 2007).

Loughlin and Barling (2001) posited that several studies concluded that work is not a top priority to the newer cohort. They are accounted of experiencing a change of behaviour from "living to work" to "working to live". Their research found that the newer cohort witnessed "their parents making great sacrifices for their work with no direct or immediate benefits". Therefore, the newer cohort knowing this "may be less willing to make sacrifices for the sake of their job".

Boomers have been seen to have no work balance "Live to work". They are always present at meetings, last to leave the workplace, and popping into the superior's office are effective ways to move to the top. They support the sixty-hour schedule and exhibit an optimistic spirit at work (Zemke et al., 2000).

At this point in their lives, they saw both time of need and great prosperity. Those times were hard and it has helped the Baby Boomers appreciate all that they were given and also learnt to be resourceful with what

they have. This led them to be absorbed in flexible hours and are observing to generate a balance in their lives. Individuals within this generational cohort have pressed hard, working always and are starting to wonder if the sacrifice were worth it (Lancaster & Stillman, 2005). Having sought to balance work, family and life in general.

Generation X like the previous cohort, are inclined to long for a balance between work and life (Tulgan, 2000). This Losyk (1997), said was attributable to their rough experience of not having their parents at home when growing up because they were born to both parents working, this influenced their choice of valuing family and flexible work arrangements since that gives them the alternative to meet their family needs and prevent their children from suffering same fate as them. Generation X desire for work-life balance immediately, not in their old age where they cannot enjoy it (Lancaster & Stillman, 2005). It is challenging for Generation Xers to understand the importance of reporting to work on time is necessary and staying on while there is no work till closing (Lancaster & Stillman, 2005).

Lancaster and Stillman's Bridge Works Generations Survey (2005), found out that 37% of Generation Xers posited that they have not attained the degree of work-life balance desired. This include not working with a superior who unceasingly notes down the time when a worker comes after reporting time. They believe as long as the results turned in is good, flexibility with time of reporting and departure should not be a subject. Xs' brought the concept of balance into today's organization (Lancaster & Stillman, 2005). Lancaster and Stillman (2005) express irrespective of how Generation X want that dream job, they would not sacrifice it to the detriment of their desired lifestyle. This

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is because this generation witnessed their parents spend evenings and weekends at the workplace and leaving no time and space for family. Xers "work to live" and not "live to work" as their parents did (Zemke et al., 2000, p. 99).

Whereas Boomers saw face-time as a tactical tool, Gen Xers see it as a waste of time (Lancaster & Stillman, 2005). This generation do not understand the need to abide by fixed schedules of reporting and closing times once work gets accomplished. Their focus is not on work hours but on getting work done. This generation believe in taking vacations from time to time, work fewer weekends, and get home on time (Lancaster & Stillman, 2005). Work is seen as only one part of a full life. Gursoy, Maier, and Chi, (2008), found out that, to Gen X workplace flexibility is desired, as a needed benefit because it offers them the opportunity to adjust their working hours and take time off as needed, this they needed to care for their families, reduce stress, and be focused at work.

Generation Y on the other hand see balance as important. They will occasionally sacrifice balance. Individuals within this generational cohort constantly want more because they have been given everything since they were born. They never hard to work hard for anything. They value their lifestyle over moving up the organisational hierarchy. Hence, if offered a work promotion that will change their life balance, they will choose their lifestyle over the promotion (Dole et al., 1965). Many of these individuals are wasteful, always looking for more and do not appreciate the simple things around them. This cohort has been trained to balance their lives since they were born (Lancaster & Stillman, 2005).

Generation Y have always had the idea of balance placed in their mind since they were born by their Boomer and Gen X parents (Lancaster & Stillman, 2005). Flexible working arrangements are a necessity for Generation Y to balance their busy lives. Having faced competitive pressure to make it to the best college by balancing both their academic and social interest to present an appealing college application. As a result of their over programmed youth, Gen Y bring in their overscheduled lives into the work environment and see work as one of many significant requirements rather than a top priority (Lancaster & Stillman, 2005). Lancaster and Stillman (2005) reported a MonsterTRAK.com survey where college students placed the most significant value on flexible hours for the work environment. Time is a major issue for this overscheduled generation (Lancaster & Stillman, 2005). A less stressed, more balanced workforce can be achieved through flexible scheduling. Organisations that practice flexible scheduling helps Gen Y schedule their several activities in which they need to do and still make time for work.

Generational differences in work-life balance viewpoint complies with what the findings of Institute of Leadership and Management ILM (2011). ILM (2011) concluded that superiors tend to undervalue the significance of work-life balance to the younger cohort. The study from which they drew their findings from revealed that while "63% of the previous generation managers, at least once or twice a week, take their work home, only 38%" of the younger cohorts did same. 19% of Generation Y "never switches on to work outside of the workplace compared to only 4% of their managers ever doing so". Largely, work-life balance ended up as one of the five most imperative work attitudes of Generation Y. According to ILM (2011) the two generations also

tend to differ on their attitude versus "long working hours" for which the previous generations have developed a reputation. On the balance, the Y Generation tends to reduce mixing life with work in comparison to their earlier generations.

Empirical Studies on the Work-life balance among Gender

The fifth objective of the study is to analyse differences on how work-life balance policies affect generational cohort with respect to gender. Studies advocates that one's status within the larger society, such as being a female or male, and one's generation matter for persons' gender attitudes (Brooks & Bolzendahl, 2004; Cassidy & Warren 1996).

Different experiences both within and outside the family contribute to varying gender attitudes between male and female and between generations. For example, both fathers and sons benefit from holding more traditional gender attitudes because these attitudes help maintain men's advantaged position within the family, whereas both mothers and daughters may reject this status.

Work-life balance policies and culture were significant tools for advancing the careers of women and augmenting gender equity in employment (Rafnsdóttir & Heijstra, 2013). While these policies expedite women's participation in the workforce, the effect may be different for males and females. The concept behind the evolution of policies supportive of families' primary function was to facilitate women's participation in the workforce, both men and women tend to benefit from these formal policies and informal cultural shifts (Feeney & Stritch, 2017).

In early centuries, the women were engaging mostly in safeguarding their children, home and other properties while men were engaging in earning money for their spouse and children. And also, very few women entered into the higher education and joined in the workforce. However, the fast-moving technological world is giving opportunity to the women and motivating them to enter the higher education as well as to become the professionals in modern economy.

In addition, the working women in the new era are actively engaging like men in every field of work such as medicine, information technology, engineering, teaching, business and administration. The need of working women in the world is essential and compulsory in some field   such as healthcare, teaching in order to preserve the female society. Sigroha (2014) indicated that there has been a significant shift in roles and expectation of women and men over the past 50 years.

Work-life balance of women employees became a significant area under discussion since now both gender are income earners (Krishnamurthi & Vaanmalar, 2016). Research has found that work-life balance policies produce diverse work outcomes for men and women, in some cases exacerbating structural gender disparities in the workplace (Sarsons, 2017).

Faizan and Zehra (2016) reported that females are less enthusiastic about working from home; as they identify it as an additional burden. This is contradicted by Cockrill, Faizan, and Haque (2017) which concludes that spending more time at home is attractive for working mothers because it makes them relatively closer to their children and hence manage their work and life effectively. Whiles Feeney and Stritch, (2017) also reported that on-

site child care at universities increased research outcomes for men and teaching loads for women.

This differences in research makes it important to investigate if these policies might have different effects on WLB for men and women within each generation to aid management in its policy direction as the responsibility of management is to balance.

Conceptual Framework
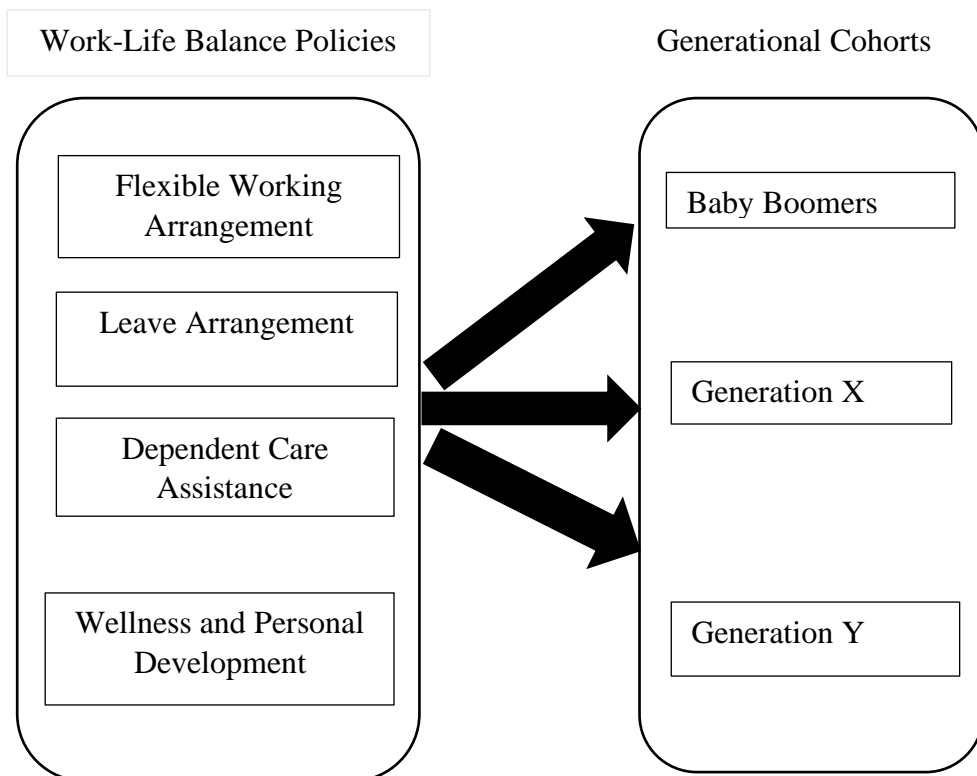
Source: Author's Construct (2019)

The framework above shows how work-life balance policies preferences differ among the three generational cohorts. The work-life balance policies have four constructs on which it would be measured. The generational cohorts contain the three cohorts currently in the workforce of Ghana. The conceptual framework above depicts the differences in preferences among the three generational cohorts.

Chapter Summary

Clearly organisations are day in and out faced with how to set policies that suit all employees in the organisation to be able to overcome generational conflicts. The workload of academic senior members is also increasing day in and out due to large student intake and new programs without a corresponding increase in academic senior members leading to increase workload which tends to vary employees work-life balance.

This chapter looked at the theory underpinning the study which was the generational cohort theory which explain differences in generations attitude towards work. Also, the concepts of generational cohorts, composition of generations currently in the Ghanaian workforce were identified and their characteristics, the concept of work-life balance, the empirical studies on the effect of work-life balance on generational cohort and finally, empirical studies on the work-life balance among gender.

CHAPTER THREE

RESEARCH METHODS

This study sought to examine work-life balance policies among generational cohort. To achieve this purpose, the following methods and procedures were adopted. This chapter discusses the method and procedures the researcher adopted for the completion of the work. The chapter discussed the research design, population, sample and sampling technique, data collection instrument used, data collection procedures, data processing and finally the data analysis.

Research Approach

According to Creswell and Creswell (2016), there are three approaches to research; (a) qualitative, (b) quantitative, and (c) mixed methods. Saunders et al. (2016) provide three significant differences between quantitative and qualitative research methods. The first difference advanced by the authors is that the quantitative research method permits the researcher to separate and

define variables and link them together to frame research hypotheses. However, this is not the case with respect to the qualitative research method. The next difference emphasised by the authors is that the quantitative research method allows for objectivity with respect to the processes involved in the data collection and analysis. Contrarily, in the qualitative research method, subjectivity is often introduced during data collection procedures and analysis. Finally, while the quantitative research method allows for the use of larger samples and the generalisation of the sample results to the entire population, the purpose of the qualitative research method is not for the generalisation of the sample results to the entire population.

This study, therefore, employed the quantitative research approach based on the nature of the study purpose under consideration, specific objectives, hypotheses and the nature of the primary data to be collected and analysed. Creswell (2014) asserted that quantitative approach deals with explaining phenomena by gathering numerical data that are analysed using mathematically based methods (in particular statistics). Furthermore, the quantitative research method would grant the researcher an opportunity to generalise the results of the sample to the population from which the sample was collected.

Research Design

Descriptive design was considered appropriate for use since it deals with facts, opinions, attitudes or perceptions and the objective of the study was to provide a systematic description that is as factual and accurate as possible. Osuala (2005) recommended that the survey design is used when there is a

need for systematic way of telling what a situation is. Thus, it is on these strengths that the researcher adopted the survey design.

In descriptive survey, variables and procedures are described as accurately and completely as possible. They give the most effective means of social description and provides extreme detailed and exact information about large heterogeneous populations which fits perfectly for generational cohorts.

Despite the above advantages, the descriptive survey design is not without weakness. Marczyk, DeMatteo and Festinger (2005) observed that survey designs, like all non-experimental designs, no matter how convincing the data may be, cannot rule out the influence of extraneous variables on the study. This is because descriptive survey designs do not have control over the variables and the environment that they study. This means that findings from surveys are most often influenced by factors other than those attributed by the researcher. Again, since descriptive survey designs most often make use of questionnaires, it becomes limited to respondents who are literate.

However, attempts have been made to minimise the limitation(s) of survey design in this study. These include avoiding issues which respondents considered sensitive and personal. Also, all members of the target group were literates and the researcher used very simple language to make the items easy to understand and answer.

Population

According to Fink (1995), the criteria for the inclusion of a unit in a survey are based on characteristics of respondents who are eligible for the partaking in the survey. The population of the study was made up of all academic senior members of the University of Cape Coast which numbered up

to seven hundred and fourteen (714) (University of Cape Coast Directorate of Human Resource, 2018.). This was made up of five hundred and eighty (580) males and one hundred and thirty-four (134) females.

They comprised assistant academic senior members, academic senior members, senior academic senior members, assistant professors and professors. These people were deemed relevant to the study because these were the group of people the University management observed that their workload increases directly as the student numbers increases and as the university mounts new programmes in their quest for academic excellence. Table three below shows the distribution of senior staff population by cohorts and gender.

Table 3: Distribution of Teaching Staff by Gen. Cohorts and Gender

Cohorts	Gender		
	Male	Female	Totals
Baby Boomers	154	34	188
Gen X	304	56	360
Gen Y	122	44	166
Totals	580	134	714

Source: (Staff Statistics as at December 2018, Human Resource Directorate, U.C.C.).

Sample and Sampling Technique

Punch (1998), p.310 is of the view that, no study, whether quantitative, qualitative or both can include everything: "you cannot study everyone everywhere doing everything". This means that it is not possible for one to study a whole population when it is large, hence there is a need to pick a sample to represent the population. In view of this, the researcher selected a sample of 333 respondents for the study. This was selected with the G-Power

version 3.1.9.2 software which gave a sample of 302. Ten percent (10%) was included to accommodate for non-response rate (30.2), bringing the sample size to 333. Table 4 presents results from G-Power. G-power was used because the most expedient method to calculate power is to use a power analysis software (Erdfelder, Faul & Buchner, 1996). G-Power prevent the use of complex tables and formula works. G-Power gives the researcher the power to include the "test family" (e.g., t tests, F tests), the type of power analysis (i.e., a priori), and the input parameters (i.e., tails(s), effect size, power, etc.). This therefore tailors the sample size more closely to the research in question. The software processed and produced various output parameters, the most important being the target sample size.

Table 4: G-Power test for Sample Size

Input Parameters		Output Parameters	
Effect size (f)	0.25	Noncentrality Parameter λ	18.8750000
α error probability	0.05	Critical F	2.4019412
Power $(1 - \beta$ error) probability	0.95	Denominator df	298
Numerator difference	4	Total Sample Size	**302**
Number of groups	3	Actual Power	0.9500574
Number of covariates	1		

Source: G-Power version 3.1.9.2

Sampling Procedure

Stratified random sampling was employed for this study. This is because it was important to gain information about key subgroups of the

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population.   Stratified random sampling is a method which involves apportioning a population or sampling frame into several, non-overlapping 'strata' (subgroups) based on a particular characteristic which reflects the variables of interest. It was necessary to be sure that the units included in the sample were selected in proportion to their existence in the population. Sarantakos (1993) and McBurney (2001) recommended that, if the population one intends to survey has identifiable subgroups, a stratified random sample can be used to improve accuracy.

Based on this important tenet, stratified random sampling was appropriate for the study, taking into consideration the composition of the teaching staff in their respective cohorts (Baby Boomers, Generation X and Generation Y) and the need to represent all groups of the population in the sample. After the stratification procedure, where the population was divided appropriately, simple random samples was employed to select the respondents from within each stratum. Table five Shows the distribution of sample by generational cohorts.

Table 5: Distribution of Sample by Generational Cohort

Cohorts	Number	Percentage
Baby Boomers	88	26.43%
Generation X	168	50.45%
Generation Y	77	23.12%
Total	333	100%

Source: Field Survey (2019)

The sample size for each stratum was determined according to the proportion in which they occurred in the population. By this, the population of each stratum was multiplied by 333 and divided by the total population, which

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was 714. For instance, in the Baby Boomers stratum, 188 was multiplied by 333 and divided by 714 to give a sample size of 88 for this stratum.

Data Collection Instrument

Questionnaire was the instrument employed to gather data for this research. A set of written questionnaires on work-life balance was adapted from Lingard and Francis (2005) after a thorough review of extant literature seems their instrument was tested in a stressful work environment (construction firm). Saunders, Lewis, Thornhill (1997) emphasized that survey research is "based most often on questionnaire, these data are standardized, allowing easy comparison". Despite this, they cautioned that much time should be spent in designing and pretesting the questionnaire.

As indicated by Kumekpor (2002), the use of the questionnaire allows the respondents to have privacy to respond to the questionnaire. Admittedly, he cautioned that the limitations of using a questionnaire are that it is difficult to check errors and omissions, and cannot be used for populations of low educational level.

The questionnaire (Appendix A) was made up of two distinct sections – A and B It included only closed ended items because this are more easily analysed and prevent massive response deviations. Section A solicited some information on the bio-data. These included finding out their gender to assist answer objective five; their age which was grouped into the three cohorts to be able to segregate the population into the three cohorts in the study; and finally, their tenure of years in the organisation.

Section B dealt with the how academic senior members agreed that work-life balance policies have assisted them balance their lives and required

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respondents to indicate their level of agreement to the policies in the organisation. It was a five-point rating scale on level of agreement with one (1) indicating "least level of agreement" and five (5) indicating "highest level of agreement". The total questions in this section were twenty. These helped the researcher to analyse their expectation of respondents to work-life balance policies and also based on their level of agreement be able to draw dimensions on which areas each cohort focus on. This section helped analyse the dependent variable.

Pre-testing of Instrument

The research instrument was pre-tested before the actual data collection. A total of forty questionnaires was administered for pre-test. This was important to identify problem areas, decrease measurement errors, decrease respondent burden, determine whether or not respondents are interpreting questions accurately and certify that the order of questions is not inducing the way a respondent answer questions.

After the pre-test two questions were omitted from section B of the questionnaire. These were paternity leave and canteen services; this was because respondents indicated such policies were not available. Aside that every other element was accurate.

Data Collection Procedures

A letter of introduction (Appendix B) from the Department of Management, School of Business, University of Cape Coast enabled me sought permission from the University of Cape Coast, Directorate of Human Resource to first collect information on statistics of academic senior members and permit collection of data from academic senior members.

Secondly, the letter also assisted me to introduce myself and sought permission from all the respondents before the due date. During the exercise, administrators in some of the departments asked the researcher to see the teaching staff directly and introduce herself to them for the needed assistance. The researcher introduced herself to the respondents and asked for their permission to administer the questionnaire to them assuring them of confidentiality.

The researcher administered the questionnaire with the help of trained people. Punch (1998) cautioned that as far as possible, the researcher should stay in control of the data collection it is in this regard, the data collectors were first literates with at least a first degree and were further trained on how to administer and walked through the questions. This made them up to the task. Respondents were educated on the purpose of the study and assured of confidentiality and anonymity of the information they provided.

Questionnaires were distributed by hand in the various faculties. A date was given for the collection of the completed questionnaires. However, through negotiation, most of the administrators made efforts to retrieve answered questionnaire for the researcher. The data collection lasted for a time frame of two weeks.

The researcher addressed all requests for clarification on the questionnaire. The respondents were comfortable in responding to the questionnaire because of the assurance of strict confidentiality. I had a 94% return rate of administered questionnaires representing 311 and out of which 5 had incomplete information.

Data Processing and Analysis

The completed questionnaires were edited for consistency and clarity, coded and entered into the computer using SPSS version 22.0. Simple descriptive statistics, particularly tables, were generated for the analysis. By this, means were the analytical tools used in answering the first three objectives. However, research objectives four and five demanded the use of inferential statistics, hence ONE-WAY ANOVA was conducted to find out significant difference, if any, among the generational cohorts for objective four and MANOVA for objective five to test differences in gender among each generational cohort.

Table six indicates the research objectives and the analytical methods/tools used to analyse the data collected.

Table 6: Research Objectives and Analytical tools

Research Objective	Analytical tool
1. To investigate how work-life balance policies affect Baby Boomers among academic senior members in the University of Cape Coast.	Means
2. To investigate how work-life balance policies affect Generation X among academic senior members in the University of Cape Coast.	Means
3. To investigate how work-life balance policies affect Generation Y among academic senior members in the University of Cape Coast.	Means
4. To investigate how work-life balance policies differently affect generational cohort among	ONE-WAY ANOVA

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academic senior members in the University of Cape

Coast.

5. To investigate how work-life balance policies   MANOVA

   differently affect generational cohort with respect to

   gender among academic senior members in the

   University of Cape Coast.

Ethical Considerations

Ethical consideration is getting the necessary ethical clearance for research and this is compulsory for social science researchers conducting research involving humans. Saunders, Lewis and Thornhill (2009), research ethics deals with issues on how to morally and responsibly formulate and clarify a research topic, design a research and gain access, gather data, process and store data, analyse data and report research outcomes. Ethical consideration is unavoidable when the study involves others, be it colleagues, respondents, assistants, or persons in positions of authority (Curran, 2006). Ethical issues are highly relevant and require due considerations.

To ensure ethical practices for the protection of human participants, I assured the respondents of confidentiality and anonymity before I undertook any research activities. And further assured respondents that their responses would be used solely for academic purposes.

Chapter Summary

This chapter discussed the method and procedures the researcher adopted for the completion of the work. The researcher adopted a descriptive design, used a population of seven hundred and fourteen as its population and

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a sample of three hundred and thirty-three. The data collection instrument used was a questionnaire and finally data was analysed using SPSS version 22.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This study sought to investigate work-life balance policies among generational cohort with evidence from the University of Cape Coast. This chapter provided the results of the quantitative data as presented and discussed. First the response rate used was presented, followed by demographic data collected then finally results would be presented and discussed based on the research objectives itemized in chapter one.

Response Rate

In chapter three, with the help of G-Power software and a ten percent (10%) estimated non-response rate the sample size required for this research

was 333 respondents. At the end of the data collection a total of 311 questionnaires were filled and returned representing 93.39%. Questionnaires used after the removal of incomplete questionnaires totals 306 representing 91.89%. This response rate was considered satisfactory on the basis of the assertion made by Mugenda and Mugenda (2008), that a response rate of 50% is satisfactory enough for analysis. Table 7 presents the breakdown.

Table 7: Response Rate by Generational Cohort

Questionnaire	Questionnaire	Count		Percentage (%)
Returned (Complete)	Baby Boomers	80		
	Generation X	154		
	Generation Y	72	306	91.89%
Non-Returned	Baby Boomers	8		
	Generation X	14		
	Generation Y	5	27	8.11%
Totals			333	100%

Source: Field Survey (2019)

Demographic Data

To aid in achieving the objectives of the study the following demographic data that was relevant in this study was the age group of the respondent which helped group respondents in their respective cohorts, the gender of respondent and their tenure in the organisation which was required to answer objective five and six.

The demographic distribution is presented in Table 8 followed by a short discussion of the information provided.

Table 8: Demographic Distribution of Respondents

Cohorts			Gender			Tenure		
Details	No.	%	Details	No.	%	Details	No.	%
Baby Boomers	80	26%	Male	55	17%	1-5 years	7	2.28%
			Female	25	8%	6-10 years	18	5.85%
						11-15 years	34	11.05%
						16-20	14	4.55%

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						years		
						Above 20 years	7	2.28%
Gen X	154	50%	Male	105	34%	1-5 years	37	12.01%
			Female	49	16%	6-10 years	45	14.61%
						11-15 years	40	12.99%
						16-20 years	29	9.42%
						Above 20 years	3	0.97%
Gen Y	72	24%	Male	42	14%	1-5 years	25	8.33%
			Female	30	10%	6-10 years	42	14%
						11-15 years	5	1.67%
						16-20 years	0	0%
						Above 20 years	0	0%

Source: Field Survey (2019)

The demographic information presented in the table above shows that majority of teaching staff representing 50.4% fall within the Generation X cohort. Followed by Baby Boomers representing 28.3% and finally 23.3% representing Generation Y. One can draw from this analysis that a chunk of the teaching staff fell within the Generation X. This was as a result of Baby boomers falling out of the system due to retirement at age sixty (Labour Force Survey Report of Ghana, 2015) and the least of this cohort is fifty-four years presently and Gen Y now coming on board due to age and educational qualification.

The males tend to dominate the labour force of teaching staff in Cape Coast representing 66% and females 34% but this tends to have seen improvement which supports the findings of Henehan and Sarkees, (2009) where they found out that there have been some declines in the academic gender gap. Despite the improvement more need to be done, since females are

still underrepresented at higher education teaching relative to their male counterparts which, deductively, confirms the findings of the Statistics Division of the United Nations (2010) that women dominate the teaching profession at the primary level.

The results would now be presented and discussed according the various objectives.

Analysis of Research Objectives

Objective one: To investigate work-life balance policies of Baby Boomers among academic senior members of University of Cape Coast.

The first objective of the study was to Investigate work-life balance policies preference of Baby Boomers among academic senior members of University of Cape Coast. In order to ascertain this, literature was consulted and pre-test done to select items to measure work-life balance policies. Hence, several items were adapted from the study of Lingard and Francis (2005). Using a 5-point rating scale with 1 measuring "Least Level of Agreement", 2 measuring "Slight Level of Agreement", 3 measuring "Agreement", 4 measuring "High Agreement" and 5 measuring "Highest Level of Agreement". Respondents were required to rate twenty (20) work-life balance policies indicating their level of agreement. The responses to these have been presented in Table 9. From the rating scale presented any mean loadings below 3.0 is seen to be low whiles ratings from 3 and beyond is seen as high since "3" signified agreement hence the said policy would have a significant impact in helping balance one's work-life balance.

Table 9 shows the mean preference scores for each of the work-life balance policies by Baby Boomers.

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Table 9: Baby Boomers Mean Preference of Work-life balance Policies

WORK-LIFE BALANCE POLICIES		MEAN
Flexible Work Hours	FWA1	2.8375
Part Time Work	FWA2	2.9250
Job Sharing	FWA3	2.7625
Flexibility in Work Location	FWA4	2.9375
Temporary Part Time	FWA5	2.9500
Fitness Programme	WPD1	3.0250
Wellness Programme	WPD2	3.2625
Reimbursing the Costs	WPD3	3.3000
Employee Assistance Programme	WPD4	2.5875
Extended Parental Leave	L1	2.8625
Maternity Leave	L2	2.8500
Study Leave	L3	3.0000
Sabbatical Leave	L4	3.1875
Annual Leave	L5	3.1000
Special Family Leave	DCA1	2.9750
Elder Care Services Service	DCA2	2.9125
Child Care Facilities	DCA3	2.7500
Care on Short Notice	DCA4	3.0000
Child Care Costs	DCA5	3.2125

Scholarships for Employees' Children	DCA6	3.3375

Source: Field Survey (2019)

Results from Table 9 shows that employees within the Baby Boomers cohort expressed the strongest preference for scholarship for children (mean =3.3375). This is understandable since boomers were generally raised in traditional (nuclear) families, by parents who gave them the best of everything they possibly could (Howe & Strauss, 2000). This benefit they enjoyed in their formative stage has placed a significant impact on their lives posited by the generational cohort theory (Sessa et al., 2007; Smola & Sutton, 2002). Hence, they believe there is the need to also give their children the very best which tends to support findings of Lancaster and Stillman (2005). Which is followed strongly by reimbursement of cost of seminars and workshop.

Understandably, Baby Boomers expressed the lowest preference for employee assistance programmes (mean = 2.5875). This supports the findings of Francis-Smith (2004), because this generation believes that movement up the organisational hierarchy is based on seniority, not always based on skill and expertise hence they do not appreciate further studies which this policy tends to focus on.

Table 10 presents ranked mean preferences of Baby Boomers from the 1st to the 20th and also draws a distinction on which of the policies ranks high and low. Policies with mean below 3.0 is ranked as low and above 3.0 is ranked as high.

Table 10: Baby Boomers Ranked Mean Preference of WLB Policies

WLB POLICIES		MEAN	RANKING	
Sch for Employees' Children	DCA6	3.3375	1ST	HIGH
Reimbursing the Costs	WPD3	3.3	2nd	HIGH

Wellness Programme	WPD2	3.2625	3rd	HIGH
Child Care Costs	DCA5	3.2125	4th	HIGH
Sabbatical Leave	L4	3.1875	5th	HIGH
Annual Leave	L5	3.1	6th	HIGH
Fitness Programme	WPD1	3.025	7th	HIGH
Study Leave	L3	3	8th	HIGH
Care on Short Notice	DCA4	3	9th	HIGH
Special Family Leave	DCA1	2.975	10th	HIGH
Temporary Part Time	FWA5	2.95	11th	HIGH
Flexibility in Work Location	FWA4	2.9375	12th	LOW
Part Time Work	FWA2	2.925	13th	LOW
Elder Care Services	DCA2	2.9125	14th	LOW
Extended Parental Leave	L1	2.8625	15th	LOW
Maternity Leave	L2	2.85	16th	LOW
Flexible Work Hours	FWA1	2.8375	17th	LOW
Job Sharing	FWA3	2.7625	18th	LOW
Child Care Facilities	DCA3	2.75	19th	LOW
EAP	WPD4	2.5875	20th	LOW

Source: Field Survey (2019)

From Table 10, eleven policies tend to have high importance in balancing the lives of Baby Boomers whiles nine tend to be low. From a wholistic point of view, out of these nine low ranked preferences, it is important to note that four of the lowest scoring preferences happens to be found in the Flexible Work Arrangement construct. This tends to support the findings of Zemke et al., (2000) and Reis and Braga (2016), where they concluded that Boomers believe in the sixty-hour work week at the workplace and hence have been seen to "Live to work".

Baby Boomers do not see reasons for having flexible work arrangement. To them they "live to work" and everything about them is work (Reis & Braga, 2016). This is because their main business focus is working for long hours which is because they grew up in times of industrialization (Smola & Sutton, 2002) hence in their formative stage saw parents going to work for long hours.

This happening in their formative stage tends to make them see no reason for Flexible Work Arrangement as posited by the Generational Cohort Theory. Hence, they are hesitant of taking too much time off work for fear of being replaced in a corporate team (Mathiyazhagan, 2016). The main focus of this Cohort is being present at meetings, staying until the boss leaves, and dropping by the boss's office, as they see these as the effective ways to climb the career ladder (Holt, Marques, & Way, 2012) hence measure low preference for Flexible Work dimensions as important to balance their work life.

Also, out of the eleven high preferred policies, four happen to concentrate on Dependent Care Assistance. The reason being that this generation grew up in the traditional setting where family was the next important thing to work (Howe & Strauss, 2000). For this generation the struggle is just between work and family. They considered "life" in work-life balance to be only the family. Hence had no social life aside family (Lancaster & Stillman, 2002).

Objective two: To investigate work-life balance policies preference of Generation X among academic senior members of University of Cape Coast.

The second objective of the study was to investigate how work-life balance policies preference of Generation X among academic senior members. In order to ascertain this, literature was consulted and pre-test done to select items to measure work-life balance policies. Hence, several items were adapted from the study of Lingard and Francis (2005). Using a 5-point rating scale with 1 measuring "Least Level of Agreement", 2 measuring "Slight Level of

Agreement", 3 measuring "Agreement", 4 measuring "High Agreement" and 5 measuring "Highest Level of Agreement". Respondents were required to rate twenty (20) work-life balance policies indicating their level of agreement. The responses to this have been presented in Table 11. From the rating scale presented any mean loadings below 3.0 is seen to be low whiles ratings from 3 and beyond is seen as high since "3" signified agreement hence the said policy would have a significant impact in helping balance one's work-life balance.

Table 11 shows the mean preference scores for each of the work-life balance policies by Generation X.

Table 11: Generation X Mean Preference of Work-life balance Policies

Work-life balance policies		MEAN
Flexible Work Hours	FWA1	2.8896
Part Time Work	FWA2	2.6104
Job Sharing	FWA3	2.5649
Flexibility in Work Location	FWA4	2.8182
Temporary Part Time	FWA5	2.7338
Fitness Programme	WPD1	2.9481
Wellness Programme	WPD2	3.2273
Reimbursing the Costs	WPD3	2.9935
Employee Assistance Programme	WPD4	2.6234
Extended Parental Leave	L1	2.8442
Maternity Leave	L2	3.4935
Study Leave	L3	3.3117
Sabbatical Leave	L4	3.0714
Annual Leave	L5	2.8571
Special Family Leave	DCA1	2.7208
Elder Care Services Service	DCA2	3.0455
Child Care Facilities	DCA3	2.6818
Care on Short Notice	DCA4	2.6558
Child Care Costs	DCA5	2.7597
Scholarships for Employees' Children	DCA6	3.4221

Source: Field Survey (2019)

Results from Table 11 shows that employees within the Generation X cohort expressed the strongest preference for Maternity Leave (mean =3.4935). It is important to note that during the formative ages of these cohort the issue of maternity leave was being battled. During the 1970s, maternity leave remained patchy, though the issue assumed international prominence and had been introduced the underlying problem was that the concept of formal maternity leaves still remained firmly off the agenda (Jarvis, 2009).

This generation saw their mother's and other women being routinely sacked for becoming pregnant till the late 1970s. From the generational cohort theory, this happening in their formative stage had a major impact on their life. This explains why the maternity leave policy has the highest ranked policy for the Generation X cohort in balancing their work-life balance.

This is followed closely by scholarship for employee's children with a mean of 3.4221. This is understandable since this generation happens to be the most benefitted generation in relation with scholarship. This generation were born during the period when free and compulsory primary education was introduced to Ghana with the Education Act of 1961. This led to a surge in school enrolment. This generation was also born during the establishment of Scholarship Secretariat Ghana in 1960. They had their elementary education for free and had scholarship to further their studies including scholarship loans. These happening in their formative ages tends to explain their preference for scholarship as a means to balance their work-life balance.

Understandably, Generation X expressed the lowest preference for job sharing (mean = 2.5649). To understand why this policy has the least mean a

refresher of the characteristics of Generation X is important. This generation is characterised as being independent, self-reliant, impatient with co-workers and are reluctant to network (Bower & Fidler, 1994 and Kupperschmidt, 2000). Job sharing requires workers to be dependent, rely and be patient with co-workers. This tends to go against their characteristics. This work-life balance policy would make one to network and be patient with co-workers which is not them. This explains why this policy tends to play little importance in helping balance their lives.

Table 12 presents ranked mean preferences of Generation X from the 1st to the 20th and also draws a distinction on which of the policies ranks high and low. Policies with mean below 3.0 is ranked as low and above 3.0 is ranked as high.

Table 12: Generation X Ranked Mean Preference of WLB Policies

WORK-LIFE BALANCE POLICIES		MEAN	RANKING	
Maternity Leave	L2	3.4935	1ST	HIGH
Scholarships for Employees' Children	DCA6	3.4221	2nd	HIGH
Study Leave	L3	3.3117	3rd	HIGH
Wellness Programme	WPD2	3.2273	4th	HIGH
Sabbatical Leave	L4	3.0714	5th	HIGH
Elder Care Services Service	DCA2	3.0455	6th	HIGH
Reimbursing the Costs	WPD3	2.9935	7th	HIGH
Fitness Programme	WPD1	2.9481	8th	HIGH
Flexible Work Hours	FWA1	2.8896	9th	LOW
Annual Leave	L5	2.8571	10th	LOW
Extended Parental Leave	L1	2.8442	11th	LOW
Flexibility in Work Location	FWA4	2.8182	12th	LOW
Child Care Costs	DCA5	2.7597	13th	LOW
Temporary Part Time	FWA5	2.7338	14th	LOW
Special Family Leave	DCA1	2.7208	15th	LOW
Child Care Facilities	DCA3	2.6818	16th	LOW
Care on Short Notice	DCA4	2.6558	17th	LOW
Employee Assistance Programme	WPD4	2.6234	18th	LOW

Part Time Work	*FWA2*	2.6104	19th	LOW
Job Sharing	*FWA3*	2.5649	20th	LOW

Source: Field Survey (2019)

From Table 12, eight policies tend to have high importance in balancing the lives of Generation X whiles twelve tend to be low. This tends to support the findings of Lancaster and Stillman's (2005), that this cohort believe they have not reached the level of work-life balance for which they are seeking hence the low preference. Their desire for balance stems from the lack of balance they experienced as children during their formative stages where both parents worked outside of the home (Tolbize, 2008). This is explained by the Generational Cohort Theory where happenings in one's formative stage tends to impact and shape the lives of a cohort.

From a wholistic point of view, out of these eight high ranked preferences, it is important to note that three each of these high scoring preferences happens to be found in the Wellness and Personal Development construct and Leave Arrangement construct.

Wellness and Personal Development construct happens to have high preference because Generation X have the unique characteristic attaining higher roles by working for it through skills and development (Martin & Tulgan, 2002). Generation X are conscious of achievement and in line with their dislike for not working they always want to keep their skills current to earn them what they look for. This tend to support the findings of Martin and Tulgan (2002) where they concluded that Generation X have a high desire for knowledge advancement which explains why this construct has the highest representation among high scoring preferences.

Leave arrangement also records a high representation of three policies. These policies are maternity leave, study leave and sabbatical leave. The happenings in their formative stages explains why the high ranking of these three policies. During their formative stages they witnessed mother's having to choose between losing their jobs to tend for their babies or choosing their work (Jarvis, 2009). This caused them to be deprived of parental care hence the high scoring of maternal leave. In the case of study leave their high drive to improve their skills to move up the hierarchy explains the high scoring which tends to support the findings of Martin and Tulgan (2002). Finally, by virtue of the corporate downsizings and massive layoffs their parents experienced Generation X are sceptical of corporations, because they realised that long-term commitment is unlikely to pay the dividends like it did to their parents and grandparents (Codrington, 2008). They would rather prefer to go on sabbatical leaves and explore other options. This explains the high rating of sabbatical leave.

The absence of any Flexible Work Arrangement in the above three however contradicts most literature findings (Hatfield, 2002; Kupperschmidt, 2000; Lancaster & Stillman, 2002; Eaton, 2003; Sessa et al., 2007; Zemke et al., 2000). The question of interest is, why the difference in study results. Are Flexible Work Arrangement policies not a needed requirement to help balance the life of Generation X.

A careful study of literature reveals that, their tough experience of growing up alone because of working parents, encouraged them to value family and hence their drive for flexible work arrangements that would allow them to balance work with family demands (Lancaster & Stillman, 2005). So,

in actual sense what Generation X needed was more policies focused on Dependent Care. Generation X are sandwiched between caring for their children and their aging parents. Gursoy, Maier, and Chi, (2008), found out that, to Generation X workplace flexibility was desired, as a needed benefit because it offers them the opportunity to adjust their working hours and take time off as needed to care for their families, reduce stress, and be focused at work.

In this current study one construct was built on Dependant Care Assistance. These explains why there is no Flexible Work Arrangement policy rated high rather there are two Dependent Care Assistance rated high. Though, Generation X embrace flexibility, they do not take advantage of it (Caraher, 2016), hence if there are policies that help them meet family need then those are important and enough to them in helping balance their lives. This also tends to explain why five out of the twelve low ranking preferences happens to be within the Flexible Work Arrangement construct.

To conclude on this objective the important finding to note is that in organisations where Dependent Care Assistance Policies are available, Flexible Work Arrangement Policies are likely to have a minimal impact on employees in the Generation X cohort.

Objective three: Investigate work-life balance policies preference of Generation Y among academic senior members of University of Cape Coast.

The third objective of the study was to investigate how work-life balance policies affect Generation Y among academic senior members. In

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order to ascertain this, literature was consulted and pre-test done to select items to measure work-life balance policies. Hence, several items were adapted from the study of Lingard and Francis (2005). Using a 5-point rating scale with 1 measuring "Least Level of Agreement", 2 measuring "Slight Level of Agreement", 3 measuring "Agreement", 4 measuring "High Agreement" and 5 measuring "Highest Level of Agreement". Respondents were required to rate twenty (20) work-life balance policies indicating their level of agreement. The responses to this have been presented in Table 13. From the rating scale presented any mean loadings below 3.0 is seen to be low whiles ratings from 3 and beyond is seen as high since "3" signified agreement hence the said policy would have a significant impact in helping balance one's work-life balance.

Table 13 shows the mean preference scores for each of the work-life balance policies by Generation Y.

Table 13: Generation Y Mean Preference of Work-life balance Policies

Work-life balance policies		MEAN
Flexible Work Hours	FWA1	2.8750
Part Time Work	FWA2	2.7917
Job Sharing	FWA3	3.1528
Flexibility in Work Location	FWA4	3.1250
Temporary Part Time	FWA5	3.0833
Fitness Programme	WPD1	3.0417
Wellness Programme	WPD2	3.6806
Reimbursing the Costs	WPD3	3.4028
Employee Assistance Programme	WPD4	2.9444
Extended Parental Leave	L1	2.6528
Maternity Leave	L2	3.7500
Study Leave	L3	3.7361
Sabbatical Leave	L4	3.0278
Annual Leave	L5	3.2778
Special Family Leave	DCA1	3.1389
Elder Care Services Service	DCA2	3.0278
Child Care Facilities	DCA3	3.0134

Care on Short Notice	DCA4	3.2083
Child Care Costs	DCA5	3.2639
Scholarships for Employees' Children	DCA6	2.9583

Source: Field Survey (2019)

Results from Table 13 shows that employees within the Generation Y cohort expressed the strongest preference for Maternity Leave (mean =3.7500). This preference has got nothing to do with events happening during their formative stages. This can be related to the fact that this cohort is within the child-bearing age hence they prefer this policy. It is important to note that, for Generation Y if they need something, they demand it with all pressure this is because this generation has been programmed to balance their lives since birth (Lancaster & Stillman, 2005). Hence if they are in their child bearing age it is expected that they would demand maternity leaves to balance their lives.

Study leave happens to be the next preferred work-life balance policy with a mean of 3.7361. Individuals within this cohort are at the upgrading stage of their lives. To them they would want to learn new things, hence there will prefer study leave.

The least preferred policy for Generation Y is the Extended Parental Leave with a mean of 2.6528. This is understandable because this Cohort is always on the go and don't want to be saddled that is why they are referred to by some researchers as "Generation Go" (Shim, Kim, Lim, Shin and Choi 2015). Generation Y have placed increasing value on living well-rounded lives that are fulfilling both personally and professionally. Hence wouldn't want to be saddled with having to play parental roles for so long. They tend to pass on their independent lifestyles to their children since they were trained from their formative stages to be independent and not substitute balance for anything.

WLB POLICIES	MEAN	RANK

Table 14 presents ranked mean preferences of Generation Y from the 1st to the 20th and also draws a distinction on which of the policies ranks high and low. Policies with mean below 3.0 is ranked as low and above 3.0 is ranked as high.

Table 14: Generation Y Ranked Mean Preference of WLB Policies

Maternity Leave	L2	3.75	1ST	HIGH
Study Leave	L3	3.7361	2nd	HIGH
Wellness Programme	WPD2	3.6806	3rd	HIGH
Reimbursing the Costs	WPD3	3.4028	4th	HIGH
Annual Leave	L5	3.2778	5th	HIGH
Child Care Costs	DCA5	3.2639	6th	HIGH
Care on Short Notice	DCA4	3.2083	7th	HIGH
Job Sharing	FWA3	3.1528	8th	HIGH
Special Family Leave	DCA1	3.1389	9th	HIGH
Flexibility in Work Location	FWA4	3.125	10th	HIGH
Temporary Part Time	FWA5	3.0833	11th	HIGH
Fitness Programme	WPD1	3.0417	12th	HIGH
Sabbatical Leave	L4	3.0278	13th	HIGH
Elder Care Services Service	DCA2	3.0278	14th	HIGH
Child Care Facilities	DCA3	3.0134	15th	HIGH
Scholarships for Employees' Children	DCA6	2.9583	16th	HIGH
Employee Assistance Programme	WPD4	2.9444	17th	LOW
Flexible Work Hours	FWA1	2.875	18th	LOW
Part Time Work	FWA2	2.7917	19th	LOW
Extended Parental Leave	L1	2.6528	20th	LOW

Source: Field Survey (2019)

From Table 14, it can be seen that sixteen out of twenty policies score high for Generation Y. This shows a very high preference to work-life balance policies. Generation Y have had the notion of balance etched into their heads since birth by their Baby Boomer and Gen X parents (Lancaster & Stillman, 2005). Flexible work schedules are needed for Generation Y to balance their busy lives. This tend to support the findings of Reis and Braga (2016) which found out that, for this generation a less stressed, more balanced workforce can be achieved through flexible scheduling. Flexible scheduling is a dream come true for the Generation Y. This generation is used to being busy and they

tend to do better with work schedules that permit them to fit in the many activities in which they participate. This explains why Work-life balance Policies tends to be highly preferred by this Cohort.

It is also significant to note that, this cohort has the highest scoring mean (3.3375 for Baby Boomers, 3.4935 for Generation X and 3.75 for Generation Y) among the three cohorts under study and they have the highest value for the least preference also (2.5875 for Baby Boomers, 2.5649 for Generation X and 2.6528 for Generation Y).

The question of interest is, is this mean difference and different preferences towards policies have a significant difference among the generational cohorts. To be able to analyse that it is important to move away from descriptive analysis to inferential analysis. This led us to our fourth objective of the study which sought to assess how work-life balance policies differently affect generational cohorts.

Objective Four: To assess how work-life balance policies differently affect generational cohort among teaching staff.

The fourth objective of the study was to assess how work-life balance policies differently affect generational cohort among teaching staff. This objective would be analysed using:

H$_4$: Work-life balance policies differently affect generational cohort among teaching staff.

In order to test this hypothesis, a univariate analysis of variance (ANOVA) was conducted to compare the generational cohorts with respect to their preference of the importance of work-life balance policies. The dependent variable was work-life balance policy and the independent variable was generational cohorts. Participants were divided into Baby Boomers,

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Generation X and Generation Y according to their birth years. The dependent variable was grouped into the four constructs that is; Flexible Work Arrangement (FWA), Leave Arrangement (LA), Wellness and Personal Development (WPD) and Dependent Care Assistance (DCA) policies.

Hypothesis four was subdivided into four sub-hypotheses with each measuring one dependent variable construct with the independent variables. These four sub-hypotheses were used to analyse the fourth objective. The four sub-hypotheses were:

H4a: Flexible Work Arrangement policies differently affect generational cohort among academic senior members.

H4b: Wellness and Personal Development policies differently affect generational cohort among academic senior members.

H4c: Leave Arrangement policies differently affect generational cohort among academic senior members.

H4d: Dependent Care Assistance policies differently affect generational cohort among academic senior members.

For each of the sub-hypothesis, there was an evaluation of the sample to verify that all of the assumptions of ANOVA (that is, scale should be measured on a continuous, random sampling, normality, large sample size, two or more independent, categorical groups and homogeneous variances) were met. The scale used was a five-point rating scale which is a continuous scale. The sample size was chosen using a proportionate stratified random sampling which meets the requirement of random sampling. Due to the large sample size normality can be assumed because quite severe deviation from normality would not affect the conclusion reached. Also, the sample size is

large. In each case a Levene's test of Homogeneity of Variance would be conducted to verify that the variances were homogeneous. For each of the demographic variables, test was conducted at the .05 significant level with a null hypothesis that the variances of the factor scores were equal. And finally, the test is being conducted on three independent groups that do not overlap. That is the three generational cohorts; Baby Boomers, Generation X and Generation Y.

H$_{4a}$: Flexible Work Arrangement policies differently affect generational cohort among academic senior members.

To test the hypothesis, the results from SPSS 22.0 are reported by Levene's test at sig value of .05 level, followed by ANOVAs and Post Hoc Multiple Comparisons where appropriate. The descriptive tables are found in Appendix C.

The results of the homogeneity of variance tests when the sample is grouped by generational cohort is displayed in Table 15.

Table 15: Levene's Test of Homogeneity of Variances

FWA_C

Levene Statistic	df1	df2	Sig.
2.249	2	303	.107

Source: Field Survey (2019)

The results of the homogeneity of variance tests when the sample is grouped by cohort are displayed in Table 15. From Table 15, the significance of the Levene's statistic is greater than 0.05. This indicates that the null hypothesis of equal variances should be retained and conclude that groups have equal means hence the assumption of homogeneity of variance is met.

Since the equal variance assumption is satisfied, an ANOVA to compare generational cohort means is appropriate.

Table 16 presents the results of the one-way ANOVA at the .05 level with generational cohort as the independent variable and flexible work arrangement as the dependent variable.

Table 16: ANOVA of Flexible Work Arrangement Within Groups

FWA_C	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.190	2	2.095	4.592	.011
Within Groups	138.229	303	.456		
Total	142.419	305			

Source: Field Survey (2019)

The results presented in Table 16 indicates that there is a moderate statistically significant difference at the p<0.05 level in the preference of importance in flexible work arrangement policies among the three generational cohorts [F (2,303) = 4.592, p<0.05].

The null hypothesis for this analysis was that Flexible Work Arrangement policies does not affect generational cohort differently among teaching staff**.** From the results presented in Table 16, the Sig Value of F-Stats of 4.592 is 0.011, this is less than the Sig level of 0.05, thus we reject the null hypothesis that "Flexible Work Arrangement policies does not affect generational cohort differently among teaching staff" in favour of the alternative hypothesis that "Flexible Work Arrangement policies differently affect generational cohort among teaching staff" and conclude that means among the different generational cohort are not equal with regards to their preference on importance of Flexible Work Arrangement.

To ascertain where the difference is said to be occurring among the different groups a Post-Hoc test was conducted. This is presented in Table 17.

Table 17: Post Hoc Multiple Comparisons among Generational Cohort's Mean Preference of Flexible Work Arrangement

Dependent Variable: FWA_C
Bonferroni

(I) Cohort	(J) Cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Gen Y	Gen X	.28218*	.09643	**.011**	.0500	.5143
	BB	.12306	.10972	.789	-.1411	.3872
Gen X	Gen Y	-.28218*	.09643	**.011**	-.5143	-.0500
	BB	-.15912	.09309	.265	-.3832	.0650
BB	Gen Y	-.12306	.10972	.789	-.3872	.1411
	Gen X	.15912	.09309	.265	-.0650	.3832

Source: Field Survey (2019)

From Table 17, Post-Hoc comparisons using Bonferroni Test indicated that the mean score for Gen Y (M=3.0056, SD= 0.70808) was significantly different from Gen X (M=2.7234, SD= 0.70746). Baby Boomers (M=2.8825, SD= 0.57430) did not differ significantly from either Gen Y (M=3.0056, SD= 0.70808) or Gen X (M=2.7234, SD= 0.70746).

From the results presented in Table 17, the cohorts whose mean preference in importance of flexible work arrangement are different can be identified. This can be done using the Sig Value of the results reported. Any sig value less than 0.05 indicates that there is a difference occurring hence we reject the null hypothesis in favour of the alternative. From the Sig Values reported in Table 17, the sig value of Gen Y and Gen X is 0.011 which is

lower that the Sig value of 0.05 indicating that difference exist between these two cohorts. Same appears for the sig value of Gen X and Gen Y (0.011).

This tends to support the findings of Bal and De Lange, (2015) where he found out that Generations have different reasons why they need flexibility in work arrangements. For Generation X they desire for work flexibility to help them balance work with the demands of growing families. "This is the generation that pioneered the shift to telecommuting, adopting new technologies that allowed them to stay connected to the office from afar," whiles for Generation Y they place a premium on flexibility, as they work to live, instead of living to work hence have strong expectations that their employers will offer flex, allowing them to balance their lives the way they want to.

H₄ᵦ: Wellness and Personal Development policies differently affect generational cohort among academic senior members.

To test the hypothesis, the results from SPSS 22.0 are reported by Levene's test at sig value of 0.05 level, followed by ANOVAs and Post Hoc Multiple Comparisons where appropriate. The descriptive tables are found in Appendix D.

The results of the homogeneity of variance tests when the sample is grouped by generational cohort are displayed in Table 18.

Table 18: Levene's Test of Homogeneity of Variances

WPD_C

Levene Statistic	df1	df2	Sig.
2.239	2	303	.108

Source: Field Survey (2019)

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From Table 18, the significance of the Levene's statistic is 0.108 which is greater than 0.05. This indicates that the null hypothesis of equal variances should be retained and conclude that groups have equal means hence the assumption of homogeneity of variance is met. Since the equal variance assumption is satisfied, an ANOVA to compare generational cohort means is appropriate.

Table 19 presents the results of the one-way ANOVA at the .05 level with generational cohort as the independent variable and Wellness and Personal Development as the dependent variable.

Table 19: ANOVA of Wellness and Personal Development Within Groups

WPD_C	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.004	2	2.502	4.242	.015
Within Groups	178.722	303	.590		
Total	183.727	305			

Source: Field Survey (2019)

The results presented in Table 19 indicates that there is a moderate statistically significant difference at the p<0.05 level in the preference of importance in Wellness and Personal Development policies among the three generational cohorts [F (2,303) = 4.242, p<0.05].

The null hypothesis for this analysis was that wellness and personal development policies does not affect generational cohort differently among teaching staff**.** From the results presented in Table 19, the Sig Value of F-Stats of 4.242 is 0.015 this is less than the Sig level of 0.005, thus we reject the null hypothesis that "Well and Personal Development policies does not affect

generational cohort differently among teaching staff" in favour of the alternative hypothesis that "Well and Personal Development policies differently affect generational cohort among teaching staff" and conclude that means among the different generational cohort are not equal with regards to their preference on importance of Well and Personal Development in balancing their lives.

To ascertain where the difference is said to be occurring among the different groups a Post-Hoc test would be conducted. This is presented in Table 20.

Table 20: Post Hoc Multiple Comparisons among Generational Cohort's Mean Preference of Flexible Work Arrangement

Dependent Variable: WPD_C
Bonferroni

(I) Cohort	(J) Cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Gen Y	Gen X	.31931*	.10965	**.012**	.0554	.5833
	BB	.22361	.12476	.222	-.0767	.5240
Gen X	Gen Y	-.31931*	.10965	**.012**	-.5833	-.0554
	BB	-.09570	.10585	1.000	-.3505	.1591
BB	Gen Y	-.22361	.12476	.222	-.5240	.0767
	Gen X	.09570	.10585	1.000	-.1591	.3505

Source: Field Survey (2019)

From Table 20, Post-Hoc comparisons using Bonferroni Test indicated that the mean score for Gen Y (M=3.2674, SD= 0.85716) was significantly different from Gen X (M=2.9481, SD= 0.75822). Baby Boomers (M=3.0438, SD= 0.69898) did not differ significantly from either Gen Y (M=3.2674, SD= 0.85716) or Gen X (M=2.9481, SD= 0.75822).

From the results presented in Table 20, the cohorts whose mean preference in importance of wellness and personal development are different can be identified. This can be done using the Sig Value of the results reported. Any sig value less than 0.05 indicates that there is a difference occurring hence we reject the null hypothesis in favour of the alternative. From the Sig Values reported in Table 17, the sig value of Gen Y and Gen X is 0.012 which is lower that the Sig value of 0.05 indicating that difference exist between these two cohorts. Same appears for the sig value of Gen X and Gen Y (0.012).

H₄c: Leave Arrangement policies differently affect generational cohort among academic senior members.

To test the hypothesis, the results from SPSS 22.0 are reported by Levene's test at sig value of .05 level, followed by ANOVAs and Post Hoc Multiple Comparisons where appropriate. The descriptive tables are found in Appendix E.

The results of the homogeneity of variance tests when the sample is grouped by generational cohort are displayed in Table 21.

Table 21: Levene's Test of Homogeneity of Variances

L_C

Levene Statistic	df1	df2	Sig.
.718	2	303	.489

Source: Field Survey (2019)

The results of the homogeneity of variance tests when the sample is grouped by cohort are displayed in Table 21. The significance of the Levene's statistic is greater than 0.05. This indicates that the null hypothesis of equal variances should be retained and conclude that groups have equal means hence

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the assumption of homogeneity of variance is met. Since the equal variance assumption is satisfied, an ANOVA to compare generational cohort means is appropriate.

Table 22 presents the results of the one-way ANOVA at the .05 level with generational cohort as the independent variable and leave arrangement as the dependent variable.

Table 22: ANOVA of Leave Arrangement Within Groups

L_C	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.495	2	.748	1.557	.212
Within Groups	145.486	303	.480		
Total	146.981	305			

Source: Field Survey (2019)

The results presented in Table 22 indicates that there is a no statistically significant difference at the p<0.05 level in the preference of importance in leave arrangement policies among the three generational cohorts [F (2,303) = 1.557, p<0.05].

The null hypothesis for this analysis was that Leave Arrangement policies does not affect generational cohort differently among teaching staff. From the results presented in Table 22, the Sig Value of F-Stats of 1.557 is 0.212. this is greater than the Sig level of 0.005, thus we fail to reject the null hypothesis that "Leave Arrangement policies does not affect generational cohort differently among teaching staff" and conclude that means among the different generational cohort are equal with regards to their preference on

importance of Leave Arrangement. Because no differences exist between the means no Post Hoc test was conducted.

This tends to contradict research findings of where there is no one universal way to provide all employees with work-life balance. Leave arrangement tends to deviate from the known and academic senior members are seen to have equal mean preference in their importance of leave arrangement. This can be attributed to the fact that leave arrangement has been seen to decrease employee stress, improve job satisfaction, and have a positive impact on an employee's decision to remain with a firm (Presbitero, Roxas & Chadee, 2016).

Paid family care and maternity leave, as well as sick leave, and parental leave are efforts by companies to allow employees more time with important issues outside of work (Arenofsky, 2017). Hence, whenever employees intend to deal with important issues, they all tend to take leave irrespective of their generational cohort since at that point in time they all have the same priority to cater for a need.

H$_{4d}$: Dependent Care Assistance policies differently affect generational cohort among academic senior members.

To test the hypothesis, the results from SPSS 22.0 are reported by Levene's test at sig value of .05 level, followed by ANOVAs and Post Hoc Multiple Comparisons where appropriate. The descriptive tables are found in Appendix F.

The results of the homogeneity of variance tests when the sample is grouped by generational cohort are displayed in Table 23.

Table 23: Levene's Test of Homogeneity of Variances

DCA_C

Levene Statistic	df1	df2	Sig.
.556	2	303	.574

Source: Field Survey (2019)

The results of the homogeneity of variance tests when the sample is grouped by cohort is displayed in Table 23. The significance of the Levene's statistic is greater than 0.05. This indicates that the null hypothesis of equal variances should be retained and conclude that groups have equal means hence the assumption of homogeneity of variance is met. Since the equal variance assumption is satisfied, an ANOVA to compare generational cohort means is appropriate.

Table 24 presents the results of the one-way ANOVA at the .05 level with generational cohort as the independent variable and Dependent Care Assistance as the dependent variable.

Table 24: ANOVA of Dependent Care Assistance Within Groups

DCA_C	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.771	2	1.386	3.310	.038
Within Groups	126.854	303	.419		
Total	129.625	305			

Source: Field Survey (2019)

The results presented in Table 24 indicates that there is a moderate statistically significant difference at the $p<0.05$ level in the preference of importance in leave arrangement policies among the three generational cohorts [F $(2,303) = 3.310$, $p<0.05$].

The null hypothesis for this analysis was that Dependent Care Assistance policies does not affect generational cohort differently among teaching staff. From the results presented in Table 24, the Sig Value of F-Stats of 3.310 is 0.038. this is less than the Sig level of 0.005, thus we reject the null hypothesis that "Dependent Care Assistance policies does not affect generational cohort differently among teaching staff" in favour of the alternative hypothesis that "Dependent Care Assistance policies differently affect generational cohort among teaching staff" and conclude that means among the different generational cohort are not equal with regards to their preference on importance of Dependent Care Assistance.

To ascertain where the difference is said to be occurring among the different groups a Post-Hoc test would be conducted. This is presented in Table 25.

Table 25: Post Hoc Multiple Comparisons among Generational Cohort's Mean Preference of Dependant Care Assistance

Dependent Variable: DCA_C

Bonferroni

(I) Cohort	(J) Cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Gen Y	Gen X	.22090	.09238	**.052**	-.0015	.4433
	BB	.07060	.10511	1.000	-.1824	.3236
Gen X	Gen Y	-.22090	.09238	**.052**	-.4433	.0015
	BB	-.15030	.08917	.279	-.3650	.0644
BB	Gen Y	-.07060	.10511	1.000	-.3236	.1824
	Gen X	.15030	.08917	.279	-.0644	.3650

Source: Field Survey (2019)

From Table 25, Post-Hoc comparisons using Bonferroni Test indicated that the mean score for Gen Y (M=3.1019, SD= 0.69963) was significantly different from Gen X (M=2.8810, SD= 0.63962). Baby Boomers (M=3.0312, SD= 0.61113) did not differ significantly from either Gen Y (M=3.1019, SD= 0.69963) or Gen X (M=2.8810, SD= 0.63962).

From the results presented in Table 25, the cohorts whose mean preference in importance of Dependent Care Assistance are different can be identified. This can be done using the Sig Value of the results reported. Any sig value less than or equal to 0.05 indicates that there is a difference occurring hence we reject the null hypothesis in favour of the alternative. From the Sig Values reported in Table 25, the sig value of Gen Y and Gen X is 0.052 which is approximately equal to the Sig value of 0.05 indicating that difference exist between these two cohorts. Same appears for the sig value of Gen X and Gen Y (0.052).

This tends to support the findings of Twenge, (2014) that Generation Y are less likely to play dependency care roles if they didn't receive same affection unlike Generation X. He also found out that Generation Y are less likely to form "traditional" homes. Most of them are more likely to be single parents as compared to previous generations or have less regard for elderly parents (Swartz 2009). For this cohort (Generation Y) they tend to reciprocate what their parents did to them unlike Generation X and do believe in the context that latent (existing) relationships move beyond the idea of simply "being family" creates a deed and unequivocal bond rather today's families for Generation Y are characterized by reciprocal exchanges (Newman 2012). This

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explains the differences existing in their use of Dependency Care Assistance Policies.

Looking at the fourth objectively holistically, three out of four constructs saw differences among how generations perceive work-life balance policies. With the exception of Leave arrangement significant difference were found. Further Post-Hoc analysis found differences to exist between Generation Y and Generation X. This tends to support the Generational Cohort Theory that explains that variations exist in generations and also the findings of Reis and Braga (2016) and Joshi, Dencker, Franz, and Martocchio (2010) where they concluded that there is no such a 'one size fits all' approach to the design and development of work–life balance initiatives in terms of meeting the real needs of different categories of employees.

Objective 5: Analyse how the work-life balance policies differently affect generational cohort with respect to gender among teaching staff.

The fifth objective of the study was to analyse if gender variation in the independent variable would have a significant effect on the dependent variable. A review of literature had two side views with differences in gender and work-life balance polices. One side found gender differences (Antecol, Bedard, & Stearns, 2016) whiles others found no gender differences (Zehra & Faizan, 2016, Haque, Faizan, & Cockrill, 2017). From the varied views and the explanations given the researcher formulated Hypothesis 5.

H$_5$: Work-life balance policies differently affect generational cohort with respect to their gender among academic senior members.

The testing of the hypothesis was divided into three parts based on the generational cohorts. This was analysed using a multivariate analysis of

variance (MANOVA) in order to verify whether there was a work-life balance preference within the gender of each generational cohorts. The dependent variables were the work-life balance policy constructs and the independent variable was the gender.

In all parts the analysis would first reveals the results of the MANOVA which gives the combined effect of the differences that exist between the all the dependent and independent variables. Even in situations where we fail to reject the null hypothesis the researcher goes further to do follow-up test to see how each dependent variable differs with the independent variable. The reason being that research works that argued of differences existing in gender focused primarily on individual policies and work-life balance constructs (Krishnamurthi and Vaanmalar,2016; Antecol, Bedard, & Stearns, 2016).

Generation Y

Table 26 presents the results of the MANOVA at the .05 level with Gender as the independent variable and work-life balance constructs as the dependent variables. The descriptive tables are found in Appendix G.

Table 26: MANOVA of WLB Polices Within Gender of Gen. Y

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.976	668.107[b]	4.000	67.000	.000
	Wilks' Lambda	.024	668.107[b]	4.000	67.000	.000
	Hotelling's Trace	39.887	668.107[b]	4.000	67.000	.000
	Roy's Largest Root	39.887	668.107[b]	4.000	67.000	.000
Gender	Pillai's Trace	.103	1.923[b]	4.000	67.000	.117
	Wilks' Lambda	.897	1.923[b]	4.000	67.000	.117
	Hotelling's Trace	.115	1.923[b]	4.000	67.000	.117
	Roy's Largest Root	.115	1.923[b]	4.000	67.000	.117

Source: Field Survey (2019)

The results presented in Table 26 indicates that there is a no statistically significant difference at the $p<0.05$ level in the preference of importance in work-life balance policies within gender of Generational Y [F= 1.923, $p<0.05$]. The null hypothesis for this analysis was that Work-life balance policies does not differently affect Generational Y with respect to their gender among teaching staff. From the results presented in Table 26, the Sig Value of F-Stats of 1.923 is 0.117 this is greater than the Sig level of 0.05, thus we fail to reject the null hypothesis that "Work-life balance policies does not differently affect Generational Y with respect to their gender among teaching staff" and conclude that means among the different gender of Generational Y are equal with regards to their preference on importance of work-life balance policies.

This tends to support the findings of Sigroha (2014), which indicated that the roles and expectation of women and men have changed significantly over the past 50 years. Zehra and Faizan (2016) revealed that females and males tend to respond same to work-life balance policy. They also revealed that females are less willing to work from home; as they perceive it as an additional burden.

As was earlier explained a follow up analysis would be done to find out the individual effects. This was presented in Table 27.

Table 27: Test of Between Subjects Effects of Generation Y for Gender

Dependent Variable	Independent Variable	Mean	Stan. Deviatn	Df	F	Sig
FWA_C	MALE	2.9952	0.67497	1	0.21	0.885
	FEMALE	3.0200	0.76357			
L_C	MALE	3.1952	0.73184	1	1.629	0.206
	FEMALE	3.4200	0.74343			
WPD_C	MALE	3.0536	0.78580	1	6.781	0.011**
	FEMALE	3.5667	0.87576			
DCA_C	MALE	3.0397	0.70308	1	0.794	0.376
	FEMALE	3.1889	0.69719			

Source: Field Survey (2019)

From the results presented in Table 27 indicates, there was a statistically significant difference between Gender (male, female) of Generation Y concerning the Wellness and Personal Development Construct (F [1] = 6.781, p < 0.05) The detailed results found in Appendix H. In this case, the value of the mean difference was 0.5131 in favour of Female. With the mean score for Male (M=3.0536, SD= 0.78580) was significantly different from Female (M=3.5667, SD= 0.87576). This tends to support the findings of Lingard and Francis (2005) were women expressed a stronger preference for wellness and personal development initiative.

Gender did not differ significantly from Flexible Work Arrangement, Leave Arrangement and Dependent Care Assistance [F (1) < 1.630, p>0.05]. According to the means and contrary to the expectation, each Work-life balance Policy Construct was valued to nearly the same extent by Male and Female, with the exception of the Wellness and Personal Development. Therefore, the hypothesis "Work-life balance policies does not differently

affect Generational Y with respect to their gender among teaching staff'' was partially supported.

Generation X

Table 28 presents the results of the MANOVA at the .05 level with Gender as the independent variable and work-life balance constructs as the dependent variables. The descriptive tables are found in Appendix I.

Table 28: MANOVA of Work-life balance Policies Within Gender of Gen. X

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.974	1411.509[b]	4.000	149.000	.000
	Wilks' Lambda	.026	1411.509[b]	4.000	149.000	.000
	Hotelling's Trace	37.893	1411.509[b]	4.000	149.000	.000
	Roy's Largest Root	37.893	1411.509[b]	4.000	149.000	.000
Gender	Pillai's Trace	.045	1.740[b]	4.000	149.000	.144
	Wilks' Lambda	.955	1.740[b]	4.000	149.000	.144
	Hotelling's Trace	.047	1.740[b]	4.000	149.000	.144
	Roy's Largest Root	.047	1.740[b]	4.000	149.000	.144

Source: Field Survey (2019)

The results presented in Table 28 indicates that there is a no statistically significant difference at the p<0.05 level in the preference of importance in work-life balance policies within gender of Generational X [F= 1.740, p<0.05]. The null hypothesis for this analysis was that Work-life balance policies does not differently affect Generational X with respect to their gender among teaching staff. From the results presented in Table 28, the

Sig Value of F-Stats of 1.740 is 0.144 this is greater than the Sig level of 0.05, thus we fail to reject the null hypothesis that "Work-life balance policies does not differently affect Generational X with respect to their gender among teaching staff" and conclude that means among the different gender of Generational Y are equal with regards to their preference on importance of work-life balance policies.

This tends to support the findings of Antecol, Bedard, & Stearns, 2016 which noted that Gen X had "career moms"; this happenings in their infancy made them know they would have choices, new to their mothers, of how to balance family and work, these changes in gender roles made this generation became natural allies with women on "work-life balance" issues and have more evolved views on the potential of women, hence exhibiting more balance between masculine and feminine ways of thinking and working

As was earlier explained a follow up analysis would be done to find out the individual effects. This was presented in Table 29.

Table 29: Test of Between Subjects Effects of Generation X for Gender

Dependent Variable	Independent Variable	Mean	Stan. Deviatn	Df	F	Sig
FWA_C	MALE	2.6552	0.64955	1	3.103	0.080
	FEMALE	2.8694	0.80576			
L_C	MALE	3.0705	0.67879	1	1.500	0.223
	FEMALE	3.2122	0.64731			
WPD_C	MALE	2.9429	0.77851	1	0.015	0.901
	FEMALE	2.9592	0.72051			
DCA_C	MALE	2.9032	0.66578	1	0.397	0.530
	FEMALE	2.8333	0.58333			

Source: Field Survey (2019)

From the results presented in Table 29 indicates, there was a no statistically significant difference between Gender (male, female) of

Generation X (F [1] = 1.740, p < 0.05). Gender did not differ significantly from Flexible Work Arrangement, Leave Arrangement, Wellness and Personal Development and Dependent Care Assistance [F (1) < 3.1040, p>0.05]. The detailed results found in Appendix J. According to the means and contrary to the expectation, each Work-life balance Policy Construct was valued to nearly the same extent by Male and Female. Therefore, the hypothesis "Work-life balance policies does not differently affect Generational Y with respect to their gender among teaching staff" was supported. This supports research findings of Zehra and Faizan (2016).

Baby Boomers

Table 30 presents the results of the MANOVA at the .05 level with Gender as the independent variable and work-life balance constructs as the dependent variables. The descriptive tables are found in Appendix K.

Table 30: MANOVA of WLB Polices Within Gender of Baby Boomers

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.975	740.010[b]	4.000	75.000	.000
	Wilks' Lambda	.025	740.010[b]	4.000	75.000	.000
	Hotelling's Trace	39.467	740.010[b]	4.000	75.000	.000
	Roy's Largest Root	39.467	740.010[b]	4.000	75.000	.000
Gender	Pillai's Trace	.038	.731[b]	4.000	75.000	.574
	Wilks' Lambda	.962	.731[b]	4.000	75.000	.574
	Hotelling's Trace	.039	.731[b]	4.000	75.000	.574
	Roy's Largest Root	.039	.731[b]	4.000	75.000	.574

Source: Field Survey (2019)

The results presented in Table 30 indicates that there is a no statistically significant difference at the p<0.05 level in the preference of importance in work-life balance policies within gender of Baby Boomers [F= .731, p<0.05]. The null hypothesis for this analysis was that Work-life

balance policies does not differently affect Baby Boomers with respect to their gender among teaching staff. From the results presented in Table 30, the Sig Value of F-Stats of 0.731 is 0.574 this is greater than the Sig level of 0.05, thus we fail to reject the null hypothesis that "Work-life balance policies does not differently affect Baby Boomers with respect to their gender among teaching staff" and conclude that means among the different gender of Baby Boomers are equal with regards to their preference on importance of work-life balance policies.

This is because Baby Boomer women who struggled to "have it all" and felt that "fitting in" and succeeding in the business world required that they play down their femininity (Turner, 2014). Hence, they always wanted to be at par with men so preferred same things as the leading to no gender differences.

As was earlier explained a follow up analysis would be done to find out the individual effects. This was presented in Table 31.

Table 31: Test of Between Subjects Effects of Baby Boomers for Gender

Dependent Variable	Independent Variable	Mean	Stan. Deviatn	Df	F	Sig
FWA_C	MALE	2.9236	0.56633	1	0.902	0.345
	FEMALE	2.7920	0.59296			
L_C	MALE	3.1418	0.67294	1	0.850	0.359
	FEMALE	3.2960	0.73738			
WPD_C	MALE	3.0000	0.73283	1	0.687	0.410
	FEMALE	3.1400	0.62115			
DCA_C	MALE	3.0091	0.61982	1	0.229	0.634
	FEMALE	3.0800	0.60116			

Source: Field Survey (2019)

From the results presented in Table 31 indicates, there was a no statistically significant difference between Gender (male, female) of Baby

Boomers (F [1] = 1.740, p < 0.05). Gender did not differ significantly from Flexible Work Arrangement, Leave Arrangement, Wellness and Personal Development and Dependent Care Assistance [F (1) < 3.1040, p>0.05]. The detailed results found in Appendix L. According to the means and contrary to the expectation, each Work-life balance Policy Construct was valued to nearly the same extent by Male and Female. Therefore, the hypothesis "Work-life balance policies does not differently affect Baby Boomers with respect to their gender among teaching staff" was supported. This supports research findings of Zehra and Faizan (2016).

From all the discussions raised so far it is significant to discuss the implications of this variations on work-life balance policies and how managers what managers should pay attention to.

Chapter Summary

This chapter provided the results of the data analysed and discussed them. First the response rate used was presented, followed by demographic data collected then results was presented and discussed based on the research objectives itemized in chapter one.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study sought to examine work-life balance policies among generational cohort. This chapter summarised the result of the study based on each objective, findings of the research, recommendation for managerial decisions, policy implications and finally gave suggestions for future studies.

Summary of the study

Academic senior members in higher education have a lot of responsibilities, often taking on the role of teacher, mentor, advisor, supervisor, and researcher. They have to strive to fulfil their professional roles as well as their personal roles, whether that title includes wife, husband, mother, or caretaker and others making it difficult for them to find a balance between the professional and private life universally (Evans et al., 2013). University of Cape Coast in its bid to help balance the life of academic senior members have inculcated a number of WLB policies (Human Resource Department, 2017).

However, the demands of ever-changing technology, increasing student intake, increasing new programmes and increasing diversity of the workforce have further made it difficult for academic senior members to achieve and work-life balance (Curnalia & Mermer, 2018). With much of the work–life balance policy and practice researched from a comparatively static and unchanging perspective without considering the multigenerational needs of employees these policies turn out to be ineffective. Such a 'one size fits all' tactic to the design and development of work–life balance initiatives is not

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only costly but likely to be ineffective in terms of meeting the real needs of varying classifications of employees.

It is for this reason that this study was conducted to examine work-life balance policies among generational cohort. To achieve this purpose, the following research objectives guided the study,

1. Investigate work-life balance policies preference of Baby Boomers among academic senior members of University of Cape Coast.

2. Investigate work-life balance policies preference of Generation X among academic senior members of University of Cape Coast.

3. Investigate work-life balance policies preference of Generation Y among academic senior members of University of Cape Coast.

4. Assess how work-life balance policies preference differ among generational cohorts of academic senior members of University of Cape Coast.

5. Analyse how the work-life balance policies preference affect generational cohort with respect to gender among academic senior members.

Relevant literature related to the study was reviewed. These comprised theory underpinning the study, which was the generational cohort theory; the concept of generations, generational cohorts and work-life balance and empirical studies on the issue under consideration which have been documented by other researchers.

The descriptive survey design was deemed appropriate for the study since it deals with facts, opinions, attitudes or perceptions. The population for the study consisted of all teaching staff of the University of Cape Coast which

was 714 (Staff Statistics as at December 2018, Human Resource Unit, U.C.C). Stratified random sampling with the help of G-Power software version 3.1.9.2 was used to select a sample size of 333 teaching staff of the University of Cape Coast. However, a total of 306 teaching staff responded fully to the questionnaire administered. The 306 respondents were made up of 80 Baby Boomers, 154 Generation Xers and 72 Generation Yers.

The study made use of primary data through the use of an adapted questionnaire from the study of Lingard and Francis (2005). The questionnaire was in two parts namely, A and B. The demographic data of the respondents was organised under Section A and importance of work-life balance policies were organised under Section B.

The data collected were analysed with the use of descriptive statistics for the first three objectives and inferential statistics for the last two objectives. These were discussed and presented using mean, standard deviation distributions, rankings, a univariate analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA).

Key Findings

The findings of this study were presented based on each research objective. Below are the research findings:

Research Objective One

1. Baby Boomers was found to expressed the strongest preference for Scholarship for employees' children and the least preference for Employee Assistance Programme. It was also found out that Baby Boomers had low preference for flexible work arrangement policies. While having high preference for dependent care assistance policies.

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Finally, eleven out of the twenty policies were highly seen as important in balancing the work life of Baby Boomers.

Research Objective Two

2. Generation X was found to express the strongest preference for maternity leave and the least preference for job sharing. Also, findings revealed that Generation X preferred more of Wellness and Personal Development and Leave Arrangement Policies with three from each construct ranking high. Generation X expressed low preference for Flexible Work Arrangement because of the preference of Dependant Care Assistance Policies. Hence it is important to note for Generation X is that in organisations where Dependent Care Assistance Policies are available, Flexible Work Arrangement Policies are likely to have a minimal influence on employees in the Generation X cohort. Finally, only eight policies out of the twenty were highly seen as important in balancing the work life of Generation X.

Research Objective Three

3. Generation Y was found to express the strongest preference for maternity leave which is same with Generation X and the least preference for extended parental leave. It was also found out that Generation Y scored high mean preference for work-life balance policies with having sixteen out of the twenty policies ranking high. It is also significant to note that, Generation Y had the highest scoring mean preferences among the three cohorts under study and there have the highest value for the least preference.

Research Objective Four

The test of hypothesis for significance difference of work-life balance policies among generational cohorts were grouped into four sub hypotheses. Below are the findings of the sub hypotheses.

4. Findings showed that there was a significant difference in generational cohorts' preference for flexible work arrangement policies. The findings indicated that significant differences were found between Gen X and Gen Y, but no differences were found between Baby Boomers and Gen X or Gen Y.

5. Findings showed that there was a significant difference in generational cohorts' preference for Wellness and Personal Development policies. The findings indicated that significant difference at the $p<0.05$ level in the preference of importance in wellness and personal development policies among the three generational cohorts.

   Post-Hoc comparisons using Bonferroni Test indicated that the mean score for Gen Y was significantly different from Gen X. Baby Boomers did not differ significantly from either Gen Y or Gen X

6. Findings showed that there was a no significant difference in generational cohorts' preference for Leave Arrangement policies. The results presented in Table 22 indicates that there is a no statistically significant difference at the $p<0.05$ level in the preference of importance in leave arrangement policies among the three generational cohorts].

7. Findings showed that there was a significant difference in generational cohorts' preference for Dependent Care Assistance policies. The

results presented in Table 24 indicates that there is a statistically significant difference at the p<0.05 level in the preference of importance in leave arrangement policies among the three generational cohorts.

Post-Hoc comparisons using Bonferroni Test indicated that the mean score for Gen Y was significantly different from Gen X, whiles Baby Boomers did not differ significantly from either Gen Y or Gen X.

8. Looking at the fourth objectively holistically, three out of four constructs saw differences among how generations perceive work-life balance policies. With the exception of Leave arrangement significant difference were found. Further Post-Hoc analysis found differences to exist between Generation Y and Generation X.

Research Objective Five

The test of hypothesis for significance difference of work-life balance policies among generational cohorts with respect to gender were grouped into three sub hypotheses. Below are the findings of the sub hypotheses.

9. Findings indicated that there was no statistically significant difference at the p<0.05 level in the preference of importance in work-life balance policies within gender of Generational Y.

Further tests indicated that, there was a statistically significant difference between Gender (male, female) of Generation Y concerning the Wellness and Personal Development Construct. In this case, the value of the mean difference in favour of Female. With the mean score for Male was significantly different from Female. Gender did not differ

significantly from Flexible Work Arrangement, Leave Arrangement and Dependent Care Assistance

10. Findings showed that there is a no statistically significant difference at the p<0.05 level in the preference of importance in work-life balance policies within gender of Generational X. In this case, Generation X did not show any statistical difference in how they see work-life balance policies irrespective of their gender.

11. Findings showed that there is a no statistically significant difference at the p<0.05 level in the preference of importance in work-life balance policies within gender of Baby Boomers. In this case, Baby Boomers did not show any statistical difference in how they see work-life balance policies irrespective of their gender.

Conclusion

By comparing the findings of the research with the relevant scholarly expositions on the subject matter as reviewed so far, the following conclusions were made:

1. A thorough look at objective one to three shows that no work-life balance policy can be formulated overlooking Dependant Care Assistance policies. This is because for all three generational cohorts this policy was found among the high ratings.

2. Also, it can be concluded that members in the Generation X cohort would choose Dependant Care Assistance policies over Flexible Work Arrangement in balancing their work life.

3. Furthermore, Generation X is the most difficult cohort to satisfy its work-life balance which is because as people who pushed for

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work-life balance nothing seems to satisfy them hence organisations need to put in a lot to satisfy the need of Generation X in formulating its work-life balance policies.

4. From the high mean scores of Generation Y, it can be concluded that this generation would readily jump at anything once it would help them live a less stressed and a more balanced life.

5. Having found out that distinction in preference for Flexible Work Arrangement, Dependant Care Assistance and Wellness and Personal Development policies emanated from Generation X and Generation Y, it can be concluded that to enable balance in the organisation policy makers need to thoroughly understand and factor what these two need to balance the work life of multigenerational workforce.

6. Gender can now be seen as a factor that would have no work-life balance distinction with the exception of Generation Y when formulating Wellness and Personal Development policies. This means that one's generational cohort tends to over-shadow and play an important part in influencing a person's work-life balance than gender.

7. Finally, all generational cohorts behave the same towards leave arrangement policies, hence if a leave policy is welcomed by one it will be welcomed by all.

Recommendations

In view of the findings and the conclusions drawn in this study, a number of measures could be adopted to ensure that work life imbalances are

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kept at bay so that each generational cohort would have work-life balance policies that would help them balance their work life. In view of this, the following recommendations are made for consideration:

1. Policy formulators should always include and enhance Dependant Care Assistance policies in its policy implementations. This is because the concept of family in life aspect of work-life balance is important for all generational cohorts.

2. Policy formulators should pay close attention to the differences in cohort expectation in Generation X and Y in its policy formulation of work-life balance policies. Once policies are formulated with these two cohorts as the brain behind it then, these policies are most likely to satisfy the need of the multigenerational workforce.

3. Policy formulators should include more work-life balance policies geared towards Generation X to reduce shifts from one institution to another as a result of work life imbalance. These policies can be more focused in wellness and personal development, leave arrangements and dependent care assistance policies. If not done would reduce productivity.

4. Policy implementers are advised that once a policy is available Generation Y will always want to use the policy if it would help in living a stress-free life. Hence to prevent this Generation from abusing work-life balance policies, limitations can be set when their frequent use of work-life balance policies begin to have a dwindling effect on firms' performance to serve as a check on this cohort.

5. Policy formulators and managers in the formulation and implementation of work-life balance need to pay more attention on generational cohorts rather than gender. This is because current home settings make both gender bread winners hence gender roles are becoming a thing of the past.

6. Policy formulators and managers in the formulation and implementation of work-life balance balances need to pay more attention on generational cohorts rather than tenure. This is because tenure differences can only be seen in Baby Boomers in their Flexible Work Arrangement and these individuals are gradually hitting retirement.

7. Policy formulators and managers need to carefully analyse any leave policy before its introduction to avoid a general negativity from all generations since they all have the same preference for leave policies. Hence a leave policy if not welcomed would lead to low productivity from all cohorts.

Policy Implications of the Study

The purpose of the study was to investigate Work-Life Balance Policies among Generational Cohorts' with Evidence from the University of Cape Coast. The study sought to examine how work-life balance policies influence these generations in their accomplishment of work-life balance.

The rationale behind this research was to investigate the expectation of each generation cohort on work-life balance policies in the University of Cape Coast and also provide management with the necessary guidelines for effective work-life balance policies. This was done through investigating the

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current level of agreement in how the various work-life balance policies have aided in balancing the life of each cohort among teaching staff in the University of Cape Coast.

Based on the discussions of results generated from the study the following policy implications can be made to guide manager, policy formulators and implementers in dealing with the multigenerational workforce on the subject of work-life balance policy.

Firstly, it is important to note that work-life balance policies should be made from a dynamic point rather than a static point to be efficient. This is because findings from the study indicated varying differences among generational cohort preferences. This means that work-life balance policies should be formed grounded on the needs of each generation rather that a one all fit all approach. Reason being that generational differences are present in how each generation agrees to the importance of a policy in balancing their lives. A policy that would be welcomed by Generation Y may not be well welcomed by Generation X due to their differences in needs and preference as propounded by the Generational Cohort Theory. If policies are generalized that is formed from a static point some generations are likely to experience imbalances which would have a negative impact on the firm's productivity.

Secondly, University of Cape Coast should incorporate more Dependent Care Assistance policies, for example, special family leave, child care facilities, scholarship for employee children and elder care services in their work-life balance policies. This is because Dependant Care Policies are embraced by all cohorts as a vital component of Work-life balance policies that aids in balancing their lives. When such policies are implemented it solves

issues of imbalance from the family on work, hence would have a positive impact of organisational productivity and employee performance as a whole. Hence organisations and government should further enhance more dependant policies since for all generations the concept of family can never be overlooked. This could be seen by the high agreement given to Dependant Care Assistance Policies.

Thirdly, organisations must pay crucial attention to meeting the needs of Generation X in balancing their lives. Reason being that these generations are currently the largest workforce and results from the study indicated that they had least agreements on how the available policies was important in balancing their life. As the generation that agitated for work-life balance policies, implementers and managers must look out to satisfying their need or fear losing them to other organisations, once this group perceives imbalance and hence leading to low productivity.

Fourthly, managers need to set limitations on the use of work-life balance policies. This is very important because Generation Y who would make use of anything available to live a stress-free life even if it is not relevant at a point in time. This may affect productivity if not checked. Hence employees within Generation Y would be living a stress-free life at the detriment of the organisation.

Furthermore, policy implementors should be proactive to set policies to meet Generation Y needs. These policies need to motivate Generation Y to give off their very best in the organization and mitigate their lazy attitude towards work. This is because in a period of six years they are going to be only two generations in the workforce which is because Baby Boomers would

have retired and Generation Z would not yet have joined the workforce. If these differences are not adjusted, managers would be faced with Generation X having to carry all the work load and carefree attitude of Generation Y who wold cease every opportunity to be living balanced lives at the detriment of the organization. This would further have negative impact on Generation X, since they wouldn't want to sacrifice family for work. Hence, will lead to overall decline in organisations productivity.

Also, gender should not be given much attention when handling work-life balance policies rather concentration of managers should be keener to generational diversity. This is because over the past decade the differences that existed between male and female at work is becoming an issue of the past. And females are taking up roles meant for men and also, we now have both being breadwinners.

Finally, work-life balance policies need to be revised every twenty years to make adjustment for the new generational cohort joining the workforce to ensure that all generational groups have a work-life balance. This is because Generations have an average period from the birth of parents and the birth of their children. This shows that generations are typically associated with birth year ranges and the average period, generally considered to be between seventeen years and twenty years, in which children grow up, become adults, and have children of their own. Hence a revision every twenty years would give organisations ample time to study the new generation in the work force and set policies to suit their work-life balance.

Suggestions for Further Research

The present study examined work-life balance policies among teaching staff generational cohort in University of Cape Coast. Further studies can be done by broadening the scope through

1. Replicating this in other universities. Since environmental conditions may affect the results.

2. Doing a comparative study of work-life balance policies among universities.

3. Widening to cover work-life balance policies among generational cohorts for non-teaching staff.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT

QUESTIONNAIRE

Dear Participant,

I am Irene Combey, an MCOM Management student from the Department of Management, School of Business, University of Cape Coast. This questionnaire has been designed to solicit information on **Work-Life Balance Policies among Generational Cohorts with Evidence from University of Cape Coast.** The researcher will appreciate very much if you kindly take time to complete this questionnaire. The responses would be used for purely academic purposes. Your confidentiality is greatly assured. Thank you.

SECTION A

DEMOGRAPHICS

Please tick the option that is applicable.

1. Gender: Male   ☐

                          Female   ☐

2. Age: 20 to 37 years ☐   38 to 53 years ☐   54 to 72 years ☐

3. Rank   1-5 years ☐   16 -20 years ☐

                       6 -10 years ☐   Above 20 years ☐

                       11 -15 years ☐

SECTION B

WORK-LIFE BALANCE POLICIES

For the sections below, please indicate the extent to which you agree that the following work-life balance policies has been important in balancing your life,

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on a scale of 1 to 5, with 1 indicting "least level of agreement" and 5 "highest level of agreement".

	1	2	3	4	5
Allowing for flexible work hours e.g. starting and finishing half an hour earlier or later					
Offering part time work options e.g. approximately 25hrs/week					
Introducing job sharing where one job is split between 2 people working fewer hours (eg. Large class shared among academic senior members)					
Increasing flexibility in work location e.g. working from home/telecommuting					
Offering temporary part time work options during a family crisis					
Offering extended parental leave					
Offering a fitness programme e.g. discounted gym membership					
Providing a wellness programme i.e. health checks					
Reimbursing the costs of work-related courses, seminars and further study					
Allowing for maternity leave					
Allowing for study leave					
Allowing for sabbatical leave					
Ensuring academic senior members take their annual leave					
Allowing for special family leave e.g. to care for a sick dependent					
Providing for elder care services service to assist with care of elderly parents					
Providing an employee assistance programme for employees					

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Providing child care facilities					
Offering care on short notice for a child or other dependents					
Providing assistance with child care costs					
Providing scholarships for employees' children					

APPENDIX B: INTRODUCORY LETTER

COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT

Telephone	(03321) 32440/32444 Ext. 219/220	
Direct	(03321) 37870	
Telegrams:	University, Cape Coast	
Telex:	2552, UCC, GH.	

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

3rd April, 2019

Dear Sir/Madam,

INTRODUCTORY LETTER- IRENE COMBEY

The bearer of this letter Irene Combey, is a final year Master of Commerce student of the above-named department. She is writing her thesis on the topic, "Work- life Balance among Generational Cohort.

Kindly give her the necessary assistance.

We appreciate your co-operation.

Yours faithfully,

Dr. Abraham Ansong
HEAD

DEPT. OF MANAGEMENT
RECEIVED

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UNIVERSITY OF CAPE COAST

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APPENDIX C:

Descriptive Table on Flexible Work Arrangement Policies among Academic Senior Members

FWA_C

| | | | Std. | | 95% Confidence Interval for Mean | | | |
| | | | Deviati | Std. | Lower | Upper | Mini | Maxi |
	N	Mean	on	Error	Bound	Bound	mum	mum
Gen Y	72	3.0056	.70808	.08345	2.8392	3.1719	1.60	4.80
Gen X	154	2.7234	.70746	.05701	2.6108	2.8360	1.00	4.80
BB	80	2.8825	.57430	.06421	2.7547	3.0103	1.60	4.40
Total	306	2.8314	.68334	.03906	2.7545	2.9082	1.00	4.80

Source: Field Survey (2019)

APPENDIX D:

Descriptive Table on Wellness and Personal Development Policies among Academic Senior Members

WPD_C

| | | | Std. | Std. | 95% Confidence Interval for Mean | | | |
| | | | | | Lower | Upper | Mini | Maxi |
	N	Mean	Deviation	Error	Bound	Bound	mum	mum
Gen Y	72	3.2674	.85716	.10102	3.0659	3.4688	1.75	5.00
Gen X	154	2.9481	.75822	.06110	2.8273	3.0688	1.00	5.00
BB	80	3.0438	.69898	.07815	2.8882	3.1993	1.50	4.75
Total	306	3.0482	.77613	.04437	2.9609	3.1355	1.00	5.00

Source: Field Survey (2019)

APPENDIX E:

Descriptive Table on Leave Arrangement Policies among Academic Senior Members

L_C

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Mini mum	Maxi mum
Gen Y	72	3.2889	.73992	.08720	3.1150	3.4628	2.00	4.80
Gen X	154	3.1156	.67010	.05400	3.0089	3.2223	1.20	4.80
BB	80	3.1900	.69275	.07745	3.0358	3.3442	1.80	5.00
Total	306	3.1758	.69419	.03968	3.0977	3.2539	1.20	5.00

Source: Field Survey (2019)

APPENDIX F:

Descriptive Table on Wellness and Personal Development Policies among Academic Senior Members

WPD_C

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Mini mum	Maxi mum
Gen Y	72	3.2674	.85716	.10102	3.0659	3.4688	1.75	5.00
Gen X	154	2.9481	.75822	.06110	2.8273	3.0688	1.00	5.00
BB	80	3.0438	.69898	.07815	2.8882	3.1993	1.50	4.75
Total	306	3.0482	.77613	.04437	2.9609	3.1355	1.00	5.00

Source: Field Survey (2019)

APPENDIX G:

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Descriptive Statistics on MANOVA of WLB Policies within Gender of Generation Y

	Gender of Respondents	Mean	Std. Deviation	N
FWA_C	Male	2.9952	.67497	42
	Female	3.0200	.76357	30
	Total	3.0056	.70808	72
L_C	Male	3.1952	.73184	42
	Female	3.4200	.74343	30
	Total	3.2889	.73992	72
WPD_C	Male	3.0536	.78580	42
	Female	3.5667	.87576	30
	Total	3.2674	.85716	72
DCA_C	Male	3.0397	.70308	42
	Female	3.1889	.69719	30
	Total	3.1019	.69963	72

Source: Field Survey (2019)

APPENDIX H:

Test of Between Subjects Effects of Generation Y within Gender

Source	Dep. Var.	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	FWA_C	.011[a]	1	.011	.021	.885
	L_C	.884[b]	1	.884	1.629	.206
	WPD_C	4.607[c]	1	4.607	6.781	.011
	DCA_C	.390[d]	1	.390	.794	.376
Intercept	FWA_C	633.204	1	633.204	1245.517	.000
	L_C	765.824	1	765.824	1411.210	.000
	WPD_C	766.982	1	766.982	1128.896	.000
	DCA_C	678.914	1	678.914	1382.979	.000
Gender	FWA_C	.011	1	.011	.021	.885
	L_C	.884	1	.884	1.629	.206
	WPD_C	4.607	1	4.607	6.781	.011
	DCA_C	.390	1	.390	.794	.376
Error	FWA_C	35.587	70	.508		
	L_C	37.987	70	.543		
	WPD_C	47.559	70	.679		
	DCA_C	34.363	70	.491		
Total	FWA_C	686.000	72			
	L_C	817.680	72			
	WPD_C	820.813	72			
	DCA_C	727.500	72			
Corrected Total	FWA_C	35.598	71			
	L_C	38.871	71			
	WPD_C	52.166	71			
	DCA_C	34.753	71			

Source: Field Survey (2019)

APPENDIX I:

Descriptive Statistics on MANOVA of WLB Policies within Gender of Generation X

	Gender of Respondents	Mean	Std. Deviation	N
FWA_C	Male	2.6552	.64955	105
	Female	2.8694	.80576	49
	Total	2.7234	.70746	154
L_C	Male	3.0705	.67879	105
	Female	3.2122	.64731	49
	Total	3.1156	.67010	154
WPD_C	Male	2.9429	.77851	105
	Female	2.9592	.72051	49
	Total	2.9481	.75822	154
DCA_C	Male	2.9032	.66578	105
	Female	2.8333	.58333	49
	Total	2.8810	.63962	154

Source: Field Survey (2019)

APPENDIX J:

Test of Between Subjects Effects of Generation X within Gender

Source	Dep. Var.	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected	FWA_C	1.532[a]	1	1.532	3.103	.080
Model	L_C	.671[b]	1	.671	1.500	.223
	WPD_C	.009[c]	1	.009	.015	.901
	DCA_C	.163[d]	1	.163	.397	.530
Intercept	FWA_C	1019.695	1	1019.695	2065.379	.000
	L_C	1318.743	1	1318.743	2946.430	.000
	WPD_C	1163.775	1	1163.775	2011.288	.000
	DCA_C	1099.410	1	1099.410	2676.667	.000
Gender	FWA_C	1.532	1	1.532	3.103	.080
	L_C	.671	1	.671	1.500	.223
	WPD_C	.009	1	.009	.015	.901
	DCA_C	.163	1	.163	.397	.530
Error	FWA_C	75.044	152	.494		
	L_C	68.031	152	.448		
	WPD_C	87.951	152	.579		
	DCA_C	62.432	152	.411		
Total	FWA_C	1218.760	154			
	L_C	1563.560	154			
	WPD_C	1426.375	154			
	DCA_C	1340.778	154			
Corrected Total	FWA_C	76.576	153			
	L_C	68.703	153			
	WPD_C	87.959	153			
	DCA_C	62.595	153			

Source: Field Survey (2019)

APPENDIX K:

Descriptive Statistics on MANOVA of WLB Policies within Gender of Generation X

	Gender of Respondents	Mean	Std. Deviation	N
FWA_C	Male	2.9236	.56633	55
	Female	2.7920	.59296	25
	Total	2.8825	.57430	80
L_C	Male	3.1418	.67294	55
	Female	3.2960	.73738	25
	Total	3.1900	.69275	80
WPD_C	Male	3.0000	.73283	55
	Female	3.1400	.62115	25
	Total	3.0438	.69898	80
DCA_C	Male	3.0091	.61982	55
	Female	3.0800	.60116	25
	Total	3.0312	.61113	80

Source: Field Survey (2019)

APPENDIX L:

Test of Between Subjects Effects of Baby Boomers within Gender

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	FWA_C	.298[a]	1	.298	.902	.345
	L_C	.409[b]	1	.409	.850	.359
	WPD_C	.337[c]	1	.337	.687	.410
	DCA_C	.086[d]	1	.086	.229	.634
Intercept	FWA_C	561.490	1	561.490	1700.317	.000
	L_C	712.345	1	712.345	1481.542	.000
	WPD_C	647.962	1	647.962	1320.989	.000
	DCA_C	637.261	1	637.261	1689.614	.000
Gender	FWA_C	.298	1	.298	.902	.345
	L_C	.409	1	.409	.850	.359
	WPD_C	.337	1	.337	.687	.410
	DCA_C	.086	1	.086	.229	.634
Error	FWA_C	25.758	78	.330		
	L_C	37.503	78	.481		
	WPD_C	38.260	78	.491		
	DCA_C	29.419	78	.377		
Total	FWA_C	690.760	80			
	L_C	852.000	80			
	WPD_C	779.750	80			
	DCA_C	764.583	80			
Corrected Total	FWA_C	26.056	79			
	L_C	37.912	79			
	WPD_C	38.597	79			
	DCA_C	29.505	79			

Source: Field Survey (2019)