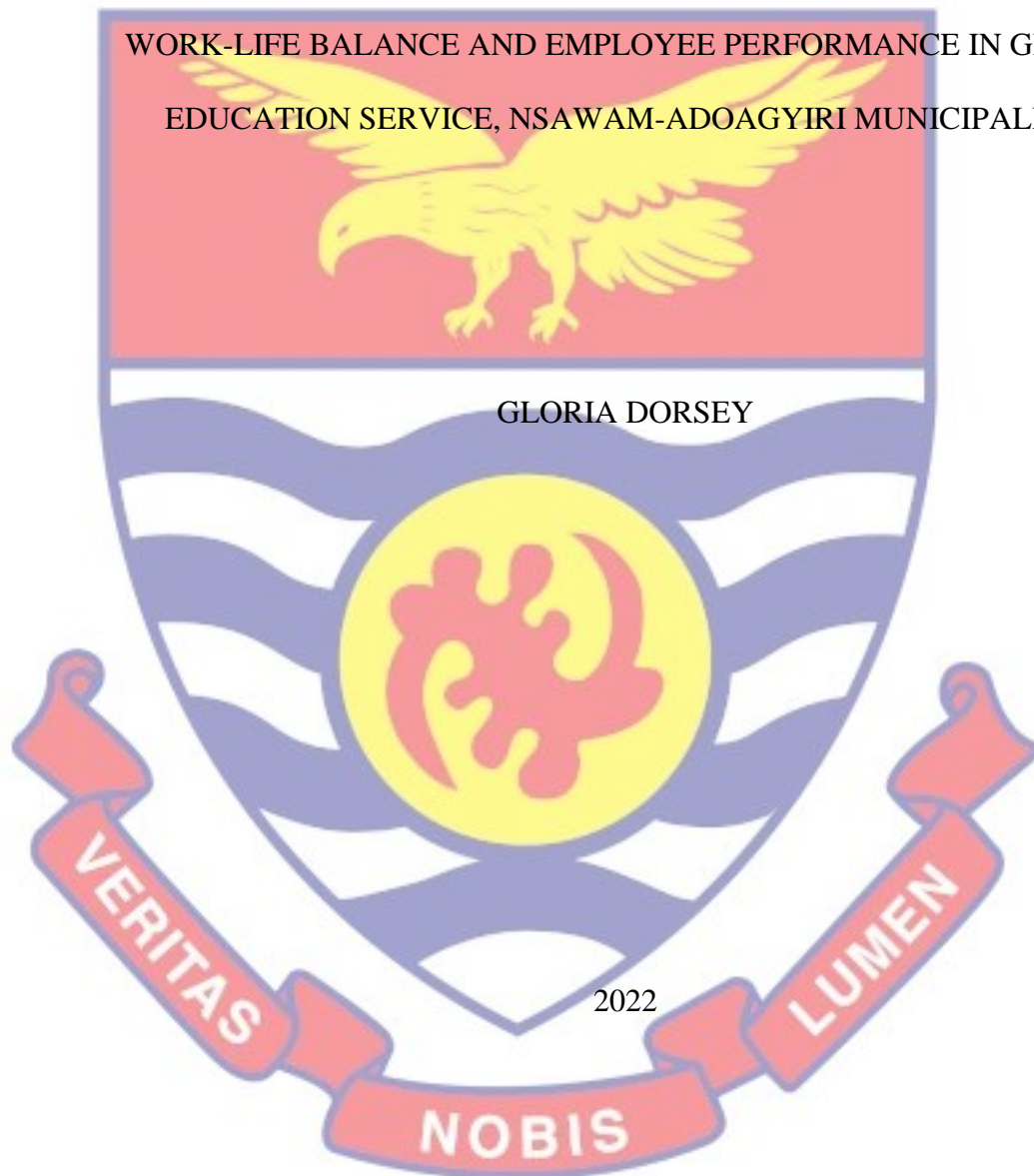UNIVERSITY OF CAPE COAST

WORK-LIFE BALANCE AND EMPLOYEE PERFORMANCE IN GHANA

EDUCATION SERVICE, NSAWAM-ADOAGYIRI MUNICIPALITY

GLORIA DORSEY

2022

UNIVERSITY OF CAPE COAST

WORK-LIFE BALANCE AND EMPLOYEE PERFORMANCE IN THE

GHANA EDUCATION SERVICE IN NSAWAM-ADOAGYIRI

MUNICIPALITY

BY

GLORIA DORSEY

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

JULY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own work and that no

part of it has been presented for another degree of this university or elsewhere.
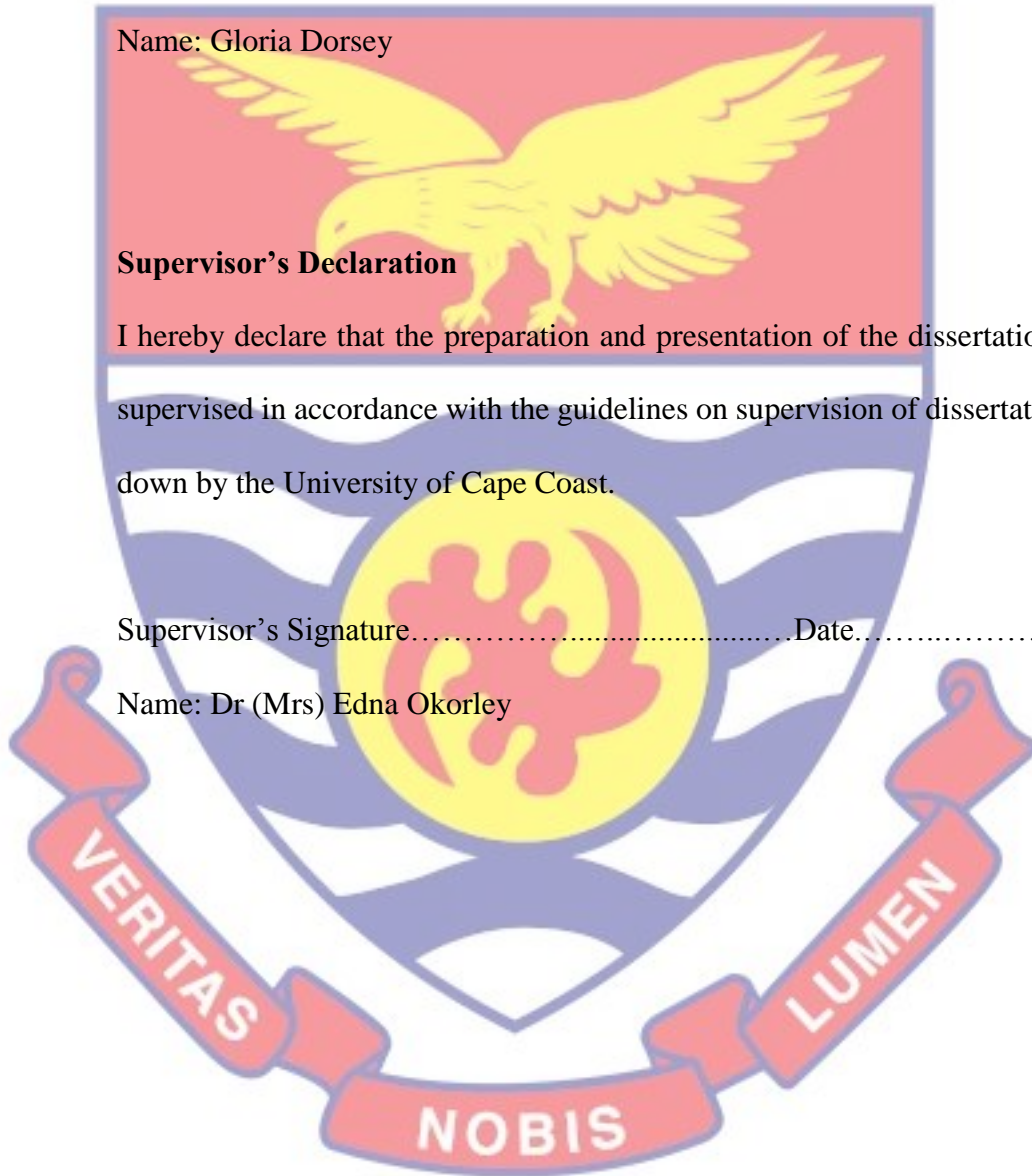
Candidate's Signature………………. Date…………………………

Name: Gloria Dorsey

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were

supervised in accordance with the guidelines on supervision of dissertation laid

down by the University of Cape Coast.

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

Name: Dr (Mrs) Edna Okorley

ii

ABSTRACT

The purpose of the study was to examine the effect of work-life balance on employee performance at the Ghana Education Service in Nsawam-Adoagyiri Municipality. Based on the purpose of the study, the following specific objectives were formulated: assess work-life balance practices for workers, examine the level of performance of employees as a result of being able to balance work and life roles andexamine the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality. The research used a quantitative methodology, and adopted descriptive design for objectives one and two and explanatory research design for objective three. A total of 317 people were randomly selected from a population of 1789. The respondents were given structured questionnaires, which were all suitable for analysis. Data obtained were analyzed using descriptive statistical tool – mean, standard deviation and linear regression. The study revealed that to enhance work-life balance practices factors to put in place included flexible working arrangement as well as enable workers to work from home. However, the study found that management do not understand family issues of staff well. Again, the study found that the balance achieved help them to exhibit skillfulness in delivery service, exercise adequate control over task and a strong and positive significant relationship between the two variables. It was concluded that work life balance practice is a good predictor of employee performance in the Ghana Education service at Nsawam-Adoagyiri Municipality. It was recommended that management should establish facilities that would create a balance between work pressures with physical and mental well-being.

ACKNOWLEDGEMENTS

My father Mr. Patrick Keme- Dorsey of blessed memory no doubt inculcated his penchant for academic excellent in me early in life. I am indebted to Rev K. L. M. Ansah M. Div., resident full-time minister of PCG, Bethel Congregation, Akweteman who encouraged me to upgrade myself and soar higher in the academic field no matter how it will cost me in all helms of affairs.

Mrs. Edna Okorley, my supervisor who spent hours reading through the script making corrections and suggestions and critiqued the manuscript asking me questions that set me thinking as to how best to get the set up and to help present some ideas out in a better way. I am also grateful for her encouragement to keep on writing until it is done. Ms. Abigail Asare Bediako,a colleague who always work extra hours after work to proof read and edit this work

Mr. Prince Kingsley Appiah, my assistant headteacher who always fill the gap for me whenever I take leave for further studies. I am grateful to all my colleagues, family, and friends who expressed diverse opinions in the compilation of this book.

iv
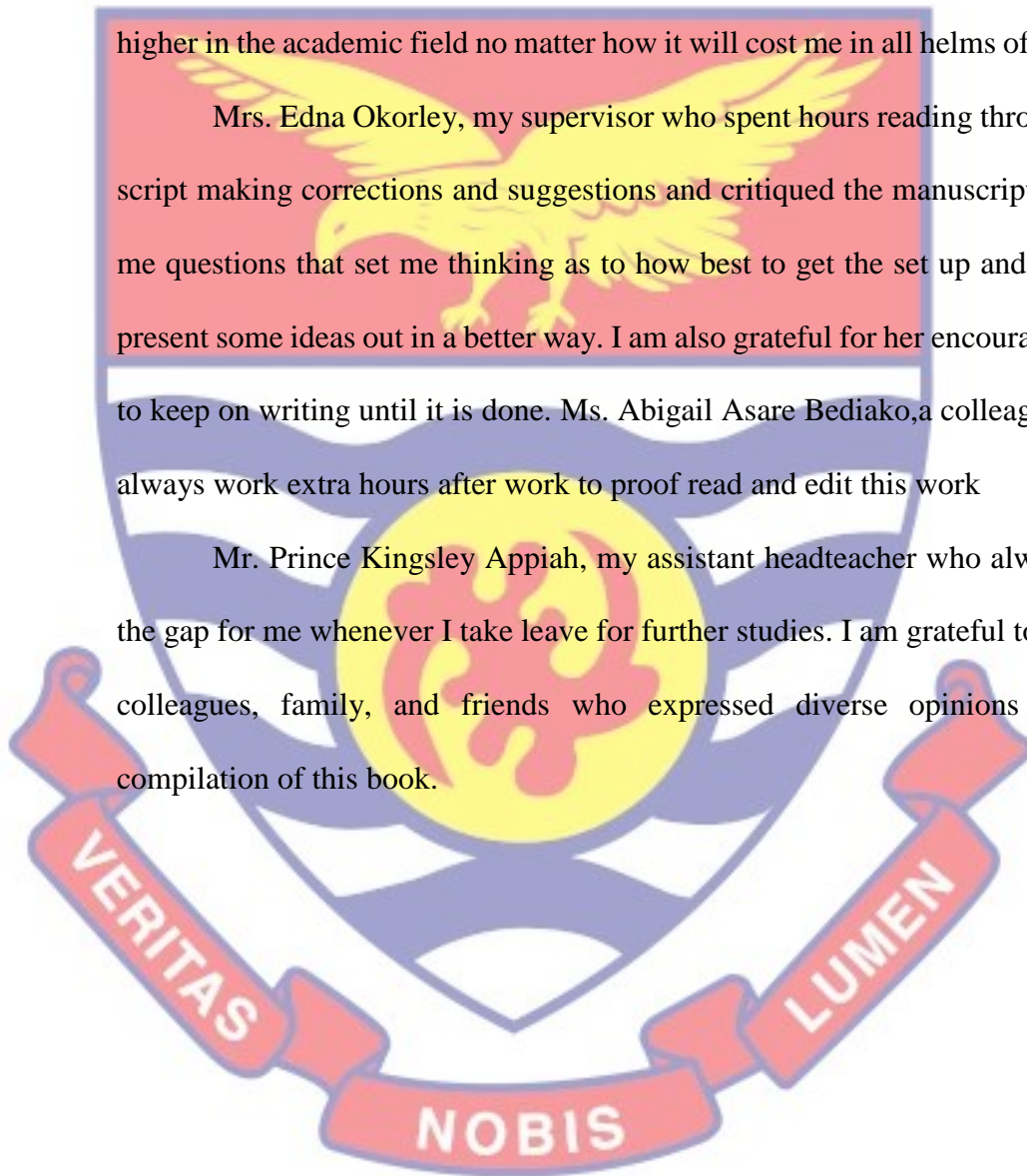
DEDICATION

To my late father Patrick Keme- Dorsey and My lovely husband, Emmanuel

Tetteh Agbeko and my precious children, Benedicta, James and Priscilla

TABLE OF CONTENTS

CHAPTER THREE: RESEARCH METHODS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background to the Study

In scholastic literature, the term "work-life balance" has been debated from various perspectives, including having enough time for work, spending quality time with family, and balancing professional and family life (Starmer, Frintner, Matos, Somberg, Freed, & Byrne, 2019; White, Hill, McGovern, Mills & Smeaton, 2003). In simpler terms, work-life balance means maintaining an effective balance between two equally essential but distinct realms, i.e. life and job. The changing demographics of the workforce have made it difficult for many people to strike a balance between work and family life. These issues have compelled a reassessment of past approaches of balancing work and family life (Michel, Bosch & Rexroth, 2014).

Gender division of labour, with the wife caring for the family and the husband taking on the role of earner, is no longer an option for today's couples. However, people started to receive formal education with the advent of civilization and women are entering the job market. There has always been a very hectic balance between work and life, a very difficult and vital thing to do in the dynamic and global world of today (Hogan, Hogan, Hodgins, Kinman & Bunting, 2014). Significant challenges for workers and employers are the question of balancing work and family. These problems can show themselves as stress, absenteeism, attrition, a lack of devotion to work, blunders, and, finally, poorer productivity, which can lead to a significant loss for the organisation for which one works (Michel, Bosch & Rexroth, 2014).

As they bear the dual burden of balancing work and home together, women are considered to be the worst sufferer of this problem (Emslie & Hunt, 2009). In addition, as the distinction between the worlds of work and life becomes indistinct, the problem of work-life balance has become more complicated (Morris & Madsen, 2007; Blyton, Blunsdon, Reed & Dastmalchian, 2005). With choices such as work-from-home, telecommuting, etc., employees today can meet their job and life demands simultaneously. The frequent balancing of work and non-work activities, however, leads to two worlds being combined rather than a healthy separation. In addition, the expectation to be attentive at all times has a negative effect on employee's personal and social health (Armour, 2003).

The rising degree of work-life imbalance faced by workers is one of the implications of the inability to manage work and family demand (Smith, 2010). Work-life imbalance happens when a person has to play several roles that need time, energy and dedication. Job interference with the family arises when obligations of the family position impede success at work. A child's illness, for example, may prohibit a parent from going to work. Work is the effort and energy exerted to accomplish an aim, apply knowledge and skills. By making enough money, most individuals work to earn a living. But because of the pleasure it brings, they often work, such as achieving something worthwhile, a sense of accomplishment, prestige, appreciation, the ability to use and improve skills, the scope for exercising power and companionship (Smith, Smith & Brower, 2011). Corporate bodies are placing steps in place to maintain an optimal work-life balance, in order to ensure such satisfaction.

2

Rising market competitiveness pushes companies and workers to become more acclimatized, resilient and sensitive to changes such as longer working hours, overload of work, tension at work are the features of most jobs. These adjustments have an impact on family duties, child care, elder care, and domestic activities that hamper individual effectiveness in meeting family-related obligations (Bhowon, 2013). Sherwani (1984) noted that workers still work under the different constraints of creation and hardship. The dual role was one common issue faced by them; they had to play to balance work and family. The workers with children found difficulty in playing dual roles and responsibilities involved in family and work environment.

Owing to issues of imbalance between work and life roles, the performance of wokers has dwindled (Durodolu & Mamudu, 2020). Employee performance is crucial to a company's success since it is a key factor in achieving its goals and objectives. As a result, companies are exploring new ways to motivate their workers. Every business strategy should be geared toward enhancing employee productivity. This is because, in order to stay ahead of the competition, an organisation must enhance and analyze its workforce's performance; or else, the organisation will confront a slew of challenges that would obstruct organisational performance (Obiageli, Uzochukwu, & Ngozi, 2015).

Caesar and Fei (2018), the recognized care and value associated with employees stimulates employee performance from planned human resource practices to actual practice through a casual chain of procedures. Organisations fight to acquire and retain the best employees in the market, resulting in a highly competitive job market. As a result, in order to gain a competitive edge,

businesses must examine their human resources and ensure their contentment. (Chokowe & Sithole, 2017). As Bhende, Mekoth, Ingalhalli & Reddy, 2020) pointed out, this is because human resource management is inextricably tied to efficiency and effectiveness., both of which result in greater productivity. Work-life balance (WLB) is critical for achieving high levels of growth, customer service, productivity, and quality in the workplace (Akter, Hossen & Islam, 2019). Caleb, Ogwuche & Howell (2020) claim that WLB activities boost employee effort and establish a positive relationship that inspires people to work toward organisational objectives.

The Ghana Education Service is in charge of putting authorized national educational policies and programs into action to ensure that all Ghanaian children, regardless of tribe, gender, handicap, religion, or political affiliation, receive a quality formal education. The Service is in charge of a wide range of responsibilities and responsibilities. Among the responsibilities are basic education, senior secondary education, technical education, and special education, as well as the registration, monitoring, and inspection of private pre-tertiary educational institutions. It also proposes educational policy and program recommendations to the Minister of Education, encourages efficiency and full development of talents among its members, and registers teachers and workers. (Section 3 of the Ghana Education Service Act, 1995).

The majority of employees in the Nsawam-Adoagyiri Municipality have increasing rates of nonattendance and coming to work late (Michel, Bosch & Rexroth, 2014). Most employees, according to the researcher, struggle to balance their job and personal obligations. Some staff are known to work till the wee hours of the morning. Nsawam-Adoagyiri Municipality personnel are made

up of both young and senior people. For a healthy existence, both categories have social responsibilities that must be balanced with job responsibilities. Workload, worry, lengthy working hours, and insufficient personal time are all symptoms of a lack of work-life balance (Houston & Waumsley, 2013). Performance in their individual activities and responsibilities suffers as a result of this.

Statement of the Problem

Staffs are confronted with a wide range of work-related challenges. Stress is a common problem that affects the majority of workers. This is due to the numerous activities and responsibilities that most employees have at both work and home (Allen & Spector, 2012). When work and home duties are not balanced, a conflict arises, which, if not addressed effectively, can lead to stress and even despair (Yaribeygi, Panahi, Sahraei, Johnston, & Sahebkar, 2017), manifesting as passive-aggressive behaviour, and a lack of concentration at work (Kassymova, Kosherbayeva, Sangilbayev & Schachl, 2018). According to the Education Sector Performance Report (2019), employees' performance is harmed by their incapacity to manage severe workloads at specific periods. Working conditions, uncertainty in responsibility, and authority were recognized as stress variables that affect employee performance in the report. This could account for the employees' below-average performance in several assembly of which Nsawam-Adoagyiri is no exception. According to the performance report, most employees have difficulties balancing family, work, and other personal affairs. Most employees' well-being and health have been impacted by the pressure to fulfill work-related targets, pressure from family,

5

and the need for balance between the two. As a result, the Service continues to incur significant healthcare costs.

Whereas the concept of work-life balance has gained traction in industrialized nations, human resource managers in Africa have yet to completely embrace it, despite the fact that research undertaken in African countries show a need for it. In a study conducted in Nigeria by Mordi and Ojo (2011), it was discovered that the majority of employees have work-life conflicts. Employees at telecommunication companies in Kenya were studied to scrutinize the effects of work-life balance on performance by Keino and Kithae (2016). Long work hours, a lack of vacations, overtime, and job stress, among other issues were found to have a negative impact on employee performance. Scholars in this field have concentrated on the private sector, with a particular focus on commercial banks and significant telecommunications companies in Ghana. Government institutions in Ghana have received less attention, however, government personnel continue to experience work-related stress, which has a severe impact on their performance. As a result, this study examined the relationship between work-life balance and employee performance in the Ghana Education service in Nsawam-Adoagyiri Municipality, with an emphasis on policy on leave, proper work arrangements, and welfare policies, in order to fill the vacuum and add to the existing body of knowledge.

Purpose of the Study

The overall goal of the study is to examine the work-life balance practices and its association with employee performance in the Ghana Education service in Nsawam-Adoagyiri Municipality.

6

Objectives of the Study

1. To assess work-life balance practices for workers in the Ghana Education service at Nsawam-Adoagyiri Municipality.

2. To examine the level of performance of employees as a result of being able to balance work and life roles in the Ghana Education service at Nsawam-Adoagyiri Municipality.

3. Examine the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality.

Research Questions

The following research questions will be formulated from the specific objectives of the study to guide the study:

1. What are the work-life balance practices for workers in the Ghana Education service at Nsawam-Adoagyiri Municipality?

2. What is the level of performance of employees in the Ghana Education service at Nsawam-Adoagyiri Municipality as a result of being able to balance work and life roles?

3. What is the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality?

Significance of the Study

The study's result is crucial to a variety of organisations in Ghana in addition to other countries where work life balance adoptions are not in place. Human resource managers are among those who have benefited from the

7

research initiative, which has educated them on the need of incorporating work life balance into their strategic objectives. The research findings will also be useful to organisational policymakers since they will offer pertinent evidence regarding work life balance and its implications on the performance of employees. The findings of the study will be especially relevant to government policymakers working on employment issues, as they will clarify their contribution to the Employment Act. The research will be useful to academicians of human resource management who are interested in exploring work life balance and employee performance. Lastly, the result will bridge the gap in African context.

Delimitation

There are one hundred and fifty-four district assemblies in Ghana as 2020. The study, however, was delimited to personnel in the Nsawam-Adoagyiri Municipality. The study looked into the link between WLB and the performance of Ghana Education Service personnel in the Nsawam-Adoagyiri Municipality. The research will take place between February and July of 2021.

Limitations

During the research, the researcher encountered the following restrictions. First, getting in touch with respondents from the Ghana Education Service in the Nsawam-Adoagyiri Municipality was difficult. To counteract this, the researcher initially requested an introduction letter from the Human Resource Management Department. It was also impossible to tell how honest the respondents were in their responses. The researcher, on the other hand,

addressed this by ensuring that the research tools were reliable and viable in order to ensure that they matched the required standards.

Organisation of the study

There are five chapters in this study. The concept of work-life balance is introduced in the first chapter. The study's background, problem statement, research objectives, research hypothesis, study significance, delimitation, and limits are all included. An overview of the literature on work-life balance and employee performance is presented in the second chapter. Theoretical reviews are included, with a focus on spillover theory, empirical review, and how work-life balance affects employee performance. The research methodology was addressed in chapter three, and data was presented and analyzed in chapter four, with Chapter five summarizing the findings, drawing conclusions, and making recommendations.
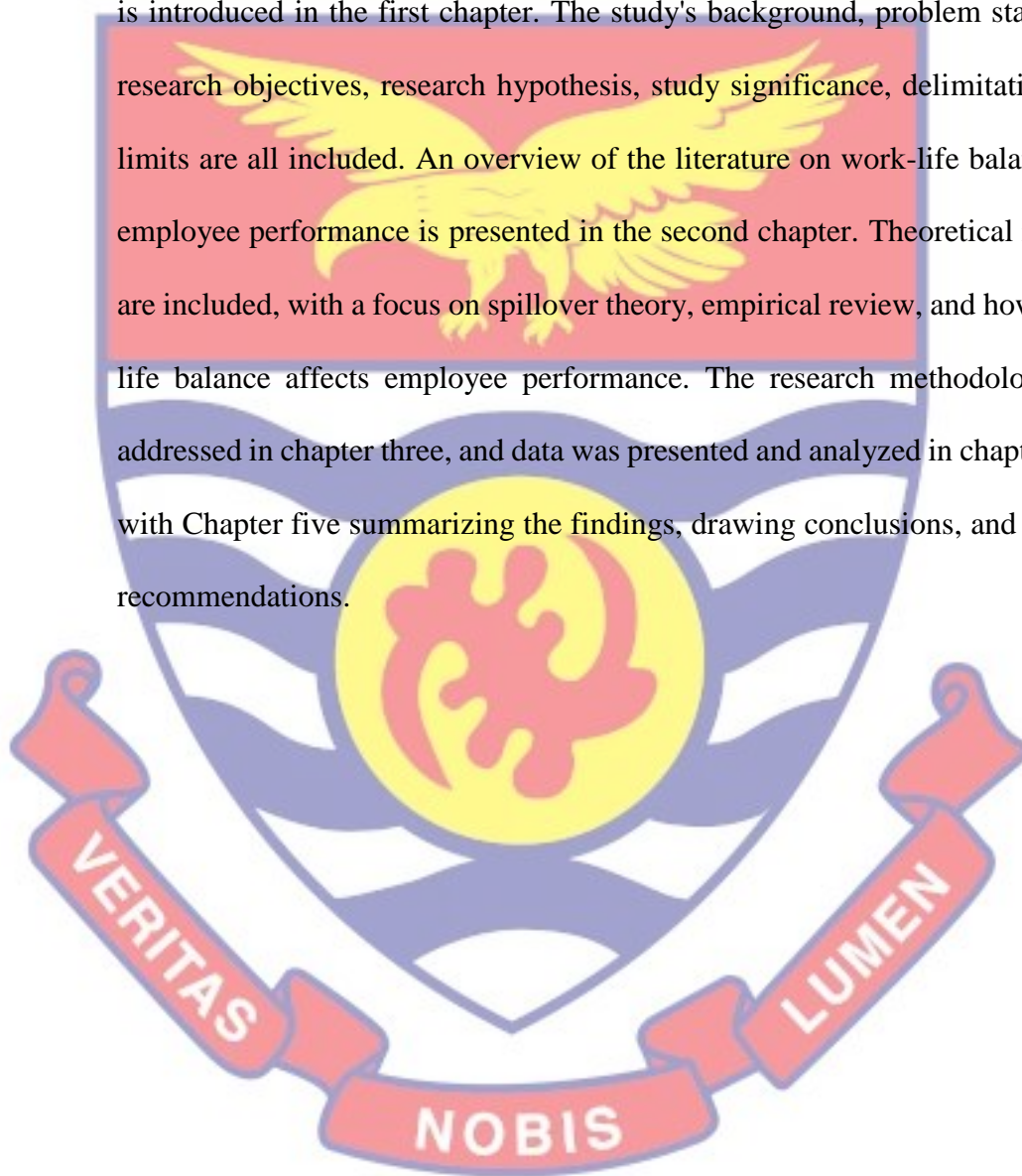
CHAPTER TWO

LITERATURE REVIEW

Introduction

Literature on theoretical, conceptual, and empirical studies on work-life balance were reviewed in this chapter. Also, review on employee performance was also made and the nexus between the two variables were discussed. Lastly, a conceptual framework was drawn to show the pictorial understanding of the relationship.

Theory Underpinning the Study

Work-life balance practices are described by a variety of theories. However, to explain work-life balance in the Ghana Education Service in Nsawam-Adoagyiri Municipality, this study used the spill-over theory and role theory. The role theory was used to clarify the various roles played by workers in Ghana's socio-cultural environment, where much is demanded of them from the family and how they eventually influence their performance of their work.

The Spill-Over Theory

Aldous and Hill, (1969), Westman and Piotrkowski (1999), Crouter (1984), and Guest (2002) advocate the spillover theory. The uneven porous borders between family and work are at the heart of the spillover theory. It addresses both professional and personal issues (Piotrkowski, 1979). The spillover theory, according to Guest (2002), explains when there is spillover between the family microsystem and the work microsystem. It's possible that the spillover will be beneficial or harmful. If work-family relationships are rigorously regulated in location and time, there will be negative spillover in

terms of energy, behaviour, and time. A positive spillover occurs if an employee's family and work duties may be integrated and overlapped in place and time, which is critical in achieving a healthy balanced life (Guest, 2002).

According to Guest (2002), the work-life balance is determined in both the work and home environments. Workplace culture, household demands, and workplace demands are all contextual elements. Individual factors, on the other hand, include age, career stage, and gender, as well as work orientation, or how much of one's life interest, coping energy, personality, and personal control is centered at home or at work. The nature of the work-life balance can be subjective as well as objective. Outside uncommitted or free time, as well as job hours, are objective markers. Subjective indicators, on the other hand, are states of imbalance or balance. Guest further stated that a balance can be achieved when both home and work are given equal weight, or when one of the two dominates by the person's choice.

Spillover happens when one dimension of life collides with another. Work-life balance affects overall well-being, personal satisfaction, effect on coworkers, friends, and families, as well as productivity both at work and at home. (Guest, 2002). This theory explains why there is a conflict between work and personal obligations. It is relevant to the study because it illuminates the factors that cause work-life conflicts.

Role Theory

Role theories are advocated by Moreno, Parsons, Mead, and Linton (Micelle, 2007). The role theory states that an employee's role at work and elsewhere is defined in connection to other employees who rely on his or her position. As a result, if a person meets these requirements, they will have

11

excelled in their position (Katz & Kahn, 1966). The work-life balance was related to the role theory by Khan (1964), Wolfe, Snoek, and Rosenthal (1961), which asserts that competing expectations are linked to the many roles men and women must execute in their daily lives. Kanter (1977), expanding on Khan's (1964) work, was able to demonstrate the linked and interconnected nature of family and work. There is broad consensus that work and family have a detrimental relationship. or good impact on each other (Pleck, 1977). Work-life balance is influenced by a variety of elements, including task, emission, stress, time, attitude, and conduct. Furthermore, according to numerous researchers, the interference between family and work, as well as the resulting conflict, differs experimentally and philosophically (Wiley, 1987; Pleck, 1977). This role theory is relevant to the study because it emphasizes the importance of balancing work and family responsibilities, which might lead to problems if they are not balanced.

When evaluating an employee's work-life balance, the spill-over and role theories are useful in this study because they define different features and attributes of what plays a vital role in work-life balance: the borders. However, because people's ideal work-life balance differs, the theory cannot decide which condition is the best or most valued. When both flexibility and permeability are constrained, the employer's domains are divided into two sections. The employer, not the employee, determines when and where the employee works, and there is little or no overlap or spillover from one domain to the other (Michel, Kotrba, Mitchelson, Clark & Baltes, 2011). Randall (1988) discovered that industrialists have a segmented work-life balance, which is congruent with this work-life balance. Separators, personnel who actively work toward domain

segmentation, are included in this form of work-life balance, according to Kossek and Lautsch (2012).

Concept of Work-Life Balance

Barber, Grawitch, and Maloney (2016) define work-life balance as a sufficient degree of participation or appropriateness among a person's multiple roles. Although definitions and interpretations differ, work-life balance is typically connected with consistency or the preservation of a general life balance (Shobha, 2015). Work-life balance research looks at a person's ability to manage many roles in life at the same time (Katiyal, 2019). This illustrates that work-life balance is subjective and tied to the experiences of persons involved in terms of how safe they feel performing multiple tasks divided by work and life. Whereas work-life balance has traditionally been considered to imply devoting equal amounts of time to work and non-work roles, the term has evolved to include additional elements, such as time balance, which represents the amount of attention devoted to work and non-work roles; balance of involvement, which refers to the degree of commitment to work and non-work roles; and balance of commitment, which refers to the degree of commitment to work and non-work roles (Grzywacz & Carlson, 2017).

Shobha (2015) underlined that as time passes, the components of engagement and pleasure in the work-life balance paradigm become more inclusive. Anyone who works three weeks a month and devotes the rest of the month with his or her family may not be time balanced (i.e., equal work and life measures), but they may be equally dedicated to work and non-work roles, and satisfied with their degree of participation in both work and family roles at the same time. A person who works 58 hours per week may be deemed to have no

work-life balance in terms of time. Even if a person works only some few hours per week, they will still have a time imbalance and may be happier with more paid labor. Anyone who works 35 hours a week on a different frequency could not enjoy their job and spend the rest of their time doing activities they enjoy. Although this person may be well-balanced in terms of time, he or she may be unbalanced in terms of engagement and enjoyment. As a result of the preceding examples, it is vital to examine work-life balance from multiple angles.

Work-life balance refers to how people manage their professional and personal duties in a way that does not conflict (Felstead & Henseke, 2017; Draca, Sadun, & Van Reenen, 2006). As a result, due to its broad scope, research has been conducted to examine the concept through a variety of lenses, including information systems, gender-based paradigms of study (Poulose & Sudarsan, 2017), business management (Galinsky, Aumann, & Bond, 2011), psychology, sociology, and, in particular, management (Joiner & Bakalis, 2016). According to Duvander, Lappegrd, Andersen, Gararsdóttir, Neyer, and Viklund (2019), technology innovation has offered an outlet for teleworking and freelance job interaction styles. This has obliterated previous notions about work-life balance that were deemed unsuitable.

What makes a work-life balance strategy for a worker, according to Shabanpour, Golshani, Tayarani, Auld, and Mohammadian (2018), is a single universally understood concept. Employer-provided incentives, remote work possibilities, overtime opportunities, breaks and holidays, job sharing opportunities, personal health options for workers, and other corporate motivations to ensure an employee's social, psychological, and physical well-being are all instances of work-life balance (Estes & Michael, 2005). The claim

that there is a correlation between a worker's work-life balance and organisational productivity and dynamism is frequently used to justify such practices (Allen, 2001). Research indicates that a worker's work-life balance produces an aspect of success within his or her individual organisation, according to Galinsky, Matos and Sakai-O'Neill (2013), but there is no clear generalization offered yet on how this can be accomplished.

Galinsky, Matos and Sakai-O'Neill (2013) indicated that staff's work-life balance helps to reduce an organisation's workload per head, improve workforce efficiency (Wise & Bond, 2003), and foster a motivating organisational culture in which employees are not overworked and extra work is not perceived as a burden (Wise & Bond, 2003). In the same way, in comparison to optimal environments, when an individual is unable to manage one or both spheres of his / her life, a work-life disparity occurs. Lesser job fulfilment, less engagement and attention to work and organisation are among the outcomes in this scenario (Holmes, Abbott & Pettit, 2005), random schedule and absenteeism (Coffey, Anderson, Zhao, Liu & Zhang, 2009), decreased performance and engagement in the workplace (Bruck, Allen & Spector, 2012), lower socialization patterns, as well as medical dysfunctions and psychological stress (Obiageli, Uzochukwu, & Ngozi, 2015). These findings demonstrate a detrimental influence on organisational performance, as well as a disruption in the workplace growth process. Work-life balance has been a popular subject in academic and professional circles for the past three or four decades. According to Leduc, Houlfort & Bourdeau (2016), the issue has not been fully incorporated in most crucial business circles because of the ever-changing corporate dynamics.

15

Adkins and Premeaux (2019) looked at the concept of work-life balance in perspective of a wide range of theory, practice, and meaning, and also the various perspectives from which it can be seen. They clarified the concept's fundamental meanings and emphasized conflict's intrinsic significance in dealing with different points of view. There are three primary categories of conflict, according to Adkins and Premeaux (2019): Personal perception and emotional (internal) pressure between work and life, as well as behavioural conflict: the way of prioritizing one form over the other. In addition to conflict theories, they suggested coping strategies such as "restructuring the stressful situation, changing the definition of the stressful situation, managing the symptoms of stress, reactive coping (trying to do it all), and gaining support from friends, family, coworkers, and others" to achieve work-life balance. Institutions can also use time-based methods, information-based techniques, money-based strategies, and direct services, according to Adkins and Premeaux (2019). They also talked about the formal and informal barriers to work-life policies inside firms, as well as ways for resolving them.

Work-Life Balance Policies

Balancing of work and life is an expression with many different meanings and ramifications for key parties.

The terms work-family and work-life balance have garnered considerable attention from businesses, employees, politicians, academia, and the media over the previous twenty years Work-life balance concerns have grown in relevance as a result of a range of factors. According to Kim-Appel, Appel, Newman and Parr (2007), as more women enter the workforce as a result of demographic and general developments, working mothers become the norm

rather than the exception. Job responsibilities have also become more intrusive into family and personal lives as a result of technological advancements (e.g., cell phones, e-mail, fax). The shift to global competitiveness, according to McCarthy, Darcy, and Grady (2010), has put more pressure on organisations and individuals to be more flexible and responsive to change.

Organisations must now adopt work-life balance practices in order to recruit and retain talent, not just from conventional sources, but also from unexplored and diversified social classes, in light of current talent shortages and the inevitability of an aging workforce. (Caesar & Fei, 2018). For potential commercial viability, Godbey, Crawford and Shen (2010) proposed that organisations ought to ensure that a realistic and workable work-life balance strategy is not only reassuring but mandated, which will support and satisfy the requirements the company and the employees.

Organisations that do not give opportunities for employee work-life balance, according to Bloom, Kretschmer & Van Reenen (2006), are at danger of attracting a growing number of angry and unproductive employees, resulting in higher attrition rates. It is not sufficient to merely create a work-life policy structure; rather, it is critical to foster a corporate culture that encourages the adoption of existing policies (Bhende, Mekoth, Ingalhalli & Reddy, 2020). It's critical to discover flexible and innovative solutions for businesses and employees that boost productivity without jeopardizing workers' happiness, household associations, or other elements of life.

Furthermore, implementing work-life balance regulations would have a favourable impact on the hiring and retention of high-quality employees, as well as the maintenance of a competitive advantage in a competitive market

(Chokowe & Sithole, 2017). Work-life balance policies include part-time jobs, job sharing, flexibility, term-time employment, shift work, annualized hours, compressed hours, teleporting or e-working, homework, career vacations, research leave, zero hours, contracts, and V Time (Collins & McClean, 2011). The main goal of such work-time guidelines, according to Adame, Caplliure, and Miquel (2016), is to achieve a fair and beneficial balance between occupations and domestic chores for both firms and employees. The efforts implemented following an employer-employee consultation process have shown to be the most helpful (Cabanac, & Hartley, 2013).

This illustrates that the degree of employee engagement in the development of work-life balance strategies is crucial to ensuring their effectiveness. Some of the work-life balance common working time policies include voluntary time, contract for zero hours, e-working, teleworking, and term-time working. The voluntary time refers to hours worked involuntarily to meet production demands; extra hours are 'saved up' and used as time off or compensation. This differs from flexi-time, which involves taking opening and closing times in parts, which can entail a period of time that reduces or increases weekly working hours. The 'zero hours contract' is a supple contract in which the amount of time an employee spends on their engagement each year is not specified. This is left available to meet demand.

E-working generally includes work that can be done from any location using technological tools. Again, teleworking: the place is versatile in this situation, and technology can be used to perform tasks-so you can perform work tasks from home. Another word for it is E-working. Finally, term-time job refers to where the individual is only given the chance to work while the department

18

is in session, holidays are often off days. Regular payment determines remuneration, and no payments are paid for holidays because revenues are divided throughout the year.

Employee Performance

Employee performance refers to the quantity and quality of work produced by an employee while performing his or her job in accordance with the obligations assigned to him (Al Mehrzi & Singh, 2016). Performance is defined as a person's total success in carrying out activities over a period of time, as evaluated against a variety of factors such as work requirements, targets, or mutually agreed-upon criteria. Furthermore, performance is defined by what employees do or do not do, according to Yang et al. (2016). Performance management refers to the complete process of improving a company's or organisation's performance, including the performance of each individual and work group inside the company. Employee performance, according to Shmailan (2016), is the activity that employees do in carrying out the company's work.

Employee performance refers to the results of an employee's activities, which are based on their knowledge and abilities (Mendis & Weerakkody, 2017). Employee performance is the aggregate of all employees' talents, efforts, and capacities that resulted in the organisation's increased production and attainment of its objectives in an organisational context (Pradhan & Jena, 2017). Higher organisational performance is the result of goal-oriented activities, whereas enhanced employee performance necessitates even greater effort (Ellinger et al, 2013). Employee performance is one of the most important variables in determining an organisational achievement. By providing

19

opportunities for training and development, organisational learning plays a vital role in improving employee performance (Diamantidis & Chatzoglou, 2019). Employees who are happy with their jobs and the company are more likely to support the achievement of the company's objectives (Rozi & Sunarsi, 2020).

Empirical studies of Work-Life Balance Practices on Employee Performance

A lot of research relating to work-life balance have been conducted. Vishwa, Chandra, Bijay, Charanjeet, Avadhesh, and Diwinder (2015), for example, looked into the empirical analysis of work-life balance policies and their effect on employee performance. The study's goal was to look into the link between work-life balance regulations and employee performance. The survey used 240 respondents who filled out a questionnaire. The coding was done with the Statistical Package for Social Sciences (SPSS), and the analysis was done with quantitative data and correlations. The study's findings showed that each of the work-life balance regulations was a determinant of job satisfaction on its own.

Azeem and Akhtar (2014) looked at the impact of work-life balance on health-care employee performance. A questionnaire was sent to 275 people working in the healthcare industry. The quantitative data, including correlation and reliabilities, were analyzed using the regression analysis. Employees in the health-care industry have a modest level of perceived work-life balance on employee performance, according to the findings of the empirical test. Work-life balance and employee performance were found to have a beneficial association.

Fapohunda (2014), similarly, looked into the impact of work-life balance on productivity. The study's goal was to see if there was a link between work-life balance and organisational productivity, and if practicing work-life balance could reduce employee turnover and absenteeism. For the poll, 200 banking industry respondents were used. Data was gathered using a standardized questionnaire. The data was analyzed using the Chi square. The findings of the study revealed that work-life balance practices and employee turnover had a positive association. It was also discovered that management support was insufficient.

At Eco Bank in Kenya, Kamau, Muleke, Makaya, and Wagoki evaluated the impact of work-life balance strategies on employee job performance in 2013. The major goal was to see how work-life balance affected employee performance in the workplace. Quota sampling was used to choose fifty-five (55) Eco Bank staff. Questionnaires were utilized in the survey. The candidates' work-life balance and organisational performance were assessed using Spearman's Correlation Analysis. According to the results of the empirical investigation, there is a link between work-life balance and employee performance.

"Work-life balance and employee performance: the mediating effect of affective commitment," was also investigated by Hye in 2013. The research has 293 respondents who filled out the questions. The quantitative data, including reliabilities and multiple regressions were the analytical tools used to analyzed the data collected from the respondents. first the data was coded using the Statistical Package for Social Sciences (SPSS). Employees' sense of work-life

balance promotes affective commitment, according to the findings of the empirical study.

Similarly, Dissanayaka and Ali (2013) looked into how work-life balance affects employee performance. The study's focus was to look at the link between work-life balance and employee performance. A total of 96 workers were surveyed, and a questionnaire was handed to them. The data was analyzed using Pearson moment correlation. Work-life balance and employee performance were found to have a positive relationship, according to the findings. Another key issue that may impede employee performance is when management fails to adhere to work-life balance incentives such as leave entitlement, flexi time, and family and welfare policies (Obiageli, Uzochukwu & Ngozi, 2015). They urged that a deliberate effort be made to improve the employee's work-life balance in order to improve employee performance.

Work-life balance reflections on employee happiness were explored by Sakthivel, Kamalanabhanb, and Selvarania (2011). The study's goal was to look at the association between employee happiness and work/life balance. Employment opportunity, acknowledgement, job expectations, payments, welfare payments, leader – follower friendship, satisfaction of employees, and work/life balance were the constructs used in this study. A total of 210 people working in the IT industry completed the survey. The quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS), which included multiple correlation and regression. The empirical test revealed a strong link between job task and employee satisfaction, as well as a mediator variable called work-life balance.

Conceptual Framework

A conceptual framework represents the researcher's compilation of literature on how to explain a phenomenon (Eldridge, Lancaster, Campbell, Thabane, Hopewell, Coleman & Bond, 2016). It outlines the procedures that must be done during the study based on past knowledge of other researchers' viewpoints and findings on the subject. Job-life balance refers to how an individual balances work and non-work responsibilities. The ability of an individual to balance these two responsibilities determines the chance that he or she will improve performance, as the spill-over theory suggests. Figure 1 depicts the relationship graphically.

Employee performance is the dependent variable, while work-life balance practice is the independent variable. The consequent effect of one domain on the other is known as spillover. Individuals may have good or negative spillover in balancing work and personal duties depending on the framework. A positive spillover effect occurs when pleasure and accomplishment in one domain leads to pleasure and accomplishment in another.

Work life balance practices	Employee Performance
Flexible working arrangement	Control over task
Health and wellness programmes	Maintain professional working relationships
Childcare benefits or services	Skillfulness in delivery service
Taking leave as required	Effective and efficient
Organisational understanding and support of family issues	
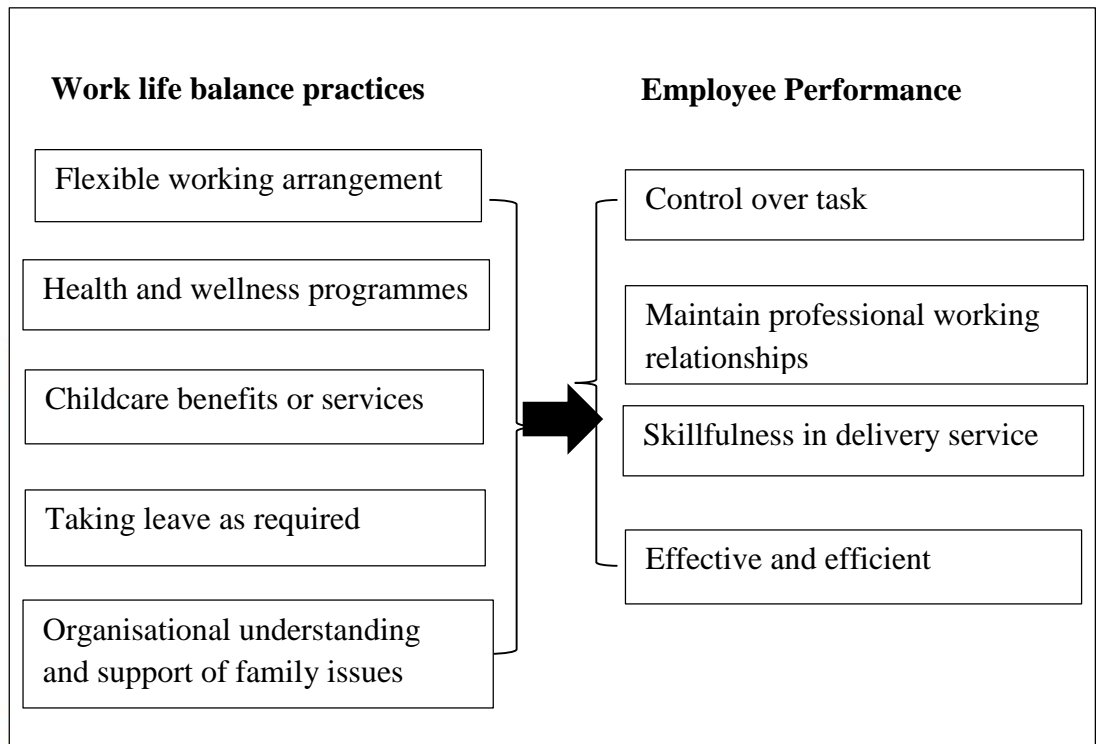
Source: Authors construct (2021)

Figure 1: Conceptual Framework

Employee performance construct is measured using effective ness and efficiency of employees, maintaining professional working relationships, exhibiting skillfulness in delivery of service and exercising adequate control over task According to the researcher, balance between work and life roles would result in improvement of the performance indicators listed above, while imbalance between the two roles would result in poor performance, in other words, counterproductive of the employee.

Chapter Summary

The related literature on work-life balance and employee performance was discussed in this chapter. The concept of work life, work-life balance programs, and employee performance were among the topics discussed. The theory that underpins the study was also discussed in this chapter. Furthermore,

empirical studies examined the association between work-life balance and employee performance were analyzed, culminating in a conceptual framework that illustrated the relationship graphically.

CHAPTER THREE

RESEARCH METHODS

Introduction

The techniques and procedures for data gathering, processing, and analysis are discussed in this chapter. The research design, sample and sampling design, data gathering techniques, data collection tools, target population, and data analysis are all covered in detail in the following subsections.

Research Design

A research design, according to Shajahan (2004), is an overarching strategy that defines the procedures and processes for collecting and analyzing the data needed for a study. It's the logical sequence through which empirical evidence is linked to the study's original research questions (Yin, 2003). To put it another way, a research design is the set of methods and approaches utilized to perform a scientific investigation, as defined by Creswell (2012). An explanatory research design was used in this study. An explanatory research technique is used to identify and show interconnections between diverse components of the event under study (Andrews, 2019). The focus of this research was to see if there was a correlation between work-life balance and performance among Ghana Education Service employees, hence it is explanatory. According to Kothari (2014), the goal of explanatory study is to determine or discover the presence of unexpected links or linkages between two or more components of an event. It seeks a statistical relationship between variables, to put it another way.

Study Area

Nsawam-Adoagyiri is a combination of two areas in the eastern region. The Nsawam-Adoagyiri Municipal Assembly's vision is to develop into a developed Municipal Assembly that offers exceptional service to its constituents. The Assembly's mission is to improve the standard of living for the people who live under her authority by utilizing all available resources to provide equal service for the Municipality's overall growth. The Assembly also has the responsibility to ensuring good governance, security, law and order. The Assembly is the highest political, administrative, planning, and rating authority in the Municipality performing deliberative, Legislative and Executive functions. In order to perform all these functions, members of the whole community must be able to balance their personal and life roles.

Population

Cooper and Schindler (2016) define a population as "the entire list of items or persons from which the study hopes to extrapolate its findings." A population is a well-defined group of people, services, elements, and events under investigation (Mugenda & Mugenda, 2013). To put it another way, it's the full set of data from which a researcher wants to derive conclusions. The study's population was 1789 Ghana Education Service personnel in the Nsawam Adoagyiri Municipality.

Sample and Sampling Technique

A sample, according to Mugenda and Mugenda (2013), is a subset of the population that the researcher is studying. A researcher must first have a sampling frame in order to select a representative sample. According to

27

Sumaedi, Bakti, Rakhmawati, Astrini, Widianti and Yarmen (2014), a sampling frame is a set, or a database of examples from which a sample is picked. A basic random sample strategy was used by the researcher. The study's sampling frame was a list of employees who work in the Nsawam-Adoagyiri. Everyone on the target population was allocated a sole number, and a table of random numbers was used to pick the suitable sample. A sample size 317 of the population, using Krejcie and Morgan sample size table (1970)

Data Collection Instruments

This refers to the tools used to conduct research (Kombo & Tromp, 2016). The data collection instrument for the study will be a semi-structured questionnaire comprising both open-ended and closed-ended items. A questionnaire is a type of research instrument that collects data from a big group of people. The questionnaire will be done to collect quantitative information from respondents. When compared to other instruments, a questionnaire has the following advantages: the researcher may collect data from large samples, there is less chance of bias because it is normally done on paper, and anonymity is maintained. Because self-administered questionnaires are less expensive than personal interviews, Cooper and Schindler (2006) advocate questionnaires for explanatory research projects. The survey was divided into three sections: the first had general information on the respondent, the second contained independent variables, and the third contained dependent variables.

Data Collection Procedure

The questionnaire was personally administered to the one hundred and thirty-six (136) employees of the GES. Prior to data collection, the Department

of Human Resource Management sent a letter of introduction to the Service management. The study's goal was communicated to them when they arrived. The questionnaire was given out on the same day as it was collected, but over a three-week period.

Reliability and Validity

The internal consistency of the research instruments is measured by data reliability. Burns and Grove (2013) The extent of uniformity with which an instrument measures an attribute is defined as reliability. Cronbach's alpha correlation, which runs from 0 to 1, will be used to measure the data reliability (O'Connor, & Kleyner, 2012). The scales are more dependable if the alpha coefficient values are larger, and vice versa. The Cronbach alpha should be at least 0.70 or higher as a rule of thumb (Hall, 2018). Table 1 provides the reliability statistics of the items used to measure the independent and dependent variable.

The validity of a research instrument refers to how well it reflects the abstract concept under investigation Grove and Burns (2013). Validity is divided into three categories, each of which contributes to the overall accuracy of the study's instruments. They include content, internal, and external validity. Content validity refers to the provision of an acceptable and representative sample of all the items that may be used to evaluate the supplied construct, as well as the provision of an acceptable and representative sample of all the items that may be used to test the provided construct. Material validity is only determined by expert opinion because there are no statistical ways for establishing whether a measure appropriately covers a content (Burns & Grove, 2013). Content validity was determined in this study by formulating questions

29

based on a review of the literature and a conceptual framework. According to Burns and Grove, internal validity refers to the degree of certainty that a test's outcomes are the consequence of the experimental treatment alone, rather than intervening or confounding variables (2013). Other regulations were tightened, which helped the situation.

By selecting five facilitators to discuss the full questionnaire, the researcher examines the validity of the study's contents in order to improve the questionnaire's correctness. To improve the questionnaire's validity, the replies and comments from these five facilitators were examined and included. External validity refers to the extent to which a study's conclusions are applicable in the actual world, as opposed to the study's-controlled environment. External validity was accomplished in the study by selecting a sample size that was typical of the population.

Data Process and Analysis

Before being merged, processed, and tabulated, the obtained data was double-checked for accuracy. To examine the data, the researcher employed descriptive statistics such as frequency and percentage. The Statistical Package for Social Sciences was used to code and tabulate the data. To investigate the link between work-life balance and employee performance, the data was presented using linear regression and multiple regression analysis. This is a statistical strategy for assessing how one dependent variable and one or more independent variables are related.

30

Ethical Considerations

During the research, ethical considerations were taken into account. As a result, all field data was handled with the utmost privacy, and the respondents' identities were kept hidden. Furthermore, no information was modified or amended; as a result, the data gained from the respondents was presented exactly as it was collected. In addition, the secondary materials employed to achieve the study's goal are properly acknowledged using citations.

Chapter Summary

The quantitative research approach, survey research design, and randomly sampling procedure to pick the sample for the study were all described in this chapter. The use of questionnaires as data gathering instruments was also examined and supported in this chapter. This chapter also included data collection procedures, data collection, analysis, and presentation.
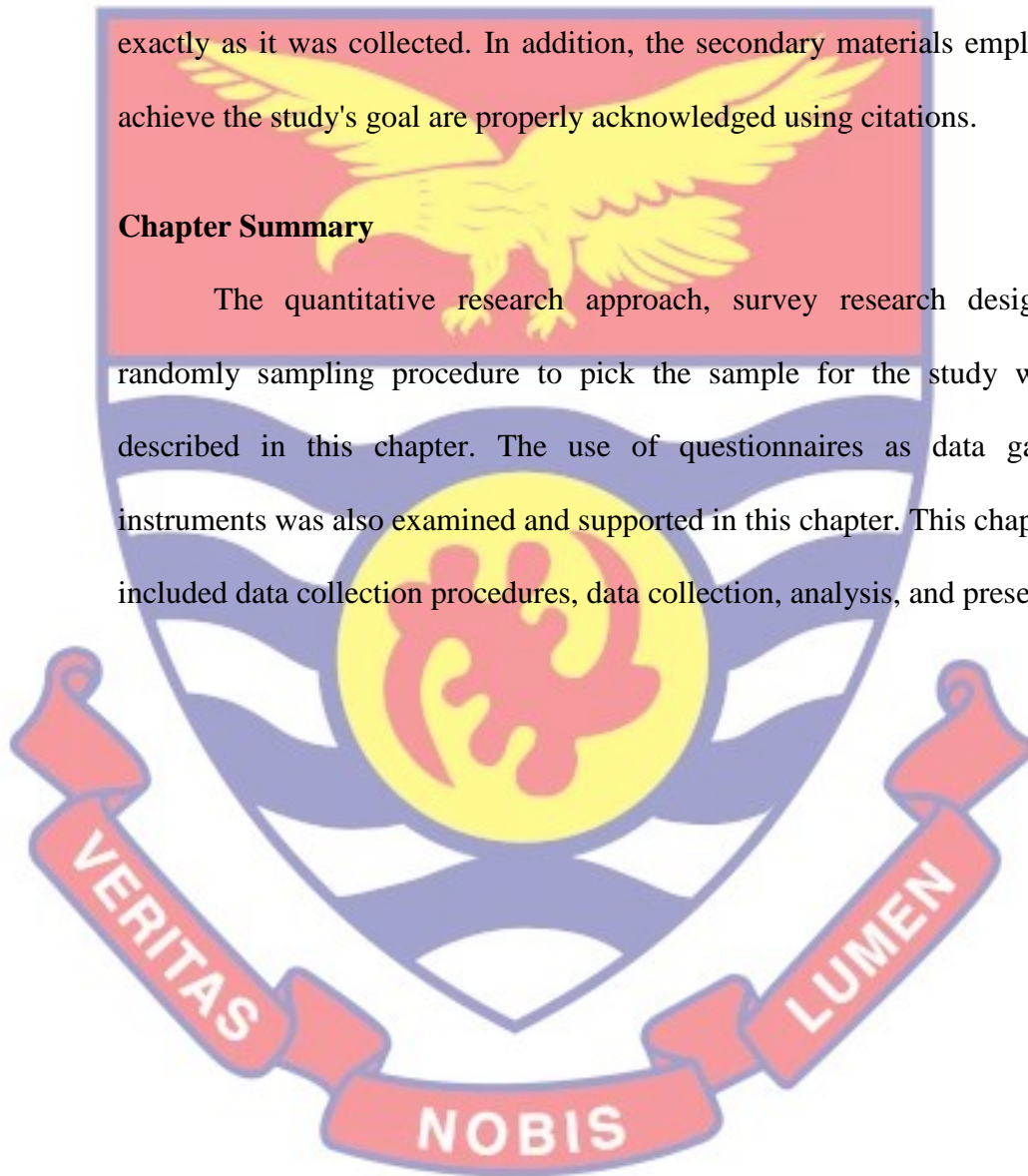
CHAPTER FUR

RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the results of the data acquired from the self-administered questionnaires. The data was interpreted in reference to previous findings and theories, which was discussed. There are two sections to this chapter. The first section contains the respondents' background information, including their age, number of children, and marital status. The second section is devoted to the respondents' responses in accordance with the study's purpose. It focuses on the specific study objectives based on the information gathered. A total of 108 questionnaires were provided and collected from Ghana Education Service staff in the Nsawam-Adoagyiri Municipality.

Demographic Characteristics of Respondents

Prior to the main analysis, data on respondents' age, number of children, and marital status were collected. Table 2 discusses these issues. Table 1 shows that 128 (40.34 percent) of the 317 respondents are single, whereas 189 (59.66 percent) are married. Table 1 also illustrates the age profile of the respondents in years: 75 respondents (or 23.66 percent) were under the age of 25, 90 respondents (or 28.39 percent) were between the ages of 25 and 29, and 34 respondents (or 10.72 percent) were between the ages of 30 and 34, 35 (11.04 percent) were between the ages of 35 and 39, 38 (11.99 percent) were between the ages of 40 and 44, 30 (9.46 percent) were between the ages of 45 and 49, and 15 (4.73%) were over the age of 50. Table 4 shows that 118 (37.22 percent) of respondents have one child, 106 (33.44 percent) have two children, 60 (18.93 percent) have three children, and 33 (10.41 percent) have four or more children.

32

When it came to educational qualifications, the majority of respondents (42.90 percent) had a bachelor's degree, 30.91 percent had a master's degree, and 2.84 percent had a PhD degree.

Table 1: Demographic Characteristics of Respondents

Variables	Sub-scale	N	%
Marital status	Single	128	40.34
	Married	189	59.66
	Total	317	100
Age range	Below 25 years	75	23.66
	25 – 29 years	90	28.39
	30- 34 years	34	10.72
	35 -39 years	35	11.04
	40- 44 years	38	11.99
	45 -49 years	30	9.46
	50 years and above	15	4.73
	Total	317	100
Educational qualification	Diploma	74	23.34
	1st Degree	136	42.90
	Post Graduate	98	30.91
	Doctorate	9	2.84
	Total	317	100
Number of Children	1	118	37.22
	2	106	33.44
	3	60	18.93
	4	33	10.41
	Total	317	100
Position	Facilitator	178	55.21
	Head	11	3.50
	Sherp	65	20.50
	Siso	63	19.87
	Total	317	100

Source: Field survey (2021)

Assessing Work-Life Balance Practices for Workers in the Ghana Education Service at Nsawam-Adoagyiri Municipality

The first objective sought to assess work-life balance practices for workers in the Ghana Education Service at Nsawam-Adoagyiri Municipality. Fourteen indicators were utilized to analyze work-life balance practices, with frequencies, percentages, means, and standard deviations being employed. The answers will be scored quantitatively, with higher scores indicating greater agreement on each question. The mean values obtained from five-point Likert scale questions were used to interpret the relevant mean values in Table 3. The construct of a questionnaire can be validated using simple descriptive statistics like mean and variance. Item mean and item standard deviation were used to see if the items in each anticipated grouping included roughly the same proportion of information about the construct being measured. The scale to an item's midpoint was 2.9. (Aziz, Adnan, Afthanorhan, Foziah, Ishak & Rashid, 2019). As a result, any mean score below 2.90 suggested that the item was low, while any score above 2.90 showed that the item was high. The measure of variation was standard deviation.

Also, within a Likert scale, items should have about similar means and standard deviations. A likert scale is a subjective scoring system that allows respondents to measure their level of agreement with the item's point of view. The greatest standard deviation to the minimum standard deviation ratio should be around 2:1 as a rule of thumb (Wan, Wang, Liu & Tong, 2014). When some items are not appropriately bundled, the bundling of items within scales and scales within measures goes wrong. As a result, Table 3 shows the respondents'

34

perspectives on the work-life balance practices for workers in the Ghana Education service at Nsawam-Adoagyiri Municipality.

From Table3, the respondents revealed that, there is a flexible working arrangement at the institution (M = 3.43; SD = .98). This was followed by them indicating that their organisation has health and wellness programmes in place (M= 3.69; SD = .96). Again, the respondents indicated that they take leave as required to meet family needs (M =3.16; SD = 1.26). This was also followed by the respondents asserting that there is a paid maternity/paternity leave in their institution and there are part-time staff who helps us with the backlog respectively (M = 3.03, 3.12; SD = 1.09, 1.05).

The respondents suggested that their company offers professional guidance to assist workers with their career planning (M = 3.53; Std Dev = 1.03). Further, they indicated that duties and responsibilities are co-shred (M = 3.33; Std Dev = .99). However, the respondents believe that the institution does understand their family issues well (M = 2.83; SD = 1.06) and as such the general support for them is low (M = 2.81; SD = .99). Adequate Recreational facilities are provided to them (M = 2.68; Std Dev = .97).
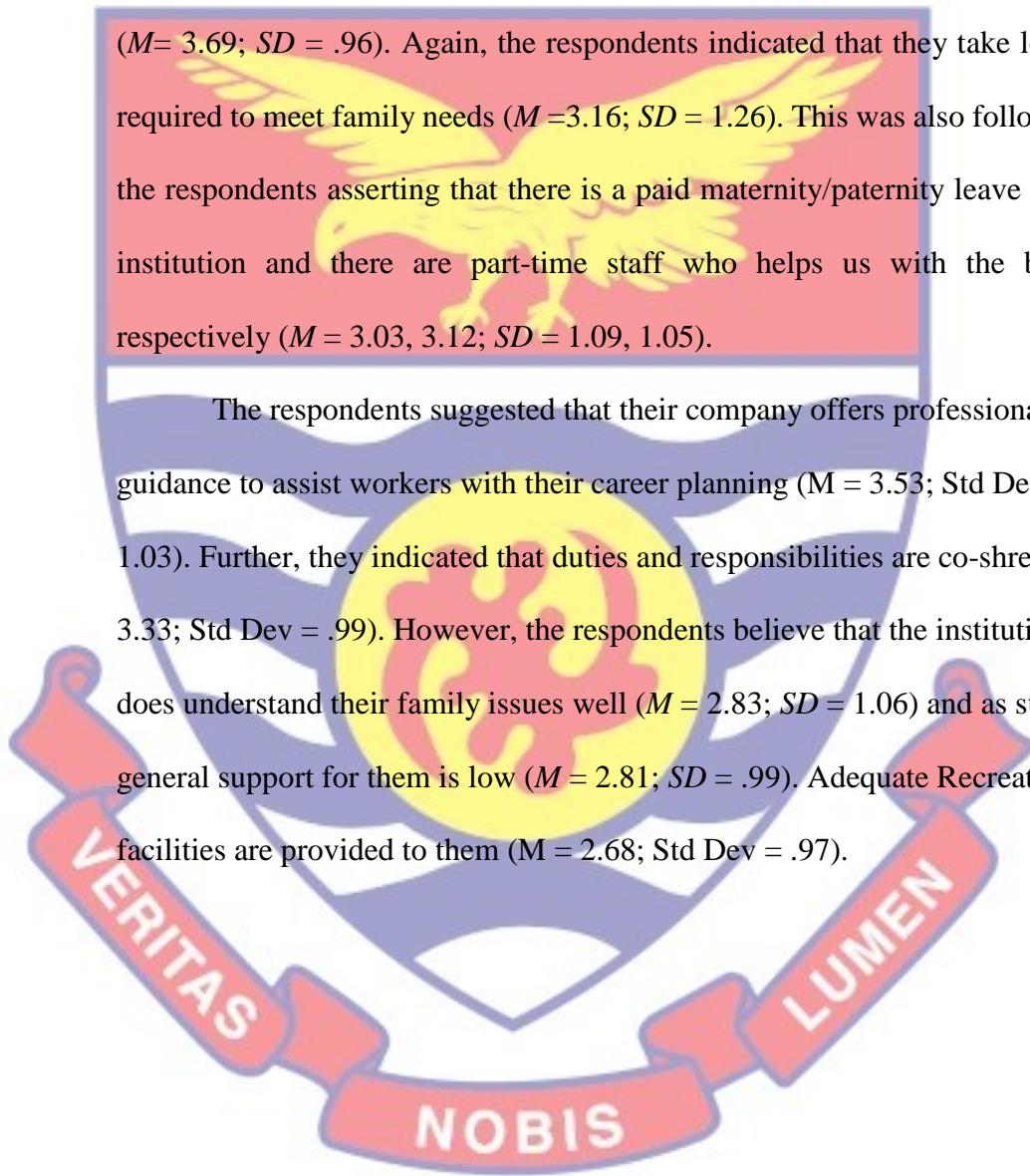
Table 2: Work life Balance Practices for Workers in the Ghana Education Service at Nsawam-Adoagyiri Municipality

Items	Mean	Standard Deviation
Flexible working arrangement	3.43	.98
Working from Home	3.69	.96
Health and wellbeing programmes	3.62	1.15
Childcare assistance or services	2.97	1.11
Taking leave as required to meet family needs	3.16	1.26
Organisational understanding of my family issues	2.83	1.06
Organisational general support of my family issues	2.81	.99
There is a paid maternity/paternity leave in my institution	3.03	1.09
There are part-time staff who helps us with the backlog	3.12	1.05
Professional counselling services are available to employees	3.53	1.03
Duties and responsibilities are co-shred	3.33	.99
Adequate Recreational facilities are provided to me	2.68	.97

Source: Field survey (2021)

Mean values greater 2.90 are seen as favourable responses for items used in soliciting employee's views on work life balance practices at Ghana Education Service (GES) Staff in Nsawam-Adoagyiri Municipality at alluded by (Aziz,

36

Adnan, Afthanorhan, Foziah, Ishak & Rashid, 2019). The highest of the favourable responses was the use of telecommunication which assist workers to work from home while the lowest was childcare assistance or services. What this mean is that GES does well managing employees at Nsawam-Adoagyiri Municipality in trying to balance the work roles with life roles if not on equal magnitude.

The findings suggest that the institution not only assures employees, but also implements practical and workable work-life balance policies that benefit and suit the needs of both the institution and its employees (McCarthy, Darcy, & Grady, 2010). Also, based on the findings, work-life balance rules will have a favorable impact on recruiting and keeping high-quality personnel, as well as preserving a competitive edge in a competitive market (Maxwell & McDougall, 2004). Again, flexible working arrangements and health and wellness programs would aid in striking a fair and productive balance between work and family obligations for both the employer and the employee (Godbey, Crawford& Shen, 2010).

This, according to Bekker et al. (2010), demonstrates the importance of employee input in the formulation of work-life balance policies in guaranteeing their effectiveness. Again, the impact on workers' work-life balance practices will help to reduce workload per head in an organisation while also increasing workforce productivity (Wise & Bond, 2003). Nevertheless, management's lack of understanding of family issues may result in lower job satisfaction (De Cieri et al., 2005), random schedule and absenteeism (Anderson, Coffey & Byerly, 2002; Allen, 200l), reduced workplace effectiveness and performance (Caesar & Fei,

37

2018), biological disorder and psychological trauma, and lower socialisation trends (Wayne et al., 2004).

Examining the Level of Performance of Employees as a Result of Work and Life Balance Practices in the Ghana Education Service at Nsawam-Adoagyiri Municipality

The second objectives sought to examining the level of performance of employees as a result of work and life balance practices in the Ghana Education service at Nsawam-Adoagyiri Municipality. Eight indicators were used to measure the level of performance of employees and the measurements were done means and standard deviations. Again, the responses were measured numerically such that the higher the scores, the higher the agreement on each indicator. The mean values obtained from five-point Likert scale questions were used to analyse the relevant mean values in Table 4. Correspondingly, the scale to an item's midpoint was 2.9 (Aziz, Adnan, Afthanorhan, Foziah, Ishak & Rashid, 2019). As a result, any mean score below 2.90 suggested that agreement to the item was low, while any score above 2.90 showed that agreement to the item was high. The measure of variation was standard deviation. Table 4 therefore presents the respondents view on their level of performance of employees as a result of work and life balance practices at the Ghana Education service at Nsawam-Adoagyiri Municipality.

38

Table 3: Level of Performance of Employees at the Ghana Education Service in Nsawam-Adoagyiri Municipality

Indicators	Mean	Standard Deviation
When I return from leave, I usually feel more productive	3.52	1.11
I'm inspired to provide more services	3.64	1.01
I feel effective when I am able to balance my work roles and personal obligations	3.82	.95
I am able to maintain professional working relationships with co-workers	3.68	.96
I exhibit skillfulness in my delivery service	3.40	1.00
I exercise adequate control over my task	3.62	.97
I cope well with changes in the way I have to do their core tasks	3.62	.88
I initiate better ways of doing their core tasks	3.68	.97

Source: Field survey (2021)

From Table 3, the respondents revealed that, they feel more productive when they have enjoyed their leave ($M = 3.52$; $SD = 1.11$). Also, they are inspired to provide more services ($M = 3.64$; $SD = 1.01$). Further, majority of the respondents mentioned that they feel effective when they have an appreciable level of balance is achieve ($M = 3.82$; $SD = 1.11$). It was discovered from Table 4 that respondents are able to maintain professional working relationships with co-

workers (M = 3.68; SD = 0.96). As a measure of performance, it was shown that respondents exhibit skillfulness in delivery of their service (M = 3.40; SD = 1.00). Again, they exercise adequate control over their task (M = 3.62; SD = 0.97). Furthermore, the respondents averted that they are able cope with any changes that occurs (M = 3.62; SD = 0.88).

The implication is that employees are more knowledgeable, possess the required skills and task habits (Lievens, Conway & De Corte, 2008). These enable them to be efficient and effective as indicated by Borman and Motowidlo (2013). On the citizenship performance, the mean result implies that workers are happily and openly discuss their concerns and issues with each other within the institution (Jaworski, & Kohli, 2013). These may lead to growth in team spirit and a happier workplace (Alie, Beam, & Carey, 2018; Boyt, Lusch, & Naylor, 2018; Cohen, & Bailey, 2019). Such level of performance could help in achieving the institutions goals is the activity that employees do in carrying out the company's work ((Rozi & Sunarsi, 2020; Shmailan, 2016). By possessing knowledge and abilities employees would be able to cope with changes that may arise (Mendis & Weerakkody, 2017).

Checking for Assumptions and Normality

With the purpose of using regression examine the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality, it is imperious to check that assumptions of normality of the dependent variable (Tabachick & Fidell, 2012). One assumption is that the dependent variable should be a continuous scale. Another basic

40

assumption of regression is that the dependent variable should be normally distributed. Accordingly, test of normality was used to check for the normality of the distribution.   The results of two well-known tests of normality, the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test, were provided in Table 4. The Shapiro-Wilk Test is best used with small sample sizes (less than 50), however it can also handle sample sizes up to 2000. The data is normal if the sig. value of both the Kolmogorov-Smirnov and Shapiro-Wilk tests is larger than 0.05. The data deviates significantly from a normal distribution if it is less than or equal to 0.05. As a result, Table 4 shows the normality test.

Table 4: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EP	.095	316	.200	.975	316	.582

a. Lilliefors Significance Correction

Source: Field survey (2021)

Table 4 shows that the Shapiro-Wilk Test has a sig. value of.827, whereas the Kolmogorov-Smirnov Test has a sig. value of.306 which were greater than .05. In this case the Shapiro-Wilk Test was chosen. Therefore, using the the Shapiro-Wilk Test, the data is normally distributed and has not deviated from the assumption of parametric test. As a result, normality can be inferred for this data set, and an applicable parametric test can be applied if all other test assumptions are met.

41

Examine the Effect of Work-Life Balance Practices on Employees' Performance in the Ghana Education Service at Nsawam-Adoagyiri Municipality

The objective three looked at the effect of work-life balance practices on employees' performance in the Ghana Education Service at Nsawam-Adoagyiri Municipality. Regression analysis was done where normality, linearity and the relationship between the two variables were analysed with work life balance practices as the independent variable and employee performance as the dependent variable. Table 5 exhibited the R, R squared, adjusted R squared, and standard error as shown in the model summary of the output. The Pearson product moment correlation coefficient (R) reveals the degree and direction of the linear relationship between the dependent variable (employee performance) and the independent variable (work life balance practices). Work-life balance practices and employee performance are positively associated, as shown in Table 5, and the strength of the relationship is substantial (.683).

The R Square illustrates how much the independent variable (work life balance practices) influences the dependent variable (employee performance). Therefore, the result indicates that 46.6% variation in the employee performance (as dependent variable) is explained by the independent variable (work life balance practices) and the remaining (53.4%) is explained by the residual (other factors not captured by the model). The implication is that, an increase in work life balance practices would result in a moderate increase in employee performance and as such,

work life balance practices alone cannot influence the employee performance in the

Ghana Education service at Nsawam-Adoagyiri Municipality.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683[a]	.466	.461	6.36164

a. Predictors: (Constant), WLB

b. Dependent Variable: EP

Source: Field survey (2021).

Table 6 is an ANOVA table that uses the F-statistic to calculate the test significance for R and R2. The F statistic is calculated by dividing the regression mean square (MSR) by the residual mean square (MSE). If the F statistic's significance value is minimal (say, less than 0.05), the independent variables are doing a decent job of explaining the variance in the dependent variable. The ρ-value in this analysis is substantially below.05 (=.000). As a result, the R and R2 coefficients between work-life balance practices and employee performance are statistically significant.

Table 6: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3741.312	1	3741.312	92.445	.000[b]
	Residual	4289.873	106	40.471		
	Total	8031.185	107			

a. Dependent Variable: EP

b. Predictors: (Constant), WLB

Source: Field survey (2021)

Table 7 also contains information that assists in the comprehension of the regression equation. The numerical value for the first row, designated (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. The value for the slope (b) for the regression equation is the numerical value on the second row, labeled as work life balance practices in this example (representing the independent variables). The researcher can present the following regression equation based on these findings, which predicts employee performance depending on available work-life balance practices.

Y (employee performance) = 23.209+ 0.990X (Work life balance practices)

As a result, the researcher can make the following claims based on the slope and intercept values in the resulting regression equation: Employee performance will be at 23.209 when there are no work-life balance practices, according to the intercept, and when there are any work-life balance practices, according to the

44

slope will be at (99 percent). Therefore, work life balance practices in Ghana Education service at Nsawam-Adoagyiri Municipality has a strong significant influence on employee performance.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.209	3.094		7.501	.000
	WLB	.990	.103	.683	9.615	.000

a. Dependent Variable: EP

Source: Field survey (2021)

This current study's findings could provide information that will assist GES management in making better decisions when adopting work-life balance programs to increase employee performance (Kamau, Muleke, Makaya and Wagoki, 2013). Additionally, the findings of the study may contribute to corporate practice by demonstrating how to approach the development, implementation, and use of work-life balance programs in order to boost employee engagement, commitment, and overall job satisfaction in a variety of industries (Sakthivel, Kamalanabhanb & Selvarania, 2011). Likewise, the findings of this study could aid school administrators in identifying the consequences of turnover, absenteeism, motivation, and organisational productivity (Dissanayaka & Ali, 2013). Importantly, the findings of this study may provide actionable information that human resource directors and benefits managers may utilize to create and

45

implement work-life balance initiatives that will improve day-to-day operations and employee performance. These findings go hand in hand with the research findings of (Azeem & Akhtar, 2014; Fapohunda, 2014; Kamau, Muleke, Makaya and Wagoki, 2013; Hye, 2013; Dissanayaka & Ali, 2013; Sakthivel, Kamalanabhanb and Selvarania, 2011)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study's summary, conclusions, and suggestions are presented in this chapter. The conclusions and summary are derived from the findings from chapter four. The study's suggestions were also offered in this chapter, which were based on the study's findings. The chapter came to a close with recommendations for future research.

Overview

The study's ultimate purpose is to investigate work-life balance practices in the Ghana Education service in Nsawam-Adoagyiri Municipality and their relationship to employee performance. The following particular objectives were developed based on the study's purpose:

1. To assess work-life balance practices for workers in the Ghana Education service at Nsawam-Adoagyiri Municipality.

2. To examine the level of performance of employees as a result of being able to balance work and life roles in the Ghana Education service at Nsawam-Adoagyiri Municipality.

3. Examine the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality.

The current research used a quantitative methodology and included both descriptive and explanatory research designs. A total of 317 people were randomly

47

selected from a population of 1789. The respondents were given structured questionnaires, which were all suitable for analysis. The information gathered was evaluated with descriptive statistical tools such as mean, standard deviation, and an analytical tool which is linear regression.

Summary of Key Findings

In terms of the first objective, which was to analyze work-life balance practices among Ghana Education Service employees in the Nsawam-Adoagyiri Municipality, the study revealed that to enhance work-life balance practices put in place included flexible working arrangement as well as enable workers to work from home. Likewise, taking leave to meet family needs help to balance work and life roles. However, the study found that management do not understand family issues of staff well and this may their lower job satisfaction, dedication and commitment to work.

Relating to objective two which sought to examine the level of performance of employees as a result of being able to balance work and life roles in the Ghana Education service at Nsawam-Adoagyiri Municipality, the study found that the balance achieved help them to exhibit skillfulness in my delivery service, exercise adequate control over task, cope well with changes in the way, initiate better ways of doing their core tasks, maintain professional working relationships, meet deadlines and use resources well.

From objective three which sought to examine the effect of work-life balance practices on employees' performance in the Ghana Education service at Nsawam-Adoagyiri Municipality, a correlational analysis was used in the study,

48

and it revealed a strong and positive significant association between the two variables. Furthermore, utilizing the slope and intercept from the regression analyses, it was discovered that work-life balance practices have a very strong significant effect on employee performance.

Conclusions

This research has presented an overview of work-life balance practices, employee performance, and the impact of the former on the latter in the Ghana Education service at Nsawam-Adoagyiri Municipality. The study comes to a conclusion based on the findings that among the indicators of measuring work life balance practices include flexible work arrangement, telecommuting, providing childcare, giving required leave to staff to meet family needs. However, understanding and of my family issues are on the low as well as no adequate recreational facilities are provided to staff to enhances pleasure and reduces stress. It is concluded that organisational understanding and support of family issues contribute to balancing work and life roles. Also, the study concluded that skillfulness, adequate control over task, coping well with changes, maintaining professional working relationships among others are good indicators in assessing the performance of staff. Overall, the outcomes suggest that work-life balance practice in the Ghana Education service in Nsawam-Adoagyiri Municipality is a good determinant of employee performance.

49

Recommendations

Based on the study's findings and conclusions, the following recommendations were made:

1. Since it was found that the recreational facilities were not provided adequately for staff, it is recommended that management establish facilities that would create a balance between work pressures with physical and mental well-being.

2. Limited organisational general support to family issues may breed high imbalance between work and life roles. As such it is recommended that management should create a family-friendly workplace by establishing opportunities for employees' families to get together in and outside of the office to foster a feeling of community among coworkers.

Suggestion for Further Studies

Only the Ghana Education Service at Nsawam-Adoagyiri Municipality in the Eastern Region was studied. As a result, future study can be expanded to include workers from other municipalities or Ghana as a whole, broadening the breadth of work-life balance practices and their impact on employee performance. In addition, the research was restricted to quantitative methods and a closed-ended questionnaire. This eliminated the possibility of additional perspectives from respondents that would be important to the study. As a result, future studies should use a qualitative method to investigate the impact of work-life balance practices on employee performance.

50

REFERENCES

Agha, K., Azmi, F. T., & Irfan, A. (2017). Work-life balance and job satisfaction: An empirical study focusing on higher education teachers in Oman. *International Journal of Social Science and Humanity*, *7*(3), 164.

Akanni, A. A., Oladejo, O. E., & Oduaran, C. A. (2018). Work-life Balance, Job Insecurity and Counterproductive Work Behaviour among Brewery Workers. *North American Journal of Psychology*, *20*(2).

Ali, F., Malik, A., Pereira, V., & Al Ariss, A. (2017). A relational understanding of work-life balance of Muslim migrant women in the west: future research agenda. *The International Journal of Human Resource Management*, *28*(8), 1163-1181.

Alie, R. E., Beam, H. H., & Carey, T. A. (2018). The use of teams in an undergraduate management program. *Journal of Management Education*, *22*(6), 707-719.

Aquino, K., Galperin, B. L., & Bennett, R. J. (2004). Social status and aggressiveness as moderators of the relationship between interactional justice and workplace deviance. *Journal of Applied Social Psychology*, *34*(5), 1001-1029.

Ashforth, B. E., Johnson, S. A., Hogg, M., & Terry, D. (2001). Which hat to wear. *Social identity processes in organisational contexts*, 32-48.

Ashforth, B. E., Rogers, K. M., & Corley, K. G. (2011). Identity in organisations: Exploring cross-level dynamics. *Organisation science*, *22*(5), 1144-1156.

51

Asiedu-Appiah, F., Aduse-Poku, O., & Acheampong, A. F. (2014). Work-life balance practices and female lecturers' career progression in Ghana. *Asian Journal of Management Research*, *4*(3), 419-439.

Azeem, S. M., & Akhtar, N. (2014). The influence of work life balance and job satisfaction on organisational commitment of healthcare employees. *International Journal of Human Resource Studies*, *4*(2), 18.

Baard, S. K., Rench, T. A., & Kozlowski, S. W. (2014). Performance adaptation: A theoretical integration and review. *Journal of Management*, *40*(1), 48-99.

Baltes, B. B., Clark, M. A., & Chakrabarti, M. (2010). 16 Work-Life Balance: The Roles of Work-Family Conflict and Work-Family Facilitation.

Bambale, A. J. A. (2014). Research methodological techniques as a model for quantitative studies in Social Sciences. *Journal of Economics, Management and Trade*, 862-879.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee "citizenship". *Academy of management Journal*, *26*(4), 587-595.

Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work-life balance and work-life conflict among Australian academics. *E-Journal of Applied Psychology*, *8*(1).

Bergeron, D. M. (2007). The potential paradox of organisational citizenship behaviour: good citizens at what cost. *Academy of Management review*, *32*(4), 1078-1095.

Bies, R. J., Tripp, T. M., & Kramer, R. M. (1997). At the breaking point. *Antisocial behaviour in organisations*, 18-36.

Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human performance*, *10*(2), 99-109.

Boyt, T. E., Lusch, R. F., & Naylor, G. (2018). The role of professionalism in determining job satisfaction in professional services: A study of marketing researchers. *Journal of Service Research*, *3*(4), 321-330.

Bruk-Lee, V., & Spector, P. E. (2006). The social stressors-counterproductive work behaviours link: Are conflicts with supervisors and coworkers the same. *Journal of occupational health psychology*, *11*(2), 145.

Bryman, A. (2017). Quantitative and qualitative research: further reflections on their integration. In *Mixing methods: Qualitative and quantitative research* (pp. 57-78). Routledge.

Cahill, K. E., McNamara, T. K., Pitt-Catsouphes, M., & Valcour, M. (2015). Linking shifts in the national economy with changes in job satisfaction, employee engagement and work–life balance. *Journal of Behavioural and Experimental Economics*, *56*, 40-54.

Canetta, L., Barni, A., & Montini, E. (2018, June). Development of a digitalization maturity model for the manufacturing sector. In *2018 IEEE International Conference on Engineering, Technology and Innovation (ICE/ITMC)* (pp. 1-7). IEEE.

Carr, C. T., & Zube, P. (2015). Network autocorrelation of task performance via informal communication within a virtual world. *Journal of Media Psychology*.

Chokowe, C., & Sithole, K. Narrations of Work-Life Balance among Academic Staff in an Open Distance Learning Institution.

Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of management*, *23*(3), 239-290.

Colichi, R. M. B., Bocchi, S. C. M., Lima, S. A. M., & Popim, R. C. (2017). Interactions between quality of life at work and family: integrative review. *International Archives of Medicine*, *9*.

Cravey, T., & Mitra, A. (2011). Demographics of the sandwich generation by race and ethnicity in the United States. *The Journal of Socio-Economics*, *40*(3), 306-311.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.

Cronin, P., Ryan, F., & Coughlan, M. (2017). Undertaking a literature review: a step-by-step approach. *British journal of nursing*, *17*(1), 38-43.

Crook, A. E., Beier, M. E., Cox, C. B., Kell, H. J., Hanks, A. R., & Motowidlo, S. J. (2011). Measuring relationships between personality, knowledge, and performance using single- response situational judgment tests. *International Journal of Selection and Assessment*, *19*(4), 363-373.

Czarnota-Bojarska, J. (2015). Counterproductive work behaviour and job satisfaction: A surprisingly rocky relationship. *Journal of Management and Organisation*, *21*(4), 460.

Darko-Asumadu, D. A., Sika-Bright, S., & Osei-Tutu, B. (2018). The influence of work-life balance on employees' commitment among bankers in Accra, Ghana. *African Journal of Social Work*, *8*(1), 47-55.

Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*.

Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*.

Di Ceglie, D. (2000). Gender identity disorder in young people. *Advances in psychiatric treatment*, *6*(6), 458-466.

Direnzo, M. S., Greenhaus, J. H., & Weer, C. H. (2015). Relationship between protean career orientation and work–life balance: A resource perspective. *Journal of Organisational Behaviour*, *36*(4), 538-560.

Dissanayaka, N. M. N. P., & Hussain Ali, M. A. M. (2013). Impact of worklife balance on employees performance: an empirical study on seven apparel organisations in Sri Lanka.

Edwards, A. K., & Oteng, R. (2019). Attaining work-life balance as in modeling the way among female teachers in Ghana. *International Journal of Education Policy and Leadership*, *15*(7).

Eldridge, S. M., Lancaster, G. A., Campbell, M. J., Thabane, L., Hopewell, S., Coleman, C. L., & Bond, C. M. (2016). Defining feasibility and pilot studies in preparation for randomised controlled trials: development of a conceptual framework. *PloS one*, *11*(3), e0150205.

Fapohunda, T. (2014). Managing workplace bullying. *Journal of Human Resource Management*, *1*(3), 39.

Franke, A., & Reichert, M. (2011). Carers@ Work. Between Job and Care: Conflict or Opportunity? A European Comparison. *International Literature Review*.

Fredriksen-Goldsen, K. I., Scharlach, A. E., Karen, I., & Andrew, E. (2001). Families and work: New directions in the twenty-first century.

Ganiyu, I. O., Fields, Z., Atiku, S. O., & Derera, E. (2020). Measuring the effectiveness of work–life balance strategies in the manufacturing sector. *SA Journal of Human Resource Management*, *18*(1), 1-10.

Gassman- Pines, A. (2011). Associations of low- income working mothers' daily interactions with supervisors and mother- child interactions. *Journal of Marriage and Family*, *73*(1), 67-76.

Gilboa, S., Shirom, A., Fried, Y., & Cooper, C. (2008). A meta- analysis of work demand stressors and job performance: examining main and moderating effects. *Personnel psychology*, *61*(2), 227-271.

Gilley, A., Waddell, K., Hall, A., Jackson, S. A., & Gilley, J. W. (2015). Manager behaviour, generation, and influence on work-life balance: An empirical investigation. *Journal of Applied Management and Entrepreneurship*, *20*(1), 3.

Gladisa, F. W., & Susanty, A. I. (2018). Determinant factors of employee satisfaction in the performance appraisal based on management by objectives. *Gladisa, FW*, 241-246.

Gravetter, F. J. Forzano, LAB (2012). *Research methods for the behavioural sciences*, *5*.

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behaviour in uncertain and interdependent contexts. *Academy of management journal*, *50*(2), 327-347.

Griffin, M. A., Parker, S. K., & Mason, C. M. (2010). Leader vision and the development of adaptive and proactive performance: a longitudinal study. *Journal of applied psychology*, *95*(1), 174.

Haider, S., Jabeen, S., & Ahmad, J. (2018). Moderated mediation between work life balance and employee job performance: The role of psychological wellbeing and satisfaction with coworkers. *Revista de Psicología del Trabajo y de las Organizaciones*, *34*(1), 29-37.

Harikaran, S., & Thevanes, N. The Relationships among Work-Life Balance, Organisational Citizenship Behaviour and Organisational Performance: A Review of Literature.

Hartog, M., Frame, P., Rigby, C., & Wilson, D. (2013). Learning from the real.

Hoang, H., & Gimeno, J. (2010). Becoming a founder: How founder role identity affects entrepreneurial transitions and persistence in founding. *Journal of Business Venturing*, *25*(1), 41-53

Hoel, H., Rayner, C., & Cooper, C. L. (1999). *Workplace bullying*. John Wiley & Sons Ltd.

Hollinger, R. C. (1986). Acts against the workplace: Social bonding and employee deviance. *Deviant Behaviour*, *7*(1), 53-75.

Huang, R., & Sarigöllü, E. (2014). How brand awareness relates to market outcome, brand equity, and the marketing mix. In *Fashion branding and consumer behaviours* (pp. 113-132). Springer, New York, NY.

Hye, Q. M. A., Wizarat, S., & Lau, W. Y. (2013). Trade-led growth hypothesis: An empirical analysis of South Asian countries. *Economic Modelling*, *35*, 654-660.

Javed, B., Bashir, S., Rawwas, M. Y., & Arjoon, S. (2017). Islamic work ethic, innovative work behaviour, and adaptive performance: The mediating mechanism and an interacting effect. *Current Issues in Tourism*, *20*(6), 647-663.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, *33*(4), 692-724.

Kamau, J. M, Muleke V, Makaya S. O, & Wagoki, J. (2013) Work life balance practices on employee performance of Ecobank Kenya. European journal business and management, 5(25), 179-185.

Karakas, F. (2010). Spirituality and performance in organisations: A literature review. *Journal of business ethics*, *94*(1), 89-106.

Keashly, L., & Harvey, S. (2005). Emotional Abuse in the Workplace.

Kofodimos, J. R. (1993). *Balancing act: How managers can integrate successful careers and fulfilling personal lives*. Jossey-Bass.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, *30*(3), 607-610.

LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organisational citizenship behaviour: a critical review and meta-analysis. *Journal of applied psychology*, *87*(1), 52.

Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a 'work–life balance'approach: An international perspective. *The international journal of human resource management*, *18*(3), 360-373.

Lievens, F., Conway, J. M., & De Corte, W. (2008). The relative importance of task, citizenship and counterproductive performance to job performance ratings: Do rater source and team- based culture matter?. *Journal of Occupational and Organisational Psychology*, *81*(1), 11-27.

Maheshwari, M., & Joseph, J. (2018). Work Role-Motherhood Role Constructions & Conflicts in Workplace Interactions. *Indian Journal of Industrial Relations*, *54*(1).

Mallick, E., Pradhan, R. K., Tewari, H. R., & Jena, L. K. (2014). Organisational citizenship behaviour, job performance and HR practices: A relational perspective. *Management and Labour Studies*, *39*(4), 449-460.

Marcus, B., Taylor, O. A., Hastings, S. E., Sturm, A., & Weigelt, O. (2016). The structure of counterproductive work behaviour: A review, a structural meta-analysis, and a primary study. *Journal of Management*, *42*(1), 203-233.

McCarthy, A., Cleveland, J. N., Hunter, S., Darcy, C., & Grady, G. (2013). Employee work–life balance outcomes in Ireland: a multilevel investigation of supervisory support and perceived organisational support. *The International Journal of Human Resource Management*, *24*(6), 1257-1276.

McPherson, M., & Reed, P. (2007). Work-life balance in the New Zealand context. *Managing Mayhem*.

Merolla, D. M., Serpe, R. T., Stryker, S., & Schultz, P. W. (2012). Structural precursors to identity processes: The role of proximate social structures. *Social Psychology Quarterly*, *75*(2), 149-172.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Metcalfe, A. S., & Fenwick, T. (2009). Knowledge for whose society. *Knowledge production, high*.

Miao, C., Humphrey, R. H., & Qian, S. (2017). Are the emotionally intelligent good citizens or counterproductive? A meta-analysis of emotional intelligence and its relationships with organisational citizenship behaviour and counterproductive work behaviour. *Personality and Individual Differences*, *116*, 144-156.

Michel, A., Bosch, C., & Rexroth, M. (2014). Mindfulness as a cognitive–emotional segmentation strategy: An intervention promoting work–life balance. *Journal of occupational and organisational psychology*, *87*(4), 733-754.

Mittal, R., Bienstock, J., & Kroumova, M. (2017). Surviving the challenges of competing demands: a model to explore the impact of personality and boundary management on work-life conflict. *Journal of International Management Studies*, *17*(2).

Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied psychology*, *79*(4), 475.

Motowildo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human performance*, *10*(2), 71-83.

Muraya, K. W., Govender, V., Mbachu, C., Uguru, N. P., & Molyneux, S. (2019). 'Gender is not even a side issue… it'sa non-issue': career trajectories and experiences from the perspective of male and female healthcare managers in Kenya. *Health policy and planning*, *34*(4), 249-256.

Mwangi, L., Boinett, C. C., Tumwet, E., & Bowen, D. (2016). Effects of work life balance on employees performance in institutions of higher learning. A case study of Kabarak University. *Kabarak Journal of Research & Innovation*, *4*(2), 60-69.

Nelson, J. A., Boyer, B. P., Villarreal, D. L., & Smith, O. A. (2017). Relations between mothers' daily work, home, and relationship stress with characteristics of mother–child conflict interactions. *Journal of Family Psychology*, *31*(4), 431.

Neuman, J. H., & Baron, R. A. (1997). Aggression in the workplace.

Nohe, C., Meier, L. L., Sonntag, K., & Michel, A. (2015). The chicken or the egg? A meta-analysis of panel studies of the relationship between work–family conflict and strain. *Journal of Applied Psychology*, *100*(2), 522.

O'Driscoll, M. P., Brough, P., & Kalliath, T. J. (2004). Work/family conflict, psychological well- being, satisfaction and social support: A longitudinal study in New Zealand. *Equal opportunities international*.

Obiageli, O. L., Uzochukwu, O. C., & Ngozi, C. D. (2015). Work-life balance and employee performance in selected commercial banks in Lagos State. *European Journal of Research and Reflection in Management Sciences, 3 (4), 63*, *77*.

Obiageli, O. L., Uzochukwu, O. C., & Ngozi, C. D. (2015). Work-life balance and employee performance in selected commercial banks in Lagos State. *European Journal of Research and Reflection in Management Sciences, 3 (4), 63*, *77*.

Pahuja, S. (2016). Work Life Balance of Female Employees: A Case Study. *International Research Journal of Management and Commerce*, 41-50.

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

Patten, M. L., & Newhart, M. (2017). Understanding research methods: An overview of the essentials.

Poulose, S., & Sudarsan, N. (2018). Work life balance: A conceptual review. *International Journal of Advances in Agriculture Sciences*.

Pradhan, R. K., Jena, L. K., & Kumari, I. G. (2016). Effect of work–life balance on organisational citizenship behaviour: Role of organisational commitment. *Global Business Review*, *17*(3_suppl), 15S-29S.

Qu, R. (2009). The impact of market orientation and corporate social responsibility on firm performance. *Asia Pacific Journal of Marketing and Logistics*.

Quittner, A. L., O'Donnell, A. E., Salathe, M. A., Lewis, S. A., Li, X., Montgomery, A. B., ... & Barker, A. F. (2015). Quality of Life Questionnaire-Bronchiectasis: final psychometric analyses and determination of minimal important difference scores. *Thorax*, *70*(1), 12-20.

Reisel, W. D., Probst, T. M., Chia, S. L., Maloles, C. M., & König, C. J. (2010). The effects of job insecurity on job satisfaction, organisational citizenship behaviour, deviant behaviour, and negative emotions of employees. *International Studies of Management & Organisation*, *40*(1), 74-91.

Roberts, B., Vincent, G. E., Ferguson, S. A., Reynolds, A. C., & Jay, S. M. (2019). Understanding the differing impacts of on-call work for males and females: Results from an online survey. *International journal of environmental research and public health*, *16*(3), 370.

Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviours: A multidimensional scaling study. *Academy of management journal*, *38*(2), 555-572.

Rothbard, N. P., & Edwards, J. R. (2003). Investment in work and family roles: A test of identity and utilitarian motives. *Personnel Psychology*, *56*(3), 699-729.

Rothbard, N. P., Phillips, K. W., & Dumas, T. L. (2005). Managing multiple roles: Work-family policies and individuals' desires for segmentation. *Organisation Science*, *16*(3), 243-258.

Samsonowa, T. (2012). Performance Management. In *Industrial Research Performance Management* (pp. 9-52). Physica, Heidelberg.

Saunders, M. N., & Lewis, P. (2012). *Doing research in business & management: An essential guide to planning your project*. Pearson.

Sekaran U. 2003. *Research Methods for Business: A Skill Building Approach*. 4th edn. John Wiley: Hoboken, NJ.

Sekaran, U., & Bougie, R. (2003). Research Methods For Business, A Skill Building Approach, John Willey & Sons. *Inc. New York*.

Selvarajan, T. T., Singh, B., Cloninger, P. A., & Misra, K. (2019). Work–family conflict and counterproductive work behaviours: Moderating role of regulatory focus and mediating role of affect. *Organisation Management Journal*, *16*(1), 42-54.

Shanafelt, T. D., Hasan, O., Dyrbye, L. N., Sinsky, C., Satele, D., Sloan, J., & West, C. P. (2015, December). Changes in burnout and satisfaction with work-life balance in physicians and the general US working population between 2011 and 2014. In *Mayo clinic proceedings* (Vol. 90, No. 12, pp. 1600-1613). Elsevier.

Shanahan, T., & Jones, G. A. (2007). Shifting roles and approaches: Government coordination of post- secondary education in Canada, 1995–2006. Higher Education Research & Development, 26(1), 31-43.

Sheikh, M. A., Ashiq, A., Mehar, M. R., Hasan, A., & Khalid, M. (2018). Impact of work and home demands on work life balance: Mediating role of work family conflicts. *Pyrex Journal of Business and Finance Management Research*, *4*(5), 48-57.

Shockley, K. M., & Singla, N. (2011). Reconsidering work—family interactions and satisfaction: A meta-analysis. *Journal of Management*, *37*(3), 861-886.

Siniscalco, M. T., & Auriat, N. (2005). Questionnaire design. *Quantitative research methods in educational planning*, *8*.

Skarlicki, D. P., & Folger, R. (1997). Retaliation in the workplace: The roles of distributive, procedural, and interactional justice. *Journal of applied Psychology*, *82*(3), 434.

Smith, K., Woodward, A., Campbell-Lendrum, D., Chadee, D., Honda, Y., Liu, Q., ... & BUTLER, C. (2014). Human health: impacts, adaptation, and co-benefits. In *Climate Change 2014: impacts, adaptation, and vulnerability. Part A: global and sectoral aspects. Contribution of Working Group II to the fifth assessment report of the Intergovernmental Panel on Climate Change* (pp. 709-754). Cambridge University Press.

Spector, P. E. (1978). Organisational frustration: A model and review of the literature. *Personnel Psychology*, *31*(4), 815-829.

Stangor, C. (2004). *Social groups in action and interaction*. Psychology Press.

Starmer, A. J., Frintner, M. P., & Freed, G. L. (2016). Work–life balance, burnout, and satisfaction of early career pediatricians. *Pediatrics*, *137*(4).

Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social psychology quarterly*, 224-237.

Stets, J. E., & Serpe, R. T. (2013). Social identity. *Handbook of Social Psychology*, 31-60.

Stryker, S., & Serpe, R. T. (1982). Commitment, identity salience, and role behaviour: Theory and research example. In *Personality, roles, and social behaviour* (pp. 199-218). Springer, New York, NY.

Suyasa, P. T. Y. (2017). The Role of Quality of Work Life as a Predictor of Counterproductive Work Behaviour. *ANIMA Indonesian Psychological Journal*, *32*(3), 169-183.

Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organisational identity: A reader*, *56*(65), 9780203505984-16.

Tan, M., & Le, Q. (2019, May). Efficientnet: Rethinking model scaling for convolutional neural networks. In *International Conference on Machine Learning* (pp. 6105-6114). PMLR.

Tausig, M., & Fenwick, R. (2011). Occupational Determinants of Job Stress: Socioeconomic Status and Segmented Labor Markets. In *Work and Mental Health in Social Context* (pp. 79-109). Springer, New York, NY.

Tausig, M., & Fenwick, R. (2011). Work and mental health in social context. In *Work and Mental Health in Social Context* (pp. 161-183). Springer, New York, NY.

Thoits, P. A. (2013). Self, identity, stress, and mental health. In *Handbook of the sociology of mental health* (pp. 357-377). Springer, Dordrecht.

Tripathy, S., Aich, S., Chakraborty, A., & Lee, G. M. (2016). Information technology is an enabling factor affecting supply chain performance in Indian SMEs: a structural equation modelling approach. *Journal of Modelling in Management*.

Truelove, H. B., Yeung, K. L., Carrico, A. R., Gillis, A. J., & Raimi, K. T. (2016). From plastic bottle recycling to policy support: An experimental test of pro-environmental spillover. *Journal of Environmental Psychology*, *46*, 55-66.

Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Basil Blackwell.

Ugwu, F. O., Amazue, L. O., & Onyedire, N. G. (2017). Work-family life balance in a Nigerian banking sector setting. *Cogent Psychology*, *4*(1), 1290402.

Vasan, M. (2018). Impact of Job Stress on Job Satisfaction among the Pharmaceutical Sales Representatives. *Research Journal of Pharmacy and Technology*, *11*(9), 3759-3764.

Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, *8*(4), 216-226.

Weer, C. H., & Greenhaus, J. H. (2020). Managers' assessments of employees' organisational career growth opportunities: The role of extra-role performance, work engagement, and perceived organisational commitment. *Journal of Career Development*, *47*(3), 280-295.

Xiao, Y., & Cooke, F. L. (2012). Work–life balance in C hina? Social policy, employer strategy and individual coping mechanisms. *Asia Pacific Journal of Human Resources*, *50*(1), 6-22.

Zapf, D., Knorz, C., & Kulla, M. (1996). On the relationship between mobbing factors, and job content, social work environment, and health outcomes. *European Journal of work and organisational psychology*, *5*(2), 215-237.

Zhang, X., & Bartol, K. M. (2010). The influence of creative process engagement on employee creative performance and overall job performance: A curvilinear assessment. *Journal of Applied psychology*, *95*(5), 862.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. Urban Population Growth: Past, Present and Future.

Zuur, A. F., Ieno, E. N., & Elphick, C. S. (2010). A protocol for data exploration to avoid common statistical problems. *Methods in ecology and evolution*, *1*(1), 3-14.

QUESTIONNAIRE FOR STAFF

Preamble:

I am a University of Cape Coast Master of Business Administration (HRM) student in my last year. I am obliged to submit a dissertation as part of education in order to receive an MBA degree. My topic is: "Work-Life Balance Practices and employee performance in Ghana Education Service Staff in Nsawam-Adoagyiri Municipality". As a result, you are among the employees who have been sampled. I'd appreciate it if you could take ten minutes to complete this questionnaire for me. Your privacy will be respected.

SECTION A: DEMOGRAPHICS

INSTRUCTION: kindly tick the space given on demographical information provided. Give details where it is necessary.

1. Marital status   Married [ ] Single [ ]Divorced [   ] Widowed [   ]

2. Age below 25 years [   ]   25 – 29 years [   ] 30- 34 years [   ] 35 -39yrs [   ] 40- 44 years [   ]   45 -49 years [   ]   50 years and above [   ]

3. Educational qualification ………………

4. Position ………………

5. Children 1 [ ] 2 [   ] 3 [   ] 4 and above [   ]

SECTION B: WORK LIFE BALANCE PRACTICES

For this section, please tick under the box that best suits your response to the questions with respect to work life balance practices in Ghana Education Service Staff in Nsawam-Adoagyiri Municipalit. The responses would be measured numerically such that 1 denotes least agreement and 5 denote strong agreement.

Work life balance practices	1	2	3	4	5
Flexible working arrangement					
Through telecommunication, I sometimes can work from home					
Programs for health and well-being					
Childcare assistance or services					
Taking time off as needed to care for family members					
Organisational comprehension of my family's problems					
Organisational general support of my family issues					
There is a leave policy in my employment contract					
There is a paid maternity/paternity leave in my institution					
There are part-time staff who helps us with the backlog					
Professional counselling services are available to employees					
Duties and responsibilities are co-shred					
Adequate Recreational facilities are provided to me					

SECTION C: Employees Performance

Please tick the best that describes your response to the questions regarding your level of performance as a result of your workplace work-life balance practices. The responses would be measured numerically such that 1 denotes least agreement and 5 denote strong agreement.

70

Statement	1	2	3	4	5
When I return from leave, I usually feel more productive.					
I'm inspired to provide more services					
I feel effective when I am able to balance my work roles and personal obligations					
I am able to maintain professional working relationships with co-workers					
I exhibit skillfulness in my delivery service					
I exercise adequate control over my task					
I cope well with changes in the way I have to do their core tasks					
I initiate better ways of doing their core tasks					

Thank you!!!!

APPENDIX 2

Reliability Statistics

Work Life Balance Practices	
Flexible working arrangement	.801
Through telecommunication, I sometimes can work from home	.803
Programs for health and well-being	.810
Childcare assistance or services	.815
Taking time off as needed to care for family members	.893
Organisational comprehension of my family's problems	.854
Organisational general support of my family issues	.848
There is a leave policy in my employment contract	.832
There is a paid maternity/paternity leave in my institution	.865
There are part-time staff who helps us with the backlog	.806
Professional counselling services are available to employees	.847
Duties and responsibilities are co-shred	.893
Adequate Recreational facilities are provided to me	.895
Employee Performance	
When I return from leave, I usually feel more productive.	.872
I'm inspired to provide more services	.821
I feel effective when I am able to balance my work roles and personal obligations	.823
I am able to maintain professional working relationships with co-workers	.874
I exhibit skillfulness in my delivery service	.896
I exercise adequate control over my task	.853
I cope well with changes in the way I have to do their core tasks	.882
I initiate better ways of doing their core tasks	.811