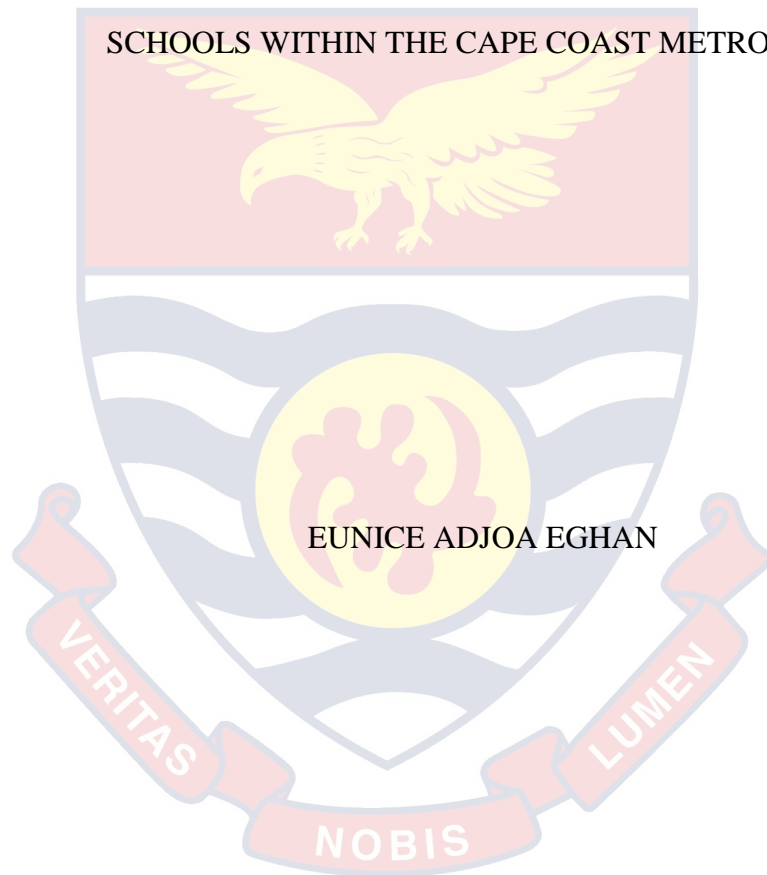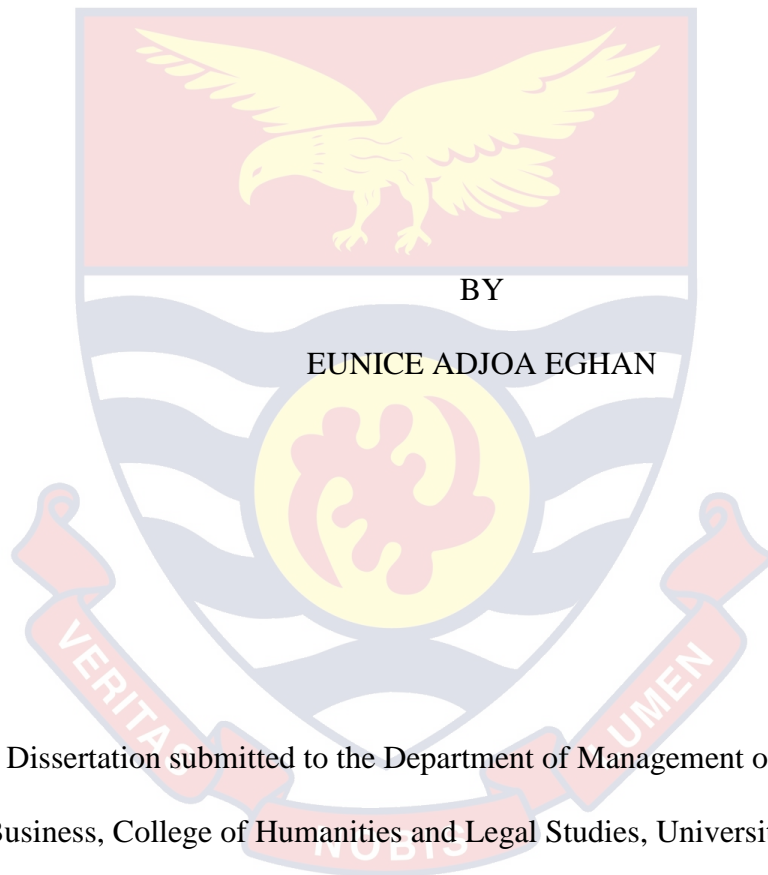UNIVERSITY OF CAPE COAST

WORK LIFE BALANCE AND STAFF PERFORMANCE OF BASIC

SCHOOLS WITHIN THE CAPE COAST METROPOLIS

EUNICE ADJOA EGHAN

2020

UNIVERSITY OF CAPE COAST

WORK LIFE BALANCE AND STAFF PERFORMANCE OF BASIC

SCHOOLS WITHIN THE CAPE COAST METROPOLIS

BY

EUNICE ADJOA EGHAN

Dissertation submitted to the Department of Management of the 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 General Management

JUNE 2020

DECLARATION

Candidate's Declaration

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

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

Name: Eunice Adjoa Eghan

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. Alex Yaw Adom

ABSTRACT

This study examined work-life balance and teacher performance at basic schools in the Cape Coast Metropolis. The study adopted both the quantitative and qualitative method and used the simple random sampling procedure to select a sample of 200 respondents. Data were collected using questionnaire while data analysis was done using descriptive statistics such as frequencies, percentages, means and standard deviation. Independent-samples t-test and simple regression analysis was conducted to achieve the third and fourth objective of the study. It was found that the determinants of work-life balance among the basic school teachers include work arrangements, working hours, organizational culture, time management, family support policies and reward schemes. Also, it was found that extreme commitment to professional and domestic responsibilities, absence of opportunity to express one's view on issues, lack of formal policies, high rate of absenteeism and non-standard work hours cause work-life imbalance. Moreover, it was revealed that there was significant difference between work life balance of male and female teachers at the basic schools. Finally, work-life balance positively affect teachers' performance. It was recommended that Ministry of Education through the Ghana Education Service should set up a work-life balance policy and programs that would support teachers at the basic schools in fulfilling their official work at school and their individual responsibilities outside the school as well.

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KEY WORDS

Staff performance

Work-Life balance

Cape Coast Metropolis

Basic Schools

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Finally, I want to express my appreciation for the support and encouragement of all those who contributed in diverse ways in making this study a success. I cannot thank you enough.

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DEDICATION

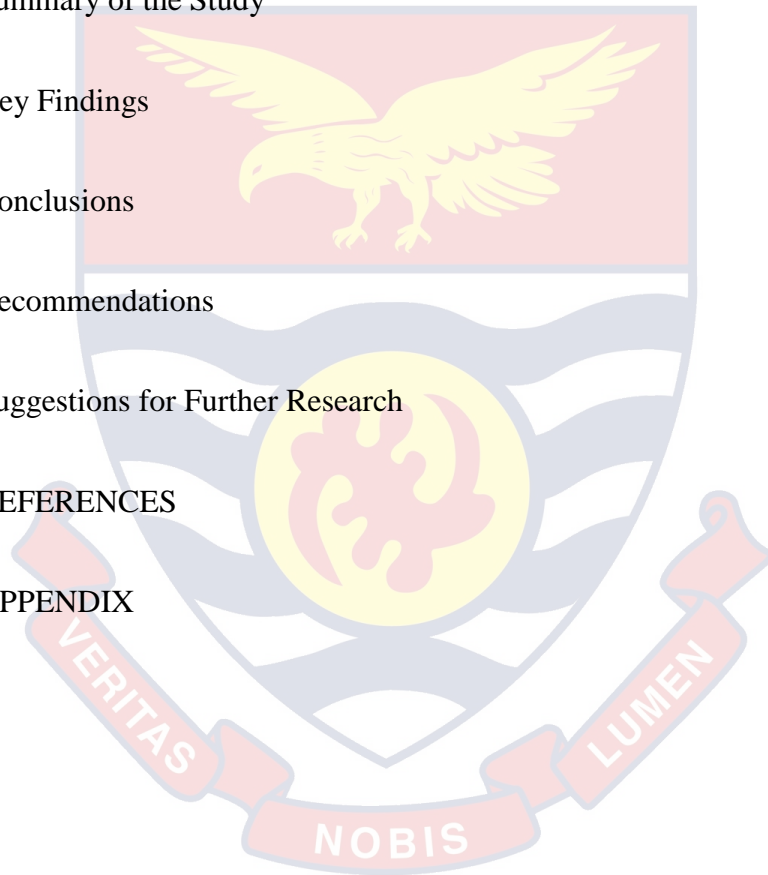To my family and to Educational Pathways International (EPI)

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CHAPTER ONE

INTRODUCTION

In our 21st century, human resource is regarded as the most vital asset of any organization worldwide. In the educational sector, for instance, the contributions of basic school teachers can never be overemphasized. Basic school teachers have been tasked to provide strong foundations to pupils by delivering quality lessons in the face of limited resources. This could threaten their abilities to balance personal life roles with demanding work roles. Work-life balance (WLB) has been recognized as one of the strategies that lead to improved motivation and invariably performance of employees. In recent times, the Ghanaian educational sector is undergoing several restructuring exercises that could potentially affect teachers' abilities to balance work with personal life roles.

Background to the Study

The issue of poor academic performance of students in Ghana has been of much concern to all and sundry. The problem is so much that it has led to a decline in the standard of education (ISSER, 2008). Since the academic success of students hinges greatly on teachers' performance, it is relevant to examine the impact variables of teacher performance such as work life balance. The idea that work life balance might affect students' performance is consistent with the growing literature on the relationship between work life balance and employees' performance (Aguinis, 2009; Azeem & Akhtar, 2014; Fapohunda, 2014).

Work life balance, over the years, has generally been found to correlate with employees' work performance (Haider, Jabeen & Ahmad, 2018; Ganiyu, Fields & Atiku, 2018). This brings to light that the impact of work life balance need not be underestimated when dealing with issues regarding teacher's performance, hence, should be largely be investigated. Work life adjust is for the most part related with keeping up a general sense of concordance in life and this could have major implications on an employee's behaviour, attitude, well-being as well as organizational performance (Ikeanyibe, 2009; Ojo, Salau & Falola, 2014).

The World Health Organization (2017) report, for instance, revealed that about 33.5% and 41.6% of workers mostly quit their work roles in developed and developing countries respectively primarily as result of work life imbalances. In addition, organizations that expose their employees to work life imbalances struggle to retain highly skilled and knowledgeable employees. This could be witnessed in poor employee performances resulting from gross dissatisfaction, excessive stress and negative attitudes toward work (Manetje & Martins, 2009). The impact of Work Life Balance goes beyond prioritising one's personal life and work roles to affect the psychological, social, economic and mental well-being of an employee (Beauregard & Henry, 2009; Castro & Martins, 2010).

Beauregard and Henry (2009) posited commitment to work pivots significantly on the degree to which workers are able to adjust work activities and non-work exercises and are satisfied with the work they do and the conditions of benefit within which they work. As a result, organizations are always in the search for varied ways of motivating their employees to boost

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their performance. Employees' performance is seen as a major multidimensional concept that pays attention to achieving expected results (Armstrong, 2010). It is strongly associated with the strategic targets of an organisation (Paladino, 2011). The educational system of any nation is a mirror through which its image can be seen (Ohemeng, 2009).

Upholding this image requires the selfless contributions and strong performances of teachers. Teachers within the Cape Coast Metropolis are exposed to work life imbalances arising from excessive job demands, role conflicts, role ambiguities, inadequate management support and poor family support services, these could influence their performance levels (Azeem & Akhtar, 2014; Fapohunda, 2014; Haider, Jabeen & Ahmad, 2018). The efforts and dedications of basic school teachers are vital to establishing strong educational foundations for pupils. Given the above, it is relevant to assess the effects of work-life balance on performance of teachers among basic schools in Ghana with keen focus on the Cape Coast metropolis.

Statement of the Problem

The problem of academic underachievement has assumed a worrisome dimension in the Ghanaian educational system. It has been observed that contributing factors such as truancy, students unwillingness to stay for studies due to the unconducive atmosphere in class, student indiscipline, student's lack of confidence lead to the poor academic performance of students as evidenced by the WAEC results, which over the years have been the standard measurement of academic achievement (Moro, 2016). However, a missing factor that has been overlooked in contributing to students' underperformance

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is the teacher's performance. In any educational institution, a better outcome is a product of a teacher's performance (Sogoni, 2017).

It is not surprising that teachers are largely blamed for any abysmal performance of students because they are major transmitters of knowledge to students (Ohemeng, 2009; Kwapong, Opoku & Donyina, 2015). In later times, there has been a developing concern that the quality of home and workers' life is declining subsequently causing poor worker commitments and performances (Kwapong, Opoku & Donyina, 2015; Asumadu, 2019). Occasions where teachers are incapable of suitably adjusting work and family lives, they tend to discover it troublesome to manage tasks at the working environment and in this way shrivels overall performance levels (Gamor, Amissah & Boakye, 2014; Asumadu, 2019). This will make work-life balance (WLB) an essential determinant of teachers' performance (Akuoko & Ansong, 2012; Sturges & Guest, 2004).

Studies have been conducted to unravel some factors influencing the performance of teachers. Bakotic and Babic (2013); Kinzl, Knotzer, Traweger, Lederer, Heidegger and Benzer (2004) in their study identified working conditions largely influencing the performance of employees (teachers). However, it appears that there is little or no studies on the effects of Work life balance on the performance of Basic school teachers in Ghana, especially in the Central Region. In Ghana, researchers seem to have undermined the effects of Work life balance on the performance of Basic school teachers. Therefore, this study is geared to unearth the impact of Work life balance would have on the performance of teachers in the Cape Coast Metropolis.

Purpose of the Study

The purpose of the study was to examine work-life balance and teacher performance at basic schools in the Cape Coast metropolis, Ghana.

Research Objectives

1. assess the determinants of work-life balance among the basic school teachers;

2. assess the causes of work life imbalance among the basic school teachers;

3. determine whether a difference exists between work life balance of male and female teachers at the basic schools;

4. examine the effect of work life balance on teachers' performance.

Research Questions

1. What are the determinants of work-life balance among the basic school teachers?

2. What are the causes of work-life imbalance among the basic school teachers?

3. Do differences exist between work life balance of male and female teachers at the basic schools?

4. What is the effect of work life balance on teacher performance?

Significance of the Study

The study examines work-life balance and teacher performance at basic schools in the Cape Coast metropolis. The drive for the research was to determine whether work life balance affects the performance of teachers with a keen interest in basic schools in the Cape Coast metropolis. In this light, the

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study's results would assist Ghana Education Service (GES) and other relevant policymakers in implementing policies that directly improve upon teachers' quality of work, quality of life and invariably work performance. The findings are also intended to provide appropriate guidelines to Ghana Education Service in relation to encouraging practices that improve upon the work life balances of the basic school teachers.

Further, the study's findings provide important information and insight to assist the management of various basic schools to diagnose and solve problems, plan and assess effective work-life balance programmes for the ultimate benefit of teachers and their schools in totality. The findings of the study would make teachers aware of their life roles and their influence on their performance thereby enhancing their capacity to adopt proper work life balance to help boost the performance of students.

Finally, the study's outcome would also expand existing literature in relation to work-life balance and teacher performance in the Ghanaian education sector. It would serve as a basis for prospective researchers to support or disapprove their findings. The finding would expose researchers to the appropriate research methods to employ when carrying out a study of this kind.

Delimitations

The study explored work-life balance and employee performance and as such, other equally important dependent variables such as condition of service, commitment and productivity were excluded. This was because these variables have been found as dimensions of job performance thus relevant to exclude them. Also, the study focused on teachers in basic schools within the

Cape Coast metropolis. This means that basic schools other than those in this metropolis were excluded. Finally, the study relied on only the teaching staff in these basic schools and as such, the study excluded non-teaching staff including cleaners, cooks, among others in these schools.

Limitations

In every research, the approach utilized comes with a few shortcomings which might influence the study's discoveries. The study utilized the quantitative investigation approach and hence dishonourable representation of the target populace might influence the study's discoveries. Moreover, the quantitative approach includes organized survey with close ended questions and this may lead to constrained results. This is often since, the results may not represent the real happening. Further, the failure to control the environment (respondents) since of dependence on structured surveys might influence the study's discoveries. This is often since responses could depend on the conditions of the teachers amid the time surveys were administered to them.

Definition of Terms

Work life balance alludes to the versatile working courses of activity that permit a person to orchestrate work in a way that balances work roles and personal responsibilities (Redmond, Valiulis & Drew, 2006).

Work performance is the action or behaviour that is relevant to achieving organizational goals (Honiball, 2008).

Organisation of the Study

The study was organised into five chapters. Chapter One comprised the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study, delimitation, limitation and the organisation of the study. With regards to Chapter Two, it dealt with an extensive review of a theory as well as conceptual literature. The research methods of the study was clearly explained in Chapter Three. It comprised the research design, population, sample and sampling technique, instrument for data collection, instrument validity and reliability, data collection and analysis of the data collected. The next chapter, which is Chapter Four, constituted the results and discussion. Chapter Five concluded the whole research. It consists of the summary, conclusions and recommendations of the study.
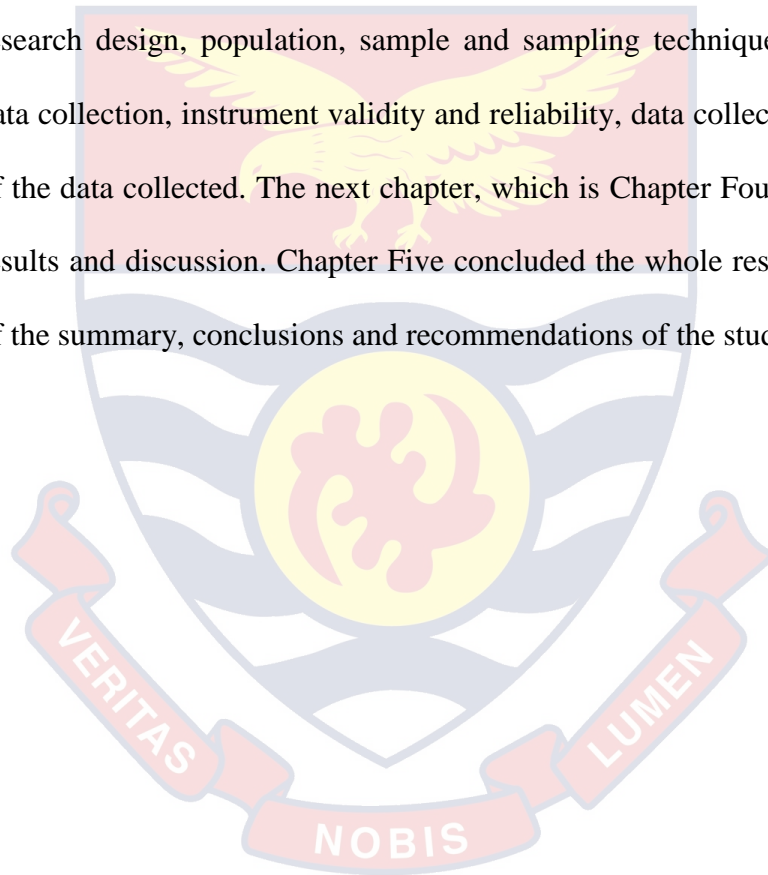
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on a review of literature related to this study. Both conceptual and empirical issues related to the study are reviewed in this chapter. Whereas the conceptual review dealt with notions, ideas and perceptions of scholars relevant to the study, the empirical review was done to affirm or refute the findings of other studies when making comparisons. The review is organized under the following headings; the concept of work-life balance, Work-life balance policies, Concept of Employee Performance, Work-life balance and Employee Performance, Empirical review and Conceptual framework.

Theoretical Review

The study was anchored on the Spill Over Theory. The theory was selected because it projects the possible paths to which work-life balance could be conceivably driven based on some motivating factors or reasons.

The Spill Over Theory

This Spill Over Theory was created by Guest (2002). It hypothesizes the conditions beneath which spill over between the work micro framework and the family micro framework happens. It can either be positive or negative. Guest clarifies that in the event that work-family interactions are inflexibly organized in time and space, then spill over in terms of time, vitality and conduct is negative. Subsequently, he clarifies that when adaptability happens which engages individuals to solidify and meet work and family obligations in

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time and space, it leads to a positive spill over which is exceptionally compelling in attaining sound work-life balance.

Concurring to Lakshmypriya and Krishna (2016), the Spill Over Theory looks at the influence workspace on domestic space and the transference of work related opinions from the laborer to others at home. Spill over concerns the transmission of states of well-being from one space of life to another. This process, they clarify, happens at intra-individual level, inside one individual but over distinctive spaces. This certifies that the encounters that are traded from one space to the other can be either negative or positive. Following this, Niessen, Müller, Hommelhoff and Westman (2002) essentially points out that a worker may encounter a time based struggle between work and private life when work over-burden comes about in overwork at the cost of leisure time.

A worker who encounters strain or an unsavory minute at work would proceed to stress around the same thing in the evening at home. This thence shows a negative spill over which brings about conflicting roles within the form of work-family spill over where pressures at work come results in an adverse impact on the roles of families; and family-work spill over where pressures within the family have an adverse impact on work. This, hence, makes it doable to point that components such as work over-burden, troublesome work plans and enthusiastic work requests can result in a negative work-life spill over as family issues, ill health, and even need of bolster from life partner leads to family-work spill over (Lakshmypriya & Krishna, 2016).

On the other hand, spill overs can also be within a positive course. This can be portrayed as work-family enhancement. Work-family enhancement

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indicates "the degree to which cooperation at work (or domestic) is made simpler by ideals of the experiences, aptitudes, and openings gained or developed at domestic (or work)" (Frone, 2003). This proposes that cooperation within the family role is encouraged by what has happened at work. As such Lakshmypriya and Krishna (2016) reckon that positive spill overs are assisted by components such as work related environment of independence and social bolster which progresses work performance and keeps up a great work-life balance.

In spite of the fact that the results of most work-life balance studies have to a great extent been on the negative spill over, other researches also demonstrated that positive spill over is additionally conceivable (Greenhaus & Powell, 2006; Wayne et al., 2007). This theory is significant to the study since organisations are expected to grasp positive work-life adjusting approaches that will engage workers to have a positive work-life balance which is able to make them to be viably committed to accomplishing hierarchical objectives whereas keeping up family well-being.

Conceptual Review

This review focused on the concept of work-life balance and work-life balance policies.

Concept of Work-Life Balance

Initially, the term "work-life balance" was referred to as "work-family balance", however, Pillinger (as cited in Redmond, Valiulis, & Drew, 2006) notes that the term "work-life balance" was more favoured due to the consideration given to both parents and non-parents with respect to their needs and experiences. Work-life balance is a wide and complex concept that is

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characterized in numerous ways by distinctive researchers in different dimensions. This makes the term to be engulfed with multiple meanings and descriptions. Clark (2000) posited that work-life balance is the fulfilment and smooth operation at work and at home with a least struggle of roles.

Hill, Hawkins, Ferris and Weitzman (2001) also define work-life balance as the degree to which a person can concurrently alter the enthusiastic, behavioural and time requests of paid work, person and family obligations. Similar to this definition, Greenhaus, Collins and Shaw (2003) also share the view that work-life balance is the degree to which a person is similarly engaged and fulfilled his or her work and family role. A scrutiny of these definitions brings to light that with individual experiences, there is the tendency for conflict to exist between one's work and personal life. This is as a result of an individual's quest to have some form of self-esteem as he or she pursues the quality of life that he or she seeks which, in most cases, interferes in the individual's line of responsibility as a family man or woman.

Therefore, there is the need for one to successfully balance work and family life which Halpern (2005) explains, is a major challenge that current individual workers encounter. Work-life balance is the ability of an individual to meet work and family commitments, as well as other non-work commitments and obligations (Parkes & Langford, 2008). Abendroth and Sanctum Dulk (2011) moreover characterize work-life balance as the concordant interface between diverse life domains. From these two definitions, it could be inferred that work-life balance basically implies establishing an acceptable combination of work and life so as to avoid work-life conflict. Following this, Egan, Yang and Bartlett (2004) and Deery and

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Jago (2009) assert that work related variables such as working hours, workload, work courses of action, compensation plans and leave arrangements influence work-life balance.

However, Emslie and Hunt (2009) contend that long before, work-life balance issues were considered individual issues which managers resolved through the provision of additional benefits to employees. These benefits, they explain, include on-site childcare benefits and paid maternity take off amongst others. Nonetheless, employees desire for more of work-life balance and compels organizations to extend more profound support for their workers. In this light, work-life adjustment embroils the states of mind, practices and wellbeing of workers as well as the viability of an association (Au & Ahmed, 2016). Subsequently, organisations are anticipated to coordinate modern administration hones that would give social and supervisory bolster.

In addition, organisations ought to actualize viable work-life balance arrangements that would permit workers to stay socially associated with society whereas taken a toll and turnover are controlled, and efficiency improved (Helmle, Botero & Seibold, 2014). Based on this, Agha, Azmi, and Irfan (2017) reckon that work-life balance is essentially about finding the proper adjustment between work and life, and approximately feeling comfortable with both work and family obligations. In sum, it could be said that if there exists any chance where there is an imbalance in a worker's family life and work, the worker stands to be negatively affected in any of these domains which would eventually affect his performance especially at work. Therefore, it is always worthwhile that an individual adjusts his or her

work pattern so as to find a rhythm that would enable him or her to effortlessly combine work and other duties.

Work-Life Balance Policies

In today's world, there have been increasing concerns about the need for workers who are also family men or women to balance their work and family life. As a result, workers tend to appreciate or value organisations that help them attain this balance. It is considered that altering a productive career with an individual or family life can be a daunting task and influence a a person's fulfilment in their work and person life (Broers, 2005). For this reason, most organisations have developed policies to help balance the professional lives and personal lives of their employees. Yasbek (2004) therefore posits that work-life balance policies are the policies created by businesses as part of their human resources or management strategies.

Mayberry (2006) identifies numerous variations of work-life balance policies. This, thus, stands to reason that these policies are not uniform in their intentions or effects. Hobsor, Delunas and Kelsic (2001), and Dalcos and Daley (2009), for example, highlight that some of these policies could include on-site or sponsored child and or elder care, adaptable working plans, job sharing and worker assistance programs. In addition, Lazăr, Osoian and Raţiu (2010) assert that employers may implement approaches related to employees' health and well-being, which may include amplified health insurance for the worker and dependents, individual days, and openings for programs or administrations to energize wellness and physical and mental prosperity.

Indeed, other practices may support children's education, employees' cooperation in volunteer work conjointly encourage phased retirement.

Although these policies vary considerably, Dex (2004) classifies them into five categories: flexitime work plans, flexiplace or working from home, job-sharing, part-time flexiplace, and holidays or career breaks. On this basis, Felstead, Jewson, Phizacklea and Walters (2002) reckon that work-life balance policies basically tend to upgrade the opportunity of workers in planning and balancing the work and non-work aspects of their lives. Therefore, in simple terms, one could assume that work-life balance policies are aimed at improving workplace health and a worker's wellbeing.

Employee Performance

Performance has witnessed several definitions in the empirical literature. Otokiti (2010) viewed performance as the willingness of an individual to carry out the goals and objectives of an organization. Pfeffer and Salancik (2003) regard performance as an organization's capacity to form activity and commendable results. Kozlowski, Gully, Brown, Salas, Smith and Nason (2001) stated that performance is the extreme basis within the evaluation of organizations and it could be a complex construct that reflects the variables utilized by decision-makers to evaluate the workings of an organization. Employee performance is an exertion along with the capacity to put efforts upheld with the organizational approaches in order to realize certain targets (Armstrong, 2014). Employee performance is seen as a major multidimensional concept that pays attention to achieving expected results (Armstrong, 2010).

It is strongly associated with the strategic targets of an organisation (Paladino, 2011). Paladino (2011) regards employee performance is regarded as the productivity of an employee as a result of his/her development.

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Teacher's performance in the classroom has been a key area of concern to stakeholders in recent years. In the educational setting, the performances of teachers are of immense importance to the economy (Osei, 2011). There are a lot of factors that affect teachers' job performance in the classroom. Some of these include aptitude, attitude, subject mastery general mental ability, teaching methodology, personal characteristics, the classroom environment, personality, and relations with students.

The educational system of any nation is a mirror through which its image can be seen (Ohemeng, 2009). Upholding this image requires the selfless contributions and strong performances of teachers. Teachers and students ensure that the goals of education are accomplished in any formal educational setting. In any formal instructive setting, there are two major parties (teachers and students) who ensure that the targets of education are accomplished. Teachers are key players whose performances have a direct influence on learners (Anakwe, 2018; Osei, 2011). In the basic school level, teacher's performances are key to establishing strong foundations to pupils through efficient and effective transfer of knowledge to learners (Lewin, Scrimshaw, Somekh & Haldane, 2009)

Work life balance and Employee Performance

Balancing work and family life have become a great concern for employees in recent times. WLB has been found to have major implications on an employee's performance (Azeem & Akhtar, 2014; Fapohunda, 2014; Haider, Jabeen & Ahmad, 2018). Indeed, in the face of serious economic challenges, unfavourable macro-economic indicators and poor working conditions experienced by employees, the issue is on how a person might

oversee to have satisfactory individual life whereas also performing well in the workplace. These challenges threaten the personal life roles of employees while making their work roles more challenging and difficult thereby affect their performance negatively (Gamor *et al*., 2014).

The rising question is whether both objectives are conflicting or complementary to one another (Koubova and Buchko, 2013). It is the ability of employees to properly prioritise between their work and personal life, health, family and social life (Sturges, 2012). Chimote and Srivastava (2013) revealed that employees become inclined to showing their best efforts at work in instances where there is a proper balance between work and life, since their families are pleased. Netemeyer, Maxham, and Pullig (2005) on the other hand maintained that work-family conflict negatively impact on employees' performance. Johari, Yean Tan and Tjik Zulkarnain (2018) argue that where there's lop-sidedness between effort and compensation, weariness, poor execution and fallen life quality can result.

Beauregard and Henry (2009) further indicated that WLB goes beyond prioritising one's personal life and work roles to affect the psychological, social, economic and mental well-being of an employee. In numerous organizations, the work culture requests long hours of difficult work for levels of stipend that are not competitive with the private sector (Nobbe & Manning, 1997). In some organisations, the employees are exposed to work life imbalances struggle to retain highly skilled and knowledgeable employees. This could be witnessed in poor employee performances resulting from gross dissatisfaction, excessive stress and negative attitudes toward work (Manetje & Martins, 2009).

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Empirical Review

This review focused on the determinants of work-life balance; causes of work-life imbalance; differences between work-life balance of males and females; and the effects of work-life balance on performance.

Opatha and Perera (2017) conducted an analytical study on the correlates of Work-Family Balance. The study utilized Accounting Professionals in Sri Lanka" and used a sample of 96 respondents selected through the simple random sampling technique. Data was collected through questionnaire while data analysis was done using inferential statistics. It was revealed that time management, with a correlation coefficient significant at p < .01, was a key determinant of work-family balance as it was significantly revealed to influence the degree of work-family balance. Also, in their study that there is no significant difference between male professionals and female professionals with respect to work-family balance.

Sathyanarayana, Gargesha and Bellave (2018) conducted an empirical study to investigate the determinants of work-life balance in the IT sector in India. The study employed 7 major correlates of Work-life balance in IT sector-supervisor support, work autonomy, organisational culture, work expectation, work satisfaction, family support and self-management. Through the use of questionnaire, data were collected from a sample size of 164 respondents. The study found that only supervisor support, work autonomy, organisational culture, family support and self-management were the major determinants of work-life balance amongst the 7 elements.

In the Event industry of Malaysia, Nizam and Kam (2018) conducted a study to determine the industry's determinants of work-life balance. The study

adopted the explanatory research design and through the use of the simple random sampling method selected a total samples of 303 teachers. A 5 point Likert scale was employed in the data was collection through a survey questionnaire with a while data analysis was done using inferential statistics such as multiple regressions. The result indicated that working hours, workload, work arrangements and remunerate plans were key determinants of work-life balance as they had significant impacts on the work-life balance of the event industry professionals.

In Kenya, Mwathi and Nzulwa (2019) sought to establish the determinants of work-life balance in public universities, hence, adopted both the descriptive research design and a case study approach. Out of a target population of 3,014 staffs, a multi-stage sampling technique was utilized in the selection of a sample size of 353 respondents. Data was collected through a semi-structured questionnaire as the quantitative data was analysed using inferential statistics such as regression while the qualitative data was analysed using content analysis. The study found that organisational support and organisational culture were a determinant of work-life balance in the public universities.

Again, job design was found to be a key determinant of work life balance. Further, it was revealed that work-family policies determine work-life balance in public universities. The study thence recommended that the institutions should continue providing a culture that supports employees' families and also maintain a job sharing culture to allow work-life balance for the employees.

Hyman and Summers (2004) conducted a study to identify some critical issues regarding work-life balance among workers of organisations. Through content analysis of related studies, it was found that unevenness of appropriation over diverse segments and organisations, lack of formal approaches, workers not allowed to specific their views over the introduction and execution of approaches, presentation of policies to meet business needs, instead of those of workers, and the extreme performance of domestic responsibilities by workers are the causes for work-life imbalance.

Also, Albertsen, Rafnsdóttir, Grimsmo, Tómasson, and Kauppinen (2008) conducted a study on "Work Hours and Work-Life Balance" and employed methods where large databases such as PSYC-info and PubMed as well as the content analysis of other relevant literatures were used. It was revealed that there was solid evidence that non-standard work hours caused work-life imbalance because it had a negative impact on work-life balance and children's well-being and conjugal fulfilment as well.

In a study by Essays (2018), the main objective was to identify factors that determine the work life balance and what causes may be hurdled in work-life balance practices in the pharmaceutical sector in Pakistan. Using a questionnaire, data was collected from a sample of 113 respondents comprising 85 men and 18 women. The study utilized mean, median, mode and standard deviation; as well as correlation and regression were used in analysing data. It was found that high rate of absenteeism cause work-life imbalance.

In a study to investigate gender differences in perceived work-family conflict, Bloemberg and Beek (2011) used a secondary data from the

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International Social Survey Program (ISSP) and through the use of questionnaire, collected data from a sample size of 417 respondents who were married or cohabiting. Out of the 417 respondents, 244 were men while 173 were women. Data was analysed using the multiple regression analysis. The study found that there was an insignificant gender difference in work-family strife demonstrating minor gender differences within the levels of perceived work-family strife among men and ladies. Also, the study revealed that there was no much gender difference in the way that work and family demands lead to work-family conflict.

In Australia, Fujimoto, Azmat and Härtel (2013) conducted a qualitative study to look at the perceptions of gender in relation to work-life balance. A sample size of 437 full-time laborers comprising 245 men and 192 ladies from across a wide range of occupations were arbitrarily inspected and inquired about their perceptions on non-work issues; work–life clashes; hierarchical bolster for work-life balance; craved work-life balance alternatives; and administration treatment. It was found that there was critical sexual orientation contrasts in all areas studied.

Also, Wilson, Vilardo, Fellinger and Dillenbeck (2014) conducted a descriptive study on "Work-Life Balance Satisfaction: An Analysis of Gender Differences and Contributing Factors" and used a total sample of 186 student affairs professionals who worked at a variety of institutions. Of the total sample, 72% identified as female and 28% recognized as male. Data collected from the respondents was analysed using frequencies, percentages, means, standard deviation and one-way ANOVA and correlation. The study revealed that while both genders were by and large more fulfilled than less fulfilled,

ladies by and large demonstrated lower levels of fulfilment overall with both work-life balance and their current work and that the contrast between ladies and men was not statistically significant.

In the study, "Work-Life Balance and Employees' Performance: The Mediating Role of Affective Commitment," Kim (2014) gathered data from 293 Korean workers and tested hypotheses using structural equation modelling (SEM) and regression analysis. The results of the study indicated ($\beta = .07$, $t = .86$), hence, found that there was no direct effect or no statistically significant impact of work-life balance on in-role performance.

Also, in the education sector of Pakistan, Aslam (2015) conducted a study to assess work-life balance and employee performance. Through the convenient sampling technique, a sample size of 150 respondents from 8 universities of Islamabad and Rawalpindi were selected for the study as data was collected using the adapted questionnaire. Data was analysed using regression and moderation. The study found that work life balance has noteworthy positive effect on worker execution. The study subsequently suggested that administrators of universities ought to consider the impact of work life balance whereas making polices around leave and working load amongst others.

Krishnan, Loon and Tan (2018) also examine the effects of job satisfaction and work-life balance on employee task performance. The study employed the survey research design and through convenience sampling, a sample size of 120 respondents were used. Data was collected using a structured research questionnaire while data analysis was done using frequencies; percentages; and standard deviation and Pearson product-moment

correlation and multiple regression. The study found that whereas job satisfaction has the strongest effect and significant contributor to task performance, work-life balance has no effect and also, not a significant contributor to task performance.

In investigating the relation between work-life balance and happiness on employee performance, Adnan-Bataineh (2019) employed a questionnaire-based survey and used 289 employees from pharmaceutical industries in Jordan. Regression analysis was used to analyse the data for the study. It was found that work-life balance just like happiness at work positively and significantly affects employee performance. This was evident as the results of the study specifically indicated that the impact of work-life balance on employee performance was statistically significant.

Conceptual Framework
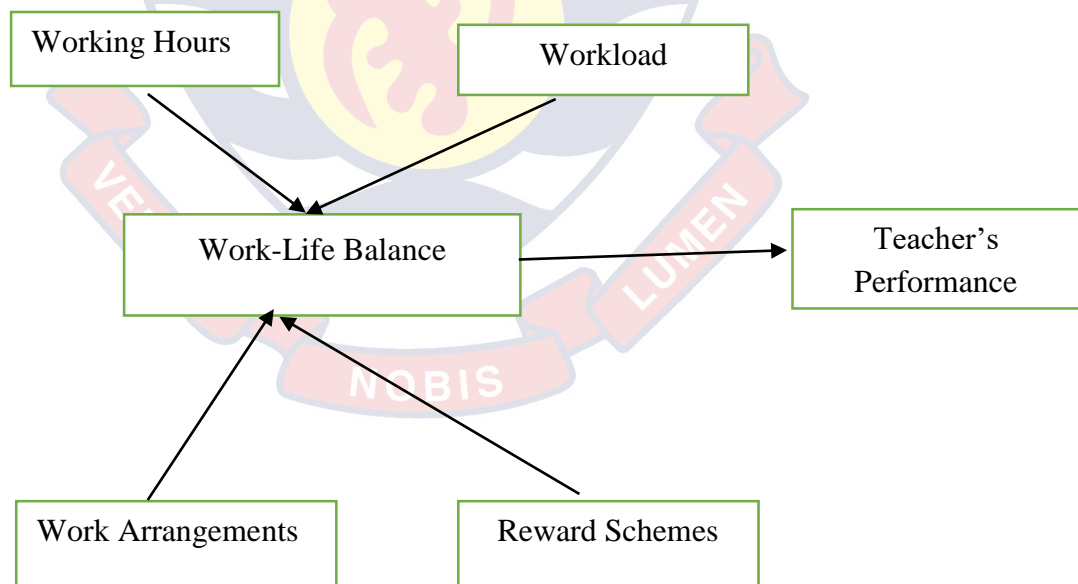
Figure 1: Conceptual Framework of the study

Source: Author's construct (2020)

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Figure 1 shows the conceptual framework developed based on literature related to the study. The variables presented above are work related factors that affect work-life balance and how work-life balance eventually affects staff or teacher performance. From the figure, the factors are independent variables while work-life balance and staff or teacher performance are dependent variables.

Chapter Summary

The review of literature was done in order to give the study a conceptual and empirical outlook or basis. The conceptual review looked at the various definitions and viewpoints of scholars on the concept of work-life balance and employee performance (Teacher performance). The empirical review, in particular, was done in order to give the study an evidential lens and help make comparisons with the findings of other studies. The review finally ended with a conceptual framework which displayed some variables which centred on work related factors that affect work-life balance and how work-life balance eventually affects staff or teacher performance.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter provided a detailed description of the methodology which was employed in the study. The chapter specifically covers the research design, the population, sample and sampling procedures, the research instrument, the data collection procedures as well as the data analysis procedure and the chapter summary.

Research Design

Research design is "the plan or outline agreeing to which information is collected to examine the research hypothesis or question within the most conservative way" (Barns & Grove, 2003). The research design provides a general direction for the gathering and data analysis of a study. The relevance of research design is based on its position as a pivotal link connection between the writings and diverse opinions that underpins research and the scientific information gathered (Nachmias & Nachmias 2008). This study employed the descriptive research design. The study embraced the descriptive study research plan since the motive of the researcher was to depict the nature of respondents, results and discoveries in a way that answers the research questions of the study.

Robson (2002) maintains that descriptive research delineates the correct profile of events or circumstances. Descriptive research is applied to gather information regarding the present status of a phenomenon so as to define what pertains rightly. Finally, the use of this design permitted the

researcher to study and describe in a systematic manner, all factors as well as other events and conditions that already exist with regard to the issue under investigation.

Research Approach

A quantitative research approach was chosen with respect to the focus and objectives of the study. The quantitative approach comparatively allows for generalizability and provides the opportunity to replicate the results obtained (Amaratunga, Baldry, Sarshar & Newton, 2002). The quantitative research on the other hand makes an effort to maximize objectivity, reliability and generalizations of research findings and is usually interested in predictions (Guba & Lincoln, 1994). The quantitative is widely depicted as deductive in nature where the conclusions realized from the tests of hypothesis lead to common inductions around characteristics of the populace.

Guba and Lincoln (1994) further assert that quantitative research is viewed as expecting there's a single "truth" that exists free of human discernment. The quantitative method ensures that the findings realised for the study can be predictive, explanatory and confirming (Payne & Williams, 2011). Marczyk, DeMatteo and Festinger (2005) view the quantitative approach as an empirical form of learning since it is evidence based which hinges on experiences, observations and experimentation in the acquisition of new knowledge. Tewksbury (2011) identifies that outstanding quality of the quantitative method is its ability to predict correctly future events using assumptions and operationalization of specific variables.

Population

Population constitutes the total set of individuals or units of the study are selected (Ingham-Broomfield, 2015). In this study, the target population comprised all teachers within the public basic schools in the Cape Coast Metropolis. The entire target population comprises of 1333 teachers in the Cape Coast Metropolis based on the statistics obtained from the Regional Education Office, Cape Coast.

Sample Size

As a result of size, inaccessibility, time and financial constraints, it became necessary that the entire population could not be studied and therefore required sample size of two hundred (200) respondents was selected for the study. Sampling design and sample size are really essential to prove the representativeness of the sample (Van der Berg, 2008). A sample of 150 respondents was selected so as to have a fair representation of the schools. The Yamane (1973) formula was used at the confidence level of 95% with 0.05 margin of error. The determination of the sample size using the Yamane (1973) formula is given as:

$n = N/ \{1 + N (e)^2\}$

Where; n = sample, N= population e = error margin

$n = 1333 / \{1 + 1333(0.05)^2\}$

$n = 308$

Therefore, the appropriate sample size using the Yamane (1973) formula is 308 respondents for the study.

Sampling Procedure

In determining the sample for the study. The study used the simple random sample procedure. The simple random sampling procedure is a type of probability sampling which has been designed in such a way that all types of units of the target population would have an equal chance of being selected. This type of sampling is ideal when a population of the study is comparative in characteristics and interest. Two main strategies are followed in the selection of sample units. The lottery method was employed in the simple random technique to select the respondents**.**

The researcher operationalized the simple random technique by assigning 'Participation' and 'non Participation' on pieces of paper, folded and put them in a container and reshuffled for the teachers to pick without replacement. Those who picked participation were included as respondents for the study. The simple random sampling ensured that each teacher has an equal chance of being sampled to avoid bias (Mutiria, 2017; Moore & McCabe, 2006). Also, simple random saves time and allows inferential conclusions (Akrofi, 2016).

Data Collection Instruments

Questionnaires were utilized as the main research instrument. The Questionnaire was adopted because it guarantees a more extensive scope since researchers can approach respondents more effectively and can be completed at the respondent's comfort (Fraenkel & Wallen, 2000; Muijs, Aubrey, Harris, & Briggs, 2004). Open-ended and close ended questions were utilized to design the questionnaire. The open-ended questions were outlined for respondents to express their views and close-ended questions were to elicit

specific information from them. The Questionnaire was probably the most common data collection instrument used in educational research which is more familiar to respondents (Muijs, Aubrey, Harris, & Briggs, 2004).

Hair, Black, Babine, Anderson, and Tatham (2006) further assert that questionnaire is very effective when data is to be collected from a large number of respondents. However, questionnaire has low response rates and cannot probe deeply into respondents' opinions and feelings (Alhassan, 2006). To overcome this challenge, the face-to-face questionnaire administration. The questionnaire contained 21-items cutting across all the sections. The questionnaire was designed with a specific focus on the objectives and the hypotheses of the study. Questions on the questionnaire were grouped under themes based on the research questions and the questionnaire was also organised into 4 sections.

Section A, was made up of five items (1-5), which sought to gather personal data. Section B (items 6-15), made up of ten items was used to elicit data on the determinants of work-life balance among the basic school teachers. Section C (items 16-21), also made up of six items obtained information on the causes of work life imbalance among the basic school teachers while Section D, consisted six items (15-21) was designed to extract information on the effect of work life balance on teachers' performance. The questionnaires had a 4-point modified Likert scale.

Pilot Test

It is important to conduct a pilot test for the questionnaire. A pilot test of a study questionnaire is an approach in which a researcher makes changes in an instrument based on feedback from a few numbers of people who

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complete and assess the instrument (Creswell, 2013). The pilot study was conducted on a random sample of basic schools in Greater Accra to test the validity and reliability of the instrument. The pre-test was carried out to get input to move forward the content of the questions, enlightening, clarity, and the format of the survey. After the pilot test, the questionnaire was then revised to address the comments and suggestions.

Reliability of Instrument

The reliability of the instrument was determined using Cronbach's alpha analysis. Cronbach's internal coefficient alpha value of 0.75 was obtained for the questionnaires. Such reliability value, according to researchers (Fraenkel & Wallen, 2008), could be a reasonable sign of a good internal consistency, and the researcher hence concluded that the instruments were satisfactorily dependable.

Data Collection Procedure

The researchers obtained an introductory letter from UCC to seek the consent' of Heads of the selected basic schools in order to attain permission to carry out the study in their respective schools. Afterward, a day was set aside for the study. On a set day, the exercise commenced with the explanation of the items in the questionnaires to the respondents after permission had been obtained. The researcher administered the questionnaires personally so as to provide clarifications of issues the respondents may not understand. The questionnaire was then handed over to all the respondents available in the class and the respondents were given some time to complete the instrument. It was then collected on the same day by the research team.

Questionnaire Return Rate

The questionnaire was distributed and collected on the same day. To ensure confidentiality and anonymity, respondents' names were not taken. Osuala (2001) indicate that the merit of anonymity is that the researcher has the opportunity to brief the respondents to get it precisely what the things on the survey mean so as to obtain the correct responses. The duration of the questionnaire administration lasted 10 to 20 minutes. The study return rate was 65%.

Data Processing and Analysis

The responses collected from the respondents were coded and scored before analyzing them with Statistical Product for Services Solution (SPSS) analysis version 23. The background information of the respondents was analyzed and presented descriptively using percentages and frequencies. The various research objectives were addressed as follows: the first and second research objective was addressed using mean and standard deviation. Mean and standard deviation were deemed the most appropriate statistical tools for addressing the aforementioned research objective as they are very effective in determining the degree of a phenomenon, especially when the phenomenon that is being investigated is measured on a scale.

The third research objective that sought to determine whether a difference exists between work life balance of male and female teachers at the basic schools was addressed using independent-samples t-test. Independent-samples t-test was utilized to address this research objective because the number of distinct groups that were considered in the study was just two, male

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and female teachers, while there was only one independent continuous variable, teachers' performance.

The final research objective which sought to examine the effect of work life balance on teachers' performance was also addressed using simple linear regression analysis. The significance of the effect was assessed at 0.05 level of significance or 95% confidence interval. The simple regression analysis is effective for exploring the extent to which a variable is able to predict a particular outcome.

Ethical Consideration

Ethical consideration in research is exceptionally vital. Ethics are the standards or measures for conduct that brings refinement between good and bad (Seidman, 2006). They are basic in deciding the qualification between affirmed and negative activities. To begin with, ethical guidelines offer assistance to maintain a strategic distance from the distorting of information and consequently, progresses the course of the interest of information as the main objective of the research. The elemental ethical concept is that the research plan ought to not bring the investigate members into a state of humiliation, adverse influence or any other fabric impediment.

Permission and consent to conduct the research was given to the Head teachers of the basic schools. A letter to that effect was requested from the institution of study. The motive of the research was thoroughly explained and anonymity as well as confidentiality assured. Confidentiality was maintained since respondents will not be required to write their names or any identification on the research instrument. Respondents were guaranteed that refusal to take an interest within the study would not influence them.

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Chapter Summary

This chapter centred on the research methods used for the study. The descriptive survey was utilized as the research design and the study used an accessible population of 1333 teachers. The Yamane (1973) formula was used to arrive at 308 respondents for the study. To ensure that each respondent has an equal chance of being selected, the simple random sampling was utilized to select the respondents. The research instrument was structured questionnaires. The questionnaires were distributed to the target respondents by personal contact after letter of introduction from the UCC was sent to the target schools to seek their consent. The collected data was then analysed using descriptive statistics such as frequencies, percentages, means, independent sample t-test and regression analysis.

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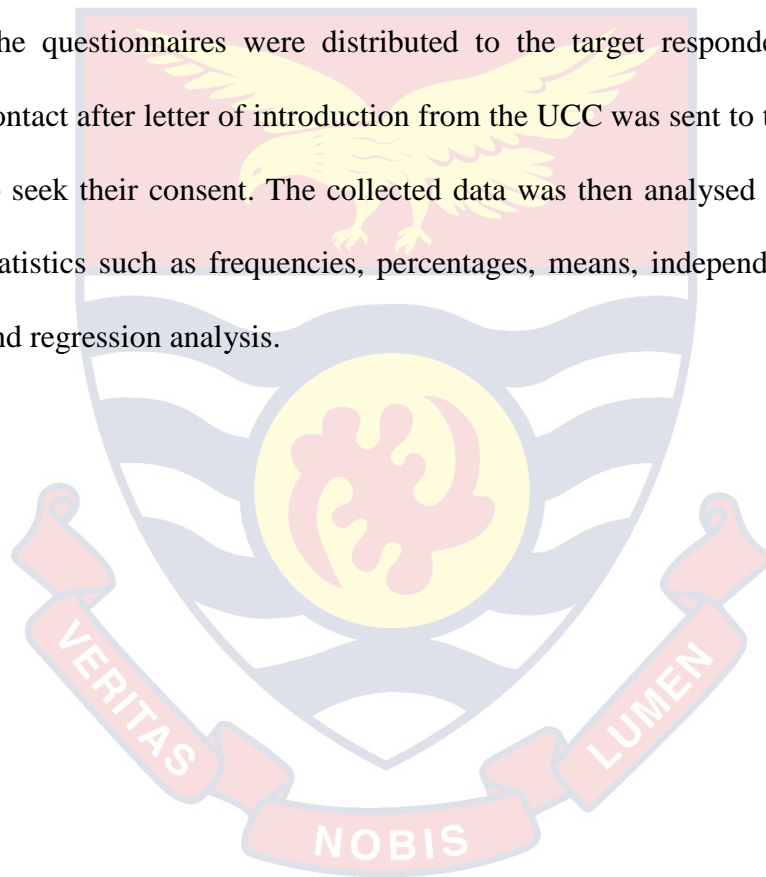
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The findings and discussion of the findings of the study is presented in this chapter. The main purpose of the study was to examine work-life balance and teacher performance at basic schools in the Cape Coast Metropolis. Specifically, the study sought to assess the determinants of work-life balance among the basic school teachers; assess the causes of work life imbalance among the basic school teachers; determine whether a difference exist between work life balance of male and female teachers at the basic schools; and examine the effect of work life balance on teachers' performance.

In this chapter, descriptive statistics such as frequencies, percentages, means and standard deviation are used in analyzing the collected data. The results and discussions are presented with respect to the sequence of the research objectives. However, before turning to the main findings, it is germane to present the demographic background of the respondents of the study.

Demographic Characteristics of Respondents

The demographic information of the respondents included in the study is presented in this section. Specifically, this section presents the results on the teachers' sex and age, teaching qualification and number of years they have spent teaching.

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Table 1: Sex of Teachers

Sex	Frequency	Percent
Male	100	50
Female	100	50
Total	200	100

Source: Field survey (2020)

Table 1 presents the sex of the teachers used for the study. The Table indicates that out of 200 teachers sampled for the study, 100 (50%) were males while 100 (50%) were females. This shows that the number of males is equal to females. This portrays gender balance and also implies that both males and females are equally interested in teaching at the basic school level.

Table 2: Age Grouping of Teachers

Age grouping	Frequency	Percent
25-30 years	111	55.5
31-35 years	31	15.5
36-40 years	25	12.5
41-45 years	14	7.0
46 years and above	19	9.5
Total	**200**	**100**

Source: Field survey (2020)

From Table 2, the teachers were grouped based on their age range. The results indicate that majority, 111 (55.5%) of the teachers, fell within the 25-30 years age group. This was followed by 31 (15.5%) of the teachers who fell

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within the 31-35 years age group while the minority, 14 (7.0%) teachers, fell within the 41-45 years age group. Clearly, the results indicate that the majority of the teachers are relatively young, hence, are part of the youthful composition of the labour force of the country.

Table 3: Teaching Qualification of Teachers

Qualification	Frequency	Percent
Cert A	105	52.5
Bachelor Degree	87	43.5
PDGE	6	3.0
Master's Degree	2	1.0
Total	**200**	**100**

Source: Field survey (2020)

From Table 3, it is evident that majority, 105 (52.5%), of the teachers were Cert A holders. This is followed by Bachelor Degree holders who were recorded as 87 (43.5%) of the sample teachers. Only 2 (1.0%) teachers were Master's Degree holders. This shows that majority of the teachers did not have the minimum teaching qualification per the Ghana Education Service's requirement for teaching at the basic school level and this stands the tendency of not ordering well with teaching and learning since the teachers lack the necessary training.

Table 4: Number of Years Spent Teaching

Years	Frequency	Percent
Less than a year	39	
1-5 years	75	37.5
6-10 years	32	
11 years and above	54	27.0
Total	**200**	**100**

Source: Field survey (2020)

From Figure 4, it could be observed that majority, that is, 75 (37.5%) of the teachers had taught within 1-5 years. Succinctly, 54 (27.0%) of the teachers indicated they had taught for 11 years or more. Indeed, it is generally assumed that the higher the number of years teachers have taught indicates their experience and conversance in teaching. Hence, based on this result, it could be argued that majority of the teachers were not experienced as supported by Steffy (1989) that teachers who had taught for more than 5 years are experienced. Their lack of experience, in the long run, could adversely affect teaching and learning.

Findings of the objectives

This section focuses on the main discussion of the study. Particularly, responses to the research questions set for the study are presented and discussed here.

Research Question One: What are the determinants of work-life balance among the basic school teachers?

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The first objective sought to assess the determinants of work-life balance among the basic school teachers. This section therefore presents the responses of the teachers in Table 5.

Table 5: Teachers' responses on the determinants of work-life balance

No.	Statement	Mean	Std. dev.
1	Time management	2.95	.813
2	Administrative support	2.92	.901
3	Working hours	3.02	.833
4	Workload	2.83	.962
5	Work arrangements	3.04	.726
6	Work autonomy	2.70	.941
7	Organisational culture	2.95	.755
8	Reward schemes	2.63	1.054
9	Leave policies	2.73	.986
10	Family support policies	2.63	.984

Mean of Means = 2.84; Mean of Standard Deviation = .8973

Source: Field Survey (2020)

From Table 5, it could be observed that majority of the respondents agreed that work arrangements and working hours are major determinants of work-life balance. This was evident as the teachers' responses to the statements recorded respective means of 3.04 and 3.02. This means that amongst all the determinants, the respondents consider work arrangement and working hours as very crucial factors that interfere in their lines of responsibility as teachers and family men or women. These findings affirm the

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findings of other studies which also reveal work arrangements and working hours as key in determining the balance between work and one's personal life (Nizam & Kam, 2018; Opatha & Perera, 2017).

Also, with a mean score of 2.95 for each, the teachers subsequently agreed that organizational culture and time management are also determinants of work-life balance. Obviously, teaching at the basic level is one that requires extensive contact hours with learners, hence implying that the organizational culture at basic schools is characterized with little time for relaxation especially when there is the practice of class teaching. This however, suggests that time management is also relevant in determining work-life balance and this agrees with the findings of Mwathi and Nzulwa (2019); and Opatha and Perera (2017) who also identify organizational culture and time management as determinants of work-life balance.

On the whole, with the least mean being 2.63, the teachers again agreed that family support policies as well as reward schemes are determinants of work-life balance and these findings are in consonance with the views and findings of other studies that find family support policies and reward schemes as essential in determining work-life balance (Deery & Jago, 2009; Mwathi & Nzulwa, 2019; Nizam & Kam, 2018; Sathyanarayana et al., (2018). Generally, the results imply that the teachers acknowledge all the elements listed above as determinants of work-life balance.

Research Question Two: What are the causes of work-life imbalance among the basic school teachers?

The second objective sought to assess the causes of work life imbalance among the basic school teachers. The teachers' responses in relation to this objective are indicated in Table 6.

Table 6: Teachers' responses on the causes of work-life imbalance.

No.	Statement	Mean	Std. dev.
1	Lack of formal policies	2.47	.924
2	Absence of opportunity to express one's view on issues	2.70	1.042
3	Extreme commitment to professional responsibilities	2.83	.792
4	Extreme commitment to domestic responsibilities	2.71	.903
5	Non-standard work hours	2.32	1.068
6	High rate of absenteeism	2.20	1.130

Mean of Means = 2.53; Mean of Standard Deviation = .976

Source: Field Survey (2020)

Results from Table 4 indicate that with the highest mean of 2.83 and its standard deviation of .792, majority of the teachers agreed that extreme commitment to professional responsibilities causes work-life imbalance. Similarly, with the second highest mean as 2.71 and standard deviation as .903, the teachers also agreed that extreme commitment to domestic responsibilities serves as an impediment to work-life balance. This implies that any uneven match in the teachers' devotion to work and duty as family members would cause conflict of interest and irresponsibility and this affirms

the findings of Hyman and Summers (2004) who point out extreme performance of both professional and domestic responsibilities by workers as causes of work-life imbalance.

Again, the teachers acknowledged that absence of opportunity to express one's view on issues and the lack of formal policies also cause upsets in work-life balance. This is shown by the respective means of 2.70 and 2.47 and their respective standard deviations of 1.042 and .924. This means that management strategies that would allow the involvement of workers in dialogue and apparent schemes that would bring satisfaction to workers in their work and personal life are much needed in organizations to prevent upsetting the balance in work and life. These findings again fall in line with that of Hyman and Summers (2004) who unveil the lack of formal arrangements and workers not given the opportunity to precise their views over the introduction and usage of policies as causes of work-life imbalance.

In sum, with the least mean being 2.20 and standard deviation as 1.130, the teachers agreed that high rate of absenteeism has negative repercussions on work-life balance. In general, the results give a clear indication that the teachers agree to all the statements including non-standard work hours as causes of work-life imbalance and this is in harmony with the findings of Albertsen et al., (2008) and Essays (2018) who also found high rate of absenteeism and non-standard work hours as causes of work-life imbalance.

Research Question Three: Determine whether a difference exists between work life balance of male and female teachers at the basic schools.

The third objective of the study sought to determine whether there exist a significant difference between work life balance of male and female teachers at the basic schools. Independent-samples t-test was employed to address this research objective since the number of distinct groups that were considered in the study was two, male and female teachers. The null hypothesis is that there is no significance difference between work life balance of male and female teachers at the basic schools. While the alternative hypothesis is that there is a significant difference between work life balance of male and female teachers at the basic schools. The results of the independent sample t- test is presented in Table 7.

Table 7: Independent Sample T- test of Gender and Work-life balance.

	Levene's Test for Equality of Variances		T-test for Equality of Means	
	F	Sig	T	Sig.
Equal Variance Assumed	4.39	0.038	1.902	0.059
Equal Variance not Assumed			1.902	0.059

Mean   Male = 2.5300

Female = 2.4080

Source: Field survey (2020)

The descriptive statistics (Mean value) from Table 5 indicates that there is a difference between male and female teachers with respect to the degree of work life balance. The result shows that degree of work life balance

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of male teachers is greater than that of female teachers. The independent sample t- test was carried out to discover whether this distinction is statistically significant. From the result, the Levene's test for balance of variances is significant (F = 4.349, sig= 0.038). Hence, the null hypothesis that the two samples come from populations with the same variances is rejected. As a result, the T Test for equal variances not assumed was used.

The T-value for equal variances not assumed is 1.902 and it is significant at 10% level of significance. Since the t-value is statistical significant, the null hypothesis that there is no significance difference between work life balance of male and female teachers at the basic schools is rejected. Thus, there exist a significant difference between work life balance of male and female teachers at the basic schools. This result corroborate with the findings of Fujimoto, Azmat and Härtel (2013) in Austrialia who found that there was significant gender differences in all areas studied. The result, however is inconsistent with the findings of Wilson, Vilardo, Fellinger and Dillenbeck (2014) and Opatha and Perera (2017). Opatha and Perera (2017) found that male professionals are not significantly different from female professionals in relation to work-family balance.

Wilson, Vilardo, Fellinger and Dillenbeck (2014) on the other hand reveal that while both genders were generally more fulfilled than less satisfied, ladies by and large shown lower levels of fulfilment in general with both work-life balance and their current work which the distinction between ladies and men was not statistically significant.

The result implies that gender influence the degree of work-life balance at the basic school. The differences between male and female working

designs have been basically credited to ladies proceeding to spend significantly more time on care and in unpaid work such as family, school, domestic than working men. Women engage in more residential and family obligations than males (Bergman & Gardiner, 2007) Pocock, Skinner and Pisaniello (2010) indicate that women experience higher work–life imbalance than men in the workplace.

Research Question 4: Examine the effect of work life balance on teachers' performance.

To address the final objective appropriately, regression analysis was performed to examine the effect of work life balance on teachers' performance. Before the regression analysis was carried out, further investigation of the data was performed. The Pearson's Coefficient of Correlation test was conducted to determine if an association exist between work-life balance and teacher performance.

Correlation Test

Table 8 presents the Pearson correlation for the variables that were used in the regression model. Pearson's correlation analysis was used to ascertain the association between work-life balance and teachers' performance.

Table 8: Correlation Analysis

Variables	Work-life balance	Teachers' performance
Work-life balance	1	0.138
Teachers' performance	0.138	1

Source: Field survey (2020)

Table 8 shows how work-life balance relates to teachers' performance. It was observed in Table 8 that there is a positive and significant relationship between work-life balance and teachers' performance. This implies that if teachers balance their work-life well then it will increase their performance at work. The correlation is additionally a preview that aims at checking in the event that there's multicollinearity among the variables. For strength of the model, it is suggested that the value of correlation coefficient ought to not surpass 0.7. It can hence be seen that, there's no multicollinearity among the factors utilized for the analysis since all the factors are less than 0.7 as delineated in Table 8.

Regression Results

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.138[a]	.019	.014	.89443

Source: Field survey (2020)

The model summary from the regression result is presented in Table 9. The R square value shows how much of the total variation in the dependent variable, Teachers' performance is explained by the independent variable (work-life balance). From Table 9, the value of R-square (0.019) implies that approximately 19% of the variations in teachers' performance is explained by work-life balance.

Table 10: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.649	0.0349		13.34	0.000
Work-life balance	0.273	0.139	0.138	1.963	0.051

a. Dependent Variable: Teachers' Performance

Source: Field survey (2020).

Table 10 presents the results of the regression analysis. From the result, work-life balance has a positive and significant relationship with Teachers' performance. The estimated coefficient has a ß value of 0.273, t-value of 1.963 with a p- value ≤ 0.051. This means that if teachers balance their work-life well, their performance will increase. The coefficient of 0.273 implies that if teachers balance their work-life, their performance will increase by 0.273%.

This result supports the findings of Aslam (2015), Krishnan, Loon and Tan (2018) and Adnan-Bataineh (2019) who found that work life balance has significant positive effect on employee performance. However, the result contradicts the findings of Kim (2014) who reveal no statistically significant impact of work-life balance on in-role performance.

Indeed, teachers' performance is critical in any educational setting especially in the basic school. As argued by Lewin and Shoemaker (2009) that teacher's performances are key to establishing strong foundations to pupils

through efficient and effective transfer of knowledge to learners in the basic schools, it is therefore imperative that teachers balance their work-life well to improve their performance. Indeed, in the face of serious economic challenges, unfavourable macro-economic indicators and poor working conditions experienced by employees, the issue is on the need for a person to have satisfactory individual life while also performing well in the workplace. Sturges (2012) emphasis that it is the ability of employees to properly prioritise between their work and personal life, health, family and social life.

The result further support the findings of Chimote and Srivastava (2013) that where there is a proper balance between work and life, employees become inclined to displaying their best shots at work, because their families are pleased. Carlson, Grzywacz, & Zivnuska (2009) posit that experiences from employees' work-life balance extend their role-related engagement and consequently improve their performance at work. In some situations where employees are able to balance their work-life, other positive results such as low turnover intention and work fulfilment are achieved.

However, inability of employees to properly balance work-life yields an adverse effect on both in-role performance and extra-role performance (Netemeyer, Maxham & Pullig, 2005). Poor performance of employees in recent times has been linked to conflict between work and home life and increasingly organizations are embarking on various work-life balance activities such as adaptable work course of action, take off arrangements, subordinate care help and other work-life balance policies to enable employees to enhance their performance at work. Empirically, work-life balance is

essential for the mental well-being of employees (Rantanen, Kinnunen, Mauno & Tillemann, 2011).

Chapter Summary

The main thrust of this chapter was to present and discuss the research findings obtained from the field. The presentation and discussion was done in relation to the research questions and objectives outlined in the chapter one. In order to portray gender balance and to ensure that the study was not skewed to any particular gender, an equal number of male and female respondent was employed.

In relation to the first objective, the respondents agreed that family support policies as well as reward schemes are determinants of work-life balance. With regards to the second objectives, the teachers agreed that high rate of absenteeism has negative repercussions on work-life balance. In general, the results give a clear indication that the teachers agree to all the statements including non-standard work hours as causes of work-life imbalance.

Concerning the third objective, it was revealed that there is an existence of statistical significance difference difference between work life balance of male and female teachers at the basic schools. Finally, proper work-life balance enhances teachers' performance at the basic school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The summary of the research process and its findings are presented in this chapter. It further draws conclusions, makes recommendations for practice as well as suggestions for further studies.

Summary of the Study

The main purpose of the study was to examine work-life balance and teacher performance at basic schools in the Cape Coast Metropolis. The study was guided by the following research questions: What are the determinants of work-life balance among the basic school teachers? What are the causes of work-life imbalance among the basic school teachers? Do differences exist between work life balance of male and female teachers at the basic schools? What is the effect of work life balance on teacher performance?

The study adopted both the quantitative and qualitative method and used the simple random sampling procedure to select a sample of 200 respondents. Data was collected using questionnaire while data analysis was done using descriptive statistics such as frequencies, percentages, means and standard deviation. Also, independent-samples t-test and simple regression analysis was conducted to achieve the third and fourth objective of the study.

Key Findings

The following were the main findings of the study:

The determinants of work-life balance among the basic school teachers include work arrangements, working hours, organizational culture, time management, family support policies and reward schemes.

Also, it was found that extreme commitment to professional and domestic responsibilities, absence of opportunity to express one's view on issues, lack of formal policies, high rate of absenteeism and non-standard work hours cause work-life imbalance.

Moreover, it was revealed that there was significant difference between work life balance of male and female teachers at the basic schools. Finally, it was revealed that work-life balance positively related to teachers' performance. This implies that if teachers balance their work-life well, their performance will increase.

Conclusions

The following conclusions were drawn based on the findings of the study:

The determinants of work-life balance are the particular elements that strike a satisfactory balance between the time teachers spend at work and the time they spend on non-work roles. These elements are thence conducive for creating a balance for the teachers in their line of work and their personal duties.

Imbalances in teachers' work and personal life come about when there are unfavourable work conditions and negligence or an overly concentration on either work or the personal roles of the teachers.

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There is an existence of statistical significant difference between work life balance of male and female teachers at the basic schools. Finally, the study concluded that proper work-life balance enhances teachers' performance.

Recommendations

The following recommendations are made with respect to the findings of the study:

Educational stakeholders such as the Ministry of Education, Ghana Education Service and the Heads of schools should put in place measures to improve the work conditions of teachers in order to help them strike a balance between their work roles and their non-work roles.

Teachers should not neglect or overly concentrate on either of their work roles or their non-work roles in order to help them maintain a balance between their work as teachers and their roles as individuals or family members.

It was revealed that female teachers experienced a low degree of work-life balance. Based on this, it is recommended that female teachers in the various basic schools should be given leave and flexible work arrangements to improve their performance at work.

Moreover, Ministry of Education through the Ghana Education Service could set up a work-life balance policy and programs that would support teachers at the basic schools in fulfilling their official work at school and their individual responsibilities outside the school as well.

The government of Ghana should develop a National Policy on Work and Family Life Balance Practices.

Suggestions for Further Research

The study examined work-life balance and teacher performance at basic schools in the Cape Coast Metropolis. To further contribute to knowledge on work-life balance in schools, the following suggestions for further studies are made:

Another study on the same topic should be conducted at the tertiary level of education so as to ascertain the status quo of work-life balance amongst lecturers at that level.

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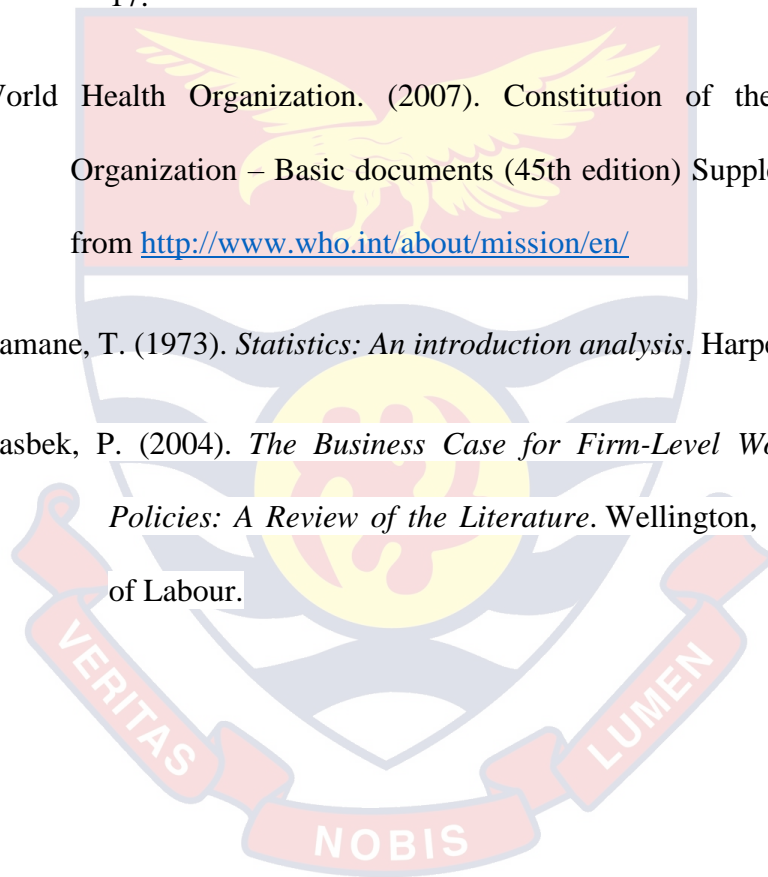
APPENDIX

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

THE SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT

QUESTIONNAIRE FOR BASIC SCHOOL TEACHERS

Dear Sir/Madam,

This questionnaire is designed to solicit information for academic purpose. This is to be used to complete a research on the topic, "Work-life balance and staff performance in basic schools within the Cape Coast Metropolis." You are humbly requested to be as candid as possible in answering the questions in order to ensure the success of this study. Your responses will be highly respected and accorded confidentiality. Your name is not required.

SECTION A: BIOGRAPHIC DATA

Instruction: Please, tick [√] the appropriate box [ ] or write in the blank spaces where possible.

1. Name of school ………………………………….............

2. Sex

   Male [ ]

   Female [ ]

3. Age

   25 – 30 years [ ]

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31 – 35 years [ ]

36 – 40 years [ ]

41 – 45 years [ ]

46 years and above [ ]

4. Qualification for teaching

Cert 'A' [ ]

PDGE [ ]

B. Ed [ ]

Master's [ ]

Others [ ] (Specify) …………………….………………

5. Number of years spent teaching

Less than 1 year [ ]

1– 5 years [ ]

6 – 10 years [ ]

11 years and above [ ]

SECTION B: DETERMINANTS OF WORK-LIFE BALANCE AMONG THE BASIC SCHOOL TEACHERS

The table below shows the various determinants of work-life balance among the basic school teachers. Please tick [√] the appropriate column to indicate whether you Strongly Disagree **(SD)**, Disagree **(D)**, Agree **(A)** or Strongly Agree **(SA)** to the following determinants.

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No.	Determinant	SD	D	A	SA
6	Time management				
7	Administrative support				
8	Working hours				
9	Workload				
10	Work arrangements				
11	Work autonomy				
12	Organisational culture				
13	Reward schemes				
14	Leave policies				
15	Family support policies				

SECTION C: CAUSES OF WORK LIFE IMBALANCE AMONG

THE BASIC SCHOOL TEACHERS

The table below shows various causes of work life imbalance among the basic school teachers. Please tick [√] the appropriate column to indicate whether you Strongly Disagree **(SD)**, Disagree **(D)**, Agree **(A)** or Strongly Agree **(SA)** to the following causes.

No.	Cause	SD	D	A	SA
16	Lack of formal policies				

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17	Absence of opportunity to express one's view on issues				
18	Extreme commitment to professional responsibilities				
19	Extreme commitment to domestic responsibilities				
20	Non-standard work hours				
21	High rate of absenteeism				

SECTION D: EFFECT OF WORK LIFE BALANCE ON TEACHER PERFORMANCE

WORK LIFE BALANCE

In this section these abbreviations and letters SA, A, D, SD have the under listed meanings;

SA- Strongly Agree;   Agree- A;   D- Disagree; SD- Strongly Disagree

INSTRUCTION: Please tick (√) a response from the options provided below:

Statements	SA	A	D	SD
Work life balance				
I am too tired to be effective at work due to my personal life				
I am able to balance my work with				

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self-activities				
My head teacher always remind us on the importance of work-life balance				
My work is a burdensome for me as it leads to a stressful and imbalance living.				
I am able to spend a lot of time with my families in spite of my hectic schedule				

TEACHER PERFORMANCE

Please kindly rate your performance on the following items: 1 = never, 2 = not often, 3 = sometimes, 4 = usually, 5 = almost always

Statements					
I return marked test and assignment quickly to students					
I make my classroom more interesting and fun					
I monitor student work, as they are doing it, to see if they understand the lesson.					
I use varieties of teaching resources and activities					

My students perform better during test, assignment and exams					

Section E

Any other comments and suggestions

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THANK YOU