UNIVERSITY OF EDUCATION, WINNEBA

WORK-LIFE BALANCE OF FEMALE TEACHERS IN SENIOR HIGH SCHOOLS

(S.H.S.) IN THE KUMASI METROPOLIS

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award of the Master of Philosophy (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

I, RITA OTENG, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:…………………………………

DATE:………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.
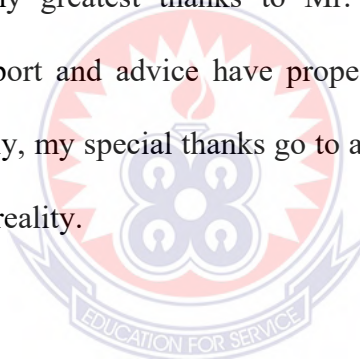
NAME OF SUPERVISOR: REV. DR. ALEXANDER K. EDWARDS

SIGNATURE:………………………………….

DATE:………………………………………….

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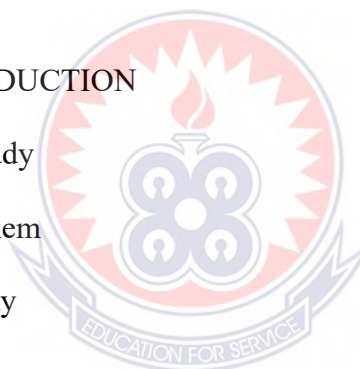
DEDICATION

To Darko Asiedu's family.

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ABSTRACT

The study was to evaluate work-life balance of SHS female teachers. The purpose of the study was to investigate how SHS female teachers in the Kumasi metropolis manage their work-life balance in terms of attaining career progression. The design that was employed for the study was the descriptive survey design. The instrument used for the study was a survey questionnaire. These structured, closed-ended questionnaires were therefore administered to SHS female teachers in selected schools in the Kumasi metropolis. A total of one hundred and ninety five (195) questionnaires were received out of two hundred (200) distributed. Purposive sampling was first used to select eight (8) schools after which simple random sampling was employed to select the needed sample from each school. The statistical tool utilized for the study was mean. The studies revealed that SHS female teachers were somehow satisfied with their working hours at school. It also showed that school management provides flexible working timing for female teachers. The study again disclosed that SHS female teachers have sources of support of work-life balance. It further uncovered that despite these sources of support and flexible working timing for SHS female teachers, the work-related duties at school and excessive household work compel SHS female teachers to make changes in their plans and family activities which, in effect, affect their career progression. A major policy recommendation is that for SHS female teachers to be able to progress in their career path, the Government of Ghana should come out with some policies that will reduce the number of periods taught by SHS female teachers.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Traditionally, women are considered home makers and even modernity has not changed this. Women, wherever they find themselves, are the manageresses of the home and they are expected to ensure that the home runs smoothly without any hitch. In most homes, women are the last to go to bed and the first to wake up to carry out house-hold chores or supervise same. Among the responsibilities that women discharge are cooking, bathing of children, keeping the house clean, fetching water if the household does not have pipe-borne water and a host of other minor domestic responsibilities. Anyway, urbanization and modernization has taken some of these responsibilities away, like fetching water from the stream and firewood from the farm. Apart from these traditionally assigned roles, the changing times demand that women work to supplement the family income or even in some cases take complete care of the family where there are no men to shoulder such a responsibility.

This dual role puts pressure on women, especially, those who teach in Senior High Schools (SHS) in Ghana. Teaching in SHS is very tasking because apart from the subject that one teaches, the teacher would be given additional responsibility as a housemistress, form mistress or any other duty as may be determined by the school head. In each of these cases, the female teacher is expected to live up to expectation. With the normal teaching job, the teacher is expected to prepare lesson plan adequately; during the lesson, give exercises to students and mark the exercises in the school or at home and give students feedback on their performance. This is the ideal situation in the teaching-

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learning process and when this is carried out thoroughly, it ensures students are kept on track.

The discharge of the work-place responsibilities, somehow, conflict with that of the home. In an attempt to satisfy one's superiors by working assiduously, there is the likelihood that the performance of household responsibilities would relax or supervising the discharge of home task would not be properly done, and this may bring conflict (it affects the marriage and family life). If the teacher is married, she is likely to find problems with the husband over the neglect of children and even the husband and if the woman is single, she will have problems with other family members and when she is a single parent, the children would go wayward. To forestall these mishaps, the concept of work-life balance comes in.

Several studies have been undertaken in the area of work-life balance among the different gender. These tend to explore how both males and females are able to balance their family and work responsibilities. From literature, work-life balance is seen as a broad and complex phenomenon, lacking in a universal definition (Maxwell & McDougall, 2004). However, Greenhaus, Collins and Shaw (2003) define work-life balance as the "extent to which an individual is equally engaged in - and equally satisfied with - his or her work role and family role" (p.532). Work-life balance consists of three components:

    (i)   time balance which refers to equal time being given to both work and family roles;

    (ii)   involvement balance which refers to equal levels of psychological involvement in both work and family roles; and finally,

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(iii)   satisfaction balance which refers to equal levels of satisfaction/pleasure in both work and family roles.

Therefore, in order to achieve a work-life balance, these components should be considered. When individuals struggle to maintain and satisfy the demands placed on them by both work and family domains, an imbalance may occur.

Work-family conflict can be defined as a source of stress resulting from irreconcilable pressure from the work and family spheres (Carlson, Kacmar & Williams, 2000). This can take two forms: (i) work to family conflict and (ii) family to work conflict. Work-family conflict may assume the form of: time-based; strain-based and; behaviour-based conflict (Kotowska et al., 2003).

From another perspective, Lockwood (2003) observes that in a society filled with conflicting responsibilities and commitments, work-life balance has become a pre-dominant issue in the workplace. Lockwood indicates that three major factors contribute to the interest an academician researches in, and the importance of serious consideration of work-life balance. These are:

1) global competition,

2) renewed interest in personal lives/family values, and

3) aging workforce.

Furthermore, Lockwood (2003) states that research suggests that forward-thinking human resource professionals seeking innovative ways to augment their organization's competitive advantage in the market-place may find that work-life balance challenges offer a win-win solution.

The debate about work-life balance is taking centre stage in every society, more so when there is an increasing expectation that women cannot only play their roles by nurturing and raising families to ensure confident and competent future generations for the betterment of society but can also generate income by joining as paid workforce in the working place. This debate is sustained because of the growing cost of living and change in attitudes. Change of mindset is the key reason for which increasing number of educated women is now working outside their house. Even in recent time, the tendency is enhancing gradually. As a result, the traditional family is being replaced by the dual career family in most developing countries, particularly in Africa. Thus, socio-demographic changes are occurring similar to those in developing and developed societies (Fatima & Sahibzada, 2012).

The discussion about the phenomenon, work-life balance is relevant in so far as female teachers in Ghana are concerned. First of all as female teachers, they traditionally have a duty to maintain their homes (especially, in a family house) if they could be considered as successful people. Besides that, female teachers have to learn and live by the intricacies of becoming top- notch education professionals. The combination of these dual roles put pressure on them and that is why it is imperative to study how they manage their professional tasks and family responsibilities.

The assertion in the last paragraph leads to the issue of career path goal of the female teacher. This is precipitated on the career path goal theory. According to Northouse (2013), the main aim of career path-goal theory is to improve performance and/or satisfaction primarily, through motivation and encouragement of a subordinate staff. In this sense, the primary assumption of this theory is that subordinates who

believe they are capable of completing a task are more motivated to complete the task. Also, the subordinate must believe that reward of his/her work is commensurate. In effect, Northouse advocates that the superior must first uncover what motivates the individual and provide the necessary rewards to the subordinate. When this is done, the superior would be able to provide the subordinate with the proper tools to avoid obstacles and complete assigned tasks. Thus, the career path-goal theory suggests that it is crucial that a superior encourages or motivates subordinates to reach specific goals. Similarly, women must be motivated in order to reduce gender inequality that continues to exist in the work place. A deduction from this theory indicates that educational leaders should encourage and motivate female staff to aspire to reach higher heights in the teaching profession even though they have so much to do at any point in time.

In line with the career path-goal theory, several studies have been conducted to indicate that when women subordinates are given the needed motivation, they are able to reach the apex of the teaching profession. The abstract of Moorosi's (2010) study in South Africa explored female principals' experiences of their career route to the headship of secondary schools in South Africa. In trying to understand the experiences the female secondary school heads went through, an analytical framework was used to identify the three phases the female principals went through on their career route, namely: anticipation, acquisition and performance. This conceptual framework suggests that women experience more obstacles than men on their career path and their experiences are influenced by personal, organizational and social factors. These factors manifest in social practices within and outside schools and affect women across the three phases of the

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career path. What is significant to these experiences is the underlying male norm of who is more appropriate for secondary school leadership.

In her study, Edgehouse (2008) re-echoed Ella Flagg Young's wish that women in the United States of America were destined to become heads of schools in that country. This wish notwithstanding, women, in spite of their appreciable numbers have not dominated school headship in the US. Indeed, in Edgehouse' study, she cited the Census Bureau, which reiterated the point that school headship in the US is the most male-dominated executive position of any profession in that country (Sharp et al., 2000). This study was guided by two objectives, which sought to 1) identify differences in personal demographics and career paths of women school heads in the State of Ohio and the challenges they have encountered en route to the top and 2) examine the district differences, personal demographics, and personal differences in knowledge, skills, and abilities and career path barriers of women school heads in the State of Ohio. The results of Edgehouse's study showed there was a renewed positive outlook for women teachers even though the women did not have to abandon their house roles.

1.2. Statement of the Problem

This study is concerned with how the work-life balance among female teachers in Senior High Schools (SHS) in the Kumasi Metropolis is managed in terms of career progression. This has become imperative because Goud and Nagaraju (2013) reiterated that the work-life balance for teaching professionals has become one of the greatest challenges in today's world (Fatima and Sahibzada 2012).

The idea that males are responsible for providing income and the females are homemakers has been changing over the years. This can be ascribed to social and economic state of affairs. This has led to both the male and the female to place high worth on both work and family roles (Greenhaus, Callanan, and Godshalk, 2009), the demands of academic work, family responsibilities coupled with limited resources, have resulted in stress and burnout both at work and home. This situation has led to negative consequences on employee and organizational work-related outcomes as well as on employee well-being (Bianchi and Milkie, 2010). Even though this research has improved our understanding on the work-life balance and the career progression of S.H.S female teachers, answers to some relevant questions still remain vague. The existing literature has acquiesced only inadequate insight on WLB on employee outcomes, (Robinson and Gifford, 2014).

Human resource (HR) practices have been debated to influence employee attitudes and behaviour (Bowen and Ostroff, 2004). The research aims to deal with this gap.

1.3. Objectives of the Study

This study is to investigate how female teachers in the Senior High Schools (SHS) in the Kumasi Metropolis manage their work-life balance in terms of attaining career progression. Specifically, the study focused on the following:

1. Examine the views of female teachers on the concept, of work life balance.

2. Assess the organizational initiatives to manage work life balance among female SHS teachers in the Kumasi Metropolis.

3. Find the sources of support for work-life balance of female SHS teachers in the Kumasi Metropolis.

4. Examine the factors that hinder work-life balance of female teachers in SHS in the Kumasi Metropolis

5. Investigate the factors that affect the career progression of female teachers in S.H.S. in the Kumasi Metropolis.

Based on the above research objectives, the following research questions were formulated:

1.4. Research Questions

The following research questions were relevant for the study:

1. What are the views of female teachers on the concept, "work life balance"?

2. Are there organizational initiatives to manage work-life balance?

3. What are the sources of support for the work- life balance of the female SHS teachers?

4. What are the factors that hinder the work- life balance of the female teachers?

5. What factors affect career progression of female teachers in S.H.S. in the Kumasi Metropolis?

1.5 Significance of the Study

The results of this study would be of immense benefit in several ways. Firstly, it would benefit female teachers and other female workers to learn lessons that would aid them in managing their work and family responsibilities.

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Secondly, women activists would be equipped with some knowledge on how to fight for the rights of female teachers both in the workplace and at home because the study would provide them with the pros and cons of what work and family conflict is all about.

Also, the results of the study would be giving additional information on factors that are likely to influence career progression of female teachers especially, on how the women cope with work and family demands and manage to survive and reach the pinnacle of their profession.

Again, the results of this study would help in policy formulation in the educational sector on issues that concern female teachers' welfare. Certainly, human resource experts continue to look for ways to improve the welfare of employees so that they would in turn give off their best and that will result in optimal performance – in this light that the results of this study would come in handy because pieces of information are needed for proper decision making.

Finally, the results of this study would form the basis of empirical literature for other studies that would be undertaken in the course of time. In simple terms, the results of the study would add to existing literature on work-life balance taking cognizance of career path among female teachers in Ghana and across the scholarly world.

1.6 Scope of the Study

The scope of the study covers the theoretical and the geographical dimensions of the study. The theoretical scope covers the concepts of work-life balance and career path of female teachers which have been identified as the key variables of interest. The

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concept of work-life balance could be viewed from many perspectives but for the purpose of this study it was looked at from the Ghana Education Service perspective. The various theories of work-life balance and career path were covered. The study was limited to the factors that hinder the work-life balance of female teachers and the factors that are likely to influence career progression of female teachers in Ghana Education Service to perform. The geographical scope covers female teachers of Senior High Schools in the Kumasi Metropolis of the Ashanti Region.

1.7 Delimitation of the Study

Geographically, the study is delimited to female teachers in public Senior High Schools in the Kumasi Metropolis. Apart from this, the study would focus on areas such as the opinion of female teachers on personal lives and work, the nature of their work, their attitude towards the conflicting demands of the home and work. Other areas of concentration in this study is analyzing the form work-life balance take among female teachers in the study area and finally assess the sources and factors that influence the work- life balance of the female teachers.

In terms of career progression, this study looked at how the female SHS teacher is able to balance her work-life to attain higher position.

1.8 Limitations of the Study

In this study, two main limitations were encountered. The first one was scoring errors, which could not be ruled out in the sense that responses that came from closed-ended

items may have restricted the respondents from bringing out any other information which might have been relevant in this research.

The second limitation was due to time constraint. If there was adequate time, this study should be a longitudinal one to enable the researcher observe how female teachers cope with the demands of their work and the responsibilities of the home over a period of time but this cannot be done due to the researcher's busy work schedule. Even if there will be any observation, it will be for few people and that will not be representative enough. Again, misinterpretation of a question can go unnoticed which may not reflect the true state of affairs.

Despite these three limitations, the methodology that was used for data collection must be effective to ensure that the findings were reliable and consistent with the objectives of the study.
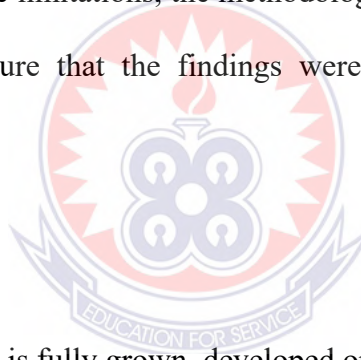
1.9 Definition of Terms

Adulthood - A person who is fully grown, developed or of age.

Career - an occupation undertaken for a significant period of person's life and with opportunities for progress.

Work-Life - the practice of providing initiatives designed to create a more flexible, supportive work environment, enabling employees to focus on work tasks while at work. It includes making the culture more supportive, adding programs to meet life event needs, ensuring that policies give employees as much control as possible over their lives, and using flexible work practices as a strategy to meet the dual agenda--the needs of both business and employees (Work & Family Connection, n.d.)."

Work Life Balance (WLB) – a comfortable state of equilibrium achieved between an employee's primary priorities of their employment position and their private lifestyle. Most psychologists would agree that the demands of an employee's career should not overwhelm the individual's ability to enjoy a satisfying personal life outside of the business environment.

Leadership - the ability to not only understand and utilize your innate talents, but to also effectively leverage the natural strengths of your team to accomplish the mission. There is no one-size fits all approach, answer key or formula to leadership. Leadership should be the humble, authentic expression of your unique personality in pursuit of bettering whatever environment you are in." – Katie Christy,

(http://www.businessnewsdaily.com/3647-leadership-definition.html)

1.10 Organization of the Study

The study is divided into five chapters. The rest of the chapters are organized as follows. Chapter two presents the theoretical underpinning and empirical literature of the study. The third chapter describes the research methodology which specifically deals with the research design, the population of the study, the sampling technique and sample size, data source, reliability and validity of the data, and methods of data analysis. Chapter four presents the discussion of the findings of the study. Chapter five presents the summary of findings, conclusions and recommendations and areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Relevant literature on work-life balance was reviewed. This comprised the concept, work-life balance, factors that influence work and home situations, particularly, in the case of female teachers. Several empirical sources were reviewed to give an impetus to the objectives of the study and make the findings relevant. The theoretical and philosophical framework of work-life balance was delved into, to enhance the research. Above all, the literature that was sourced included academic journals, books, and dissertations.

2.2. Theoretical Framework

There are abundant career theories and models, and no single one is satisfactory to describe the extensive field of career development. Career theories typically fall into one of three categories which, while not mutually exclusive, can be a useful form of classification. For instance there are the theories of process and content. Theories of process relate to interaction and change over time. This can be characterised by theories in which there are a series of stages through which people pass (Mikulecky, 2012). According to Seager (1993), theories of content relate to the characteristics of the individual and the context they live in. The influences on career development are thought to be either intrinsic to the individual or originate from the context in which the individual lives.

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Theories of content and process have been formed in response to a need for theory to take into account both 'Content' and 'Process' which have to do with career progression of individuals (Mikulecky, 2012; Seager, 1993). These theories encompass both the characteristics of individuals and their context, and the development and interaction between personality and environment. Out of these broad theories of career progression have evolved several other theories of motivation some of which have been discussed in the following paragraphs.

2.2.1 Holland's Theory of Career Choice

According to Newzealand.gov.nz (2014), John Holland's Theory of Career Choice (RIASEC) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment. Holland's theory is centred on the notion that most people fit into one of six personality types, which are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC).

The characteristics of each of these are described below:

(i) Realistic

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;

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- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;

- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and

- Sees self as practical, mechanical, and realistic.

(ii) Investigative

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;

- Is good at understanding and solving science and math problems;

- Values science; and

- Sees self as precise, scientific, and intellectual.
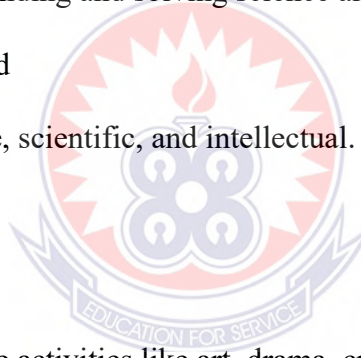
(iii) Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;

- Has good artistic abilities -- in creative writing, drama, crafts, music, or art;

- Values the creative arts -- like drama, music, art, or the works of creative writers; and

- Sees self as expressive, original, and independent.

(iv) Social

- Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal;

- Is good at teaching, counseling, nursing, or giving information;

- Values helping people and solving social problems; and

- Sees self as helpful, friendly, and trustworthy.

(v) Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;

- Is good at leading people and selling things or ideas;

- Values success in politics, leadership, or business; and

- Sees self as energetic, ambitious, and sociable.

(vi) Conventional

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities

- Is good at working with written records and numbers in a systematic, orderly way;

- Values success in business; and

- Sees self as orderly, and good at following a set plan (Career Key, 2016).

2.2.2 Bandura's Social Cognitive Theory

Albert Bandura is well regarded for his Social Cognitive Theory. It is a learning theory based on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality (Boeree, 2008; McLeod, 2011). This theory provides a framework for understanding, predicting and changing human behaviour. The main tenets of Bandura's theory are that:

- people learn by observing others,

- the same set of stimuli may provoke different responses from different people, or from the same people at different times

- the world and a person's behaviour are interlinked

- personality is an interaction between three factors: the environment, behaviour and a person's psychological processes (as cited in McLeod, 2011).

Social Cognitive Theory revolves around the notion that learning correlates to the observation of role models (Bandura, 2011). In education, for example, teachers play the role of a model in a child's learning acquisition. In everyday life, the model could be media sources or those with whom you interact. Effective modeling teaches general rules and strategies for dealing with different situations (Bandura, 2011; Boeree, 2008).

In contributing to the debate of theories Boeree (2008) indicates that through Bandura's researches, he established that there are certain steps involved in the modeling process. These processes are discussed as (i) attention (ii) retention and (iii) reproduction.

(i) Attention

With this process, one needs to pay attention to learn something new. It means therefore that the more striking or different something is (due to colour or drama, for

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example) the more likely it is to gain one's attention. Similarly, an individual regards something as prestigious, attractive or like himself, he will take more notice of it.

(ii) Retention

As regards the retention process, one must be able to retain (remember) what he has paid attention to. Imagery and language play a role in retention – thus one stores what he has seen the model doing in the form of verbal descriptions or mental images, and bring these triggers up later to help him reproduce the model with his own behaviour.

(iii) Reproduction

At this point, one has to translate the images or descriptions into actual behaviour. By so doing, he must have the ability to reproduce the behaviour in the first place. For instance, if the individual is watching Olympic ice skating, he may not be able to reproduce their jumps if he cannot ice skate at all! One's abilities improve even when he just imagines himself performing a task.

2.2.3 Parsons' Theory of Vocational Guidance

According to National Guidance Research Forum (2008), Parsons' theory is about vocational guidance and it was developed along the lines of talent-matching approach. This culminated in the development of the Trait and Factor Theory of Occupational Choice. Consequently, Parsons as cited by National Guidance Research Forum (2008) stated that occupational decision making occurs when people have achieved the following objectives relative to their career choice:

1. extensive comprehension of their individual traits (which are aptitudes, interests, personal abilities, etc),

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2. a knowledge of jobs available to an individual and prevailing conditions at the labour market and

3. rational and objective judgment about the relationship between their individual traits, and the labour market.

In line with Parsons' thoughts, Seligman (1994), emphasise that the trait factor theory can indeed offer a match between individuals and jobs. Therefore the theory seeks to measure empirically those variations in personality, interests, and abilities and to relate those traits to career plans that would make a good fit. Once again, the trait and factor theory is said to operate under the premise that it is possible to measure both individual talents and the attributes required in particular jobs. It also assumes that people may be matched to an occupation that suits their career choice (National Guidance Research Forum, 2008).
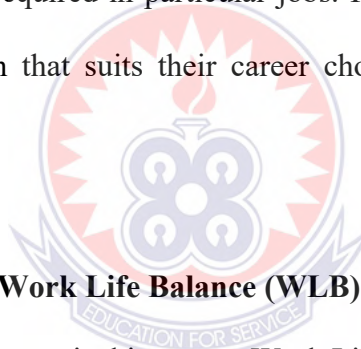
2.3 Theoretical Issues of Work Life Balance (WLB)

This section presents the theoretical issues on Work Life Balance.

2.3.1 Work Family Conflict (WFC)

To Forster, Ebrahim and Ibrahim (2014), WFC is defined as, "situations where people find it difficult to balance the demands encountered in one domain (family) due to their involvement in the other domain (work)" (adapted from Aycan, 2008, p.367). A group of scholars,(Lewis, 2010; Halpern & Cheung, 2008; Lewis et al., 2007; Gambles et al., 2006; Aycan, 2008; Drago, 2007; Yang, 2005; Aycan et al., 2004; Gelfand & Knight, 2003; Friedman, Christensen & Degroot, 2000), has identified four broad causes of WFC

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which ultimately impact on work-life balance. These are: (a) role or strain overload; (b) work-to-family interference; (c) family-to-work interference and; (d) cultural or gendered assumptions and expectations.

Role or Strain overload arises from multiple demands (e.g. long hours) and activities at work (e.g. routine multi-tasking) that may affect employees' ability to cope with family responsibilities. Several studies have found that work overload is strongly correlated with work life imbalance in many different cultures, reducing the amount of time that employees can spend with families and affecting other non-work personal relationships (Lewis, 2010; Halpern & Cheung, 2008).

According to Gambles, Lewis and Rapport (2006), work-to-family interference is when work responsibilities interfere with family life and make it difficult to perform household tasks or spend adequate time with children. Similarly, work-home interference and work-family conflict have been defined as "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible so that participation in one role [home] is made more difficult by participation in another role [work]" (Greenhaus & Beutell, 1985, p. 77).

It must be noted that the work-to-family interference concept is also known in other literature as work-home interference. To this end, Noor (1996) found in a study that work and home conditions alone do not account for much variance in overall well-being, which suggests that there may be other processes at work. One possibility is the intervening role of work-home interference (WHI) and home-work interference (HWI).

In the same vein, many studies have viewed WHI and HWI as mediation relationships between work and family pressures and individual well-being (Janssen,

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Peeters, De Jonge, Houkes & Tummers, 2006; Koekemoer & Mostert, 2006; Montgomery et al., 2003; Peeters et al., 2005). Furthermore, previous studies have shown a direct relationship between WHI and ill health. According to these studies, WHI is not only associated with poor psychological health, including stress (Allen et al., 2000) and mental health (Chandola, Martikainen, Bartley, Lahelma, Marmot & Michikazu, 2004; Emslie, Hunt & Macintyre, 2004; Frone, 2000; Frone,Yardley & Markel,1997), but is also associated with poor general ill health, including general well-being (Grant-Vallone & Donaldson, 2001), self-rated health (Emslie et al., 2004; Higgins, Duxbury & Johnson, 2004) and physical health (Frone et al., 1997; Van Hooff et al., 2005). Based on these research findings, it is hypothesised that WHI will have a significant relationship with ill health. On the issue of family-to-work interference, Yang (2005) indicates that it is a situation when family responsibilities interfere with work demands. In other words, family responsibilities may make it difficult or impossible for one to perform efficiently and effectively at work.

Again, a somewhat unsettling aspect in the work-home (family) interference literature is that the majority of studies (Beauregard, 2006; Howard, Donofrio & Boles, 2004; Montgomery et al., 2003; Peters et al., 2005; Ryan, Kriska, West & Sacco, 2001) focus on work-to-home interference, failing to consider the possibility that the home can influence the work environment as well. This trend occurs despite the fact that several studies demonstrated that home-to-work interaction also has important consequences for workers' health and well-being. For example, in a study investigating the health of postpartum women, Grice, Feda, McGovern, Alexander, McCaffrey and Ukestad (2007) found that high levels of WHI were associated with significantly lower mental health

scores, while medium and high levels of HWI resulted in significantly lower mental health scores. It is therefore expected that HWI will have a significant relationship to ill health.

With regards to cultural or gendered assumptions and expectations relative to work family conflict, Friedman, Christensen and Degroot (2000) stress that the belief that women, even if they work outside the home, are still primarily responsible for management of the domestic chores, which includes housework and childcare, even in dual-income relationships. The crux of the matter is that women whether they are gainfully employed or not, still have to be fully responsible for all the domestic chores.

In support of women's domestic chores, three deeply-rooted gender, organizational and cultural norms have been identified in this literature which influence the way that WLB and WFC issues are conceptualized by women, men, public and private sector organizations and by individual societies/cultures. These are the Motherhood Norm, the Ideal Worker Norm and the Individualism Norm (Aycan, 2008; Drago, 2007).

According to Aycan (2008), the Motherhood Norm concept refers to the ancient and deeply held belief that women should be, primarily, mothers and manageresses of their households. This will in turn discourage them from being fully committed to demanding professional, full-time jobs which will undoubtedly prevent them from reaching higher positions in their careers because they are not regarded by their employers as, 'ideal workers'.

The Ideal Worker Norm is the belief that employees must be totally committed to their employers and available 24/7/365 in order to gain promotions, earn higher salaries and, if

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they have the ambition, to serve in leadership positions (Forster, 2000). He states that under the Ideal Worker Norm, employees are expected to be both 'visible' and 'present'. He believes that this practice which is widely prevalent norm will affect the amount of time that employees have to spend with their families - unless they have other support-systems in place such as stay-at-home spouses, extended families or servants/nannies.

The Individualism norm, according to some scholars (Lewis, 2010; Lewis et al, 2007; Donaghy, 2004; Friedman et al, 2000) refers to the assumption that companies (and governments) should not, as a general rule interfere in the private lives of their citizens - unless their behaviours pose a threat to their employer, themselves, their families or other employees or citizens. While there are considerable variations in the amount of help and support given by national governments, and private sector companies, to help women employees balance their work and family responsibilities, the literature is very consistent about one major issue: most organizations, public or private, still view work and personal life as competing priorities in a zero-sum game, in which a gain in one area means a loss in the other. In their view, every time an employee's personal interests win, the organization pays the price at the bottom line, and so they may often regard work-life programs as little more than corporate 'welfare'

2.3.2 Work-Life Balance among Women Employees

The need to observe work-life balance among working women has gained prominence in literature over the last decades. In Ghana, this need has been drummed home by Ankrah, the General Secretary of the Ghana Mineworkers Union as he was quoted in Ghana News Agency of 23rd August, 2011. He emphasizes the need for women

employees to achieve work-life balance when he appealed to government and employers to collaborate with the Trades Union Congress to institute and implement work-life balance policies and programmes for working women in Ghana. Similarly, Miss Joyce Aryee, a one- time Chief Executive Officer of the Ghana Chamber of Mines, as she was cited at VibeGhana.com (May, 14, 2014), stresses the need for all women professionals to have a work-life balance and strive to excel in other fields so as to enhance their output on the job. In actualizing this idea of work-life balance at the work place, the Management of Nestle Ghana Limited has instituted measures that are meant to enable their female employees realise work-life balance by increasing maternity leave from 12 to 14 weeks and also the company is building a breastfeeding room for its nursing mother employees as part of its commitment to the United Nations Women's Empowerment Principles, which it signed in March, 2013 (VibeGhana.com, 2014).

To buttress this need for working women to realize work-life balance, several studies have been conducted in that direction. In one of such studies conducted by Ampah (2013) among educated women, she tried to explore and understand the factors that enabled some career women to successfully balance both their career and family roles. Results of the study indicates that career women in Ghana balance their work and family roles under four main themes, which are external help, proper planning, maintaining good relationships with supervisors and subordinates, as well as the flexible schedules of their jobs. Based on these findings, Ampah recommends that organizations should have a friendly environment and policies that could facilitate good communication between employees and employers.

In another study on work-life balance conducted in Nigeria by Nwagbara and Akanji (2012), emphasis was placed on motivating female employees in Nigerian organizations. The study was to widen possibilities for business growth, high performance and organizational commitment and the impact work-life balance (WLB) has on the commitment and motivation of these women employees in that country. The main objective of Nwagbara and Akanji's study was to articulate how WLB affects women employees' commitment and motivation in bringing about better organizational performance. The researchers eventually deduced from their study that motivation and commitment are indispensable elements required for organizations to perform better as well as for Nigerian female employees to be incentivised for better organizational commitment and productivity particularly in the recent troubled business times.

Contributing to the discussion of work-life balance among women employees, Pandu, Balu and Poorani (2013), postulate that "more women than ever before are now in the work force, reflecting the rising educational levels, changing societal attitudes and declining birth rates" (p. 34). They continue that the unprecedented acceleration in the number of dual earner households, which has increased the likelihood of both male and female workers, will have domestic responsibilities in addition to work responsibilities. Combining work and family schedules can be very demanding for employees in dual income families and recently women are opting to delay or forego child-bearing in search of fulfilling careers.

In a study conducted by Goud and Nagaraju (2013), they admitted that both women and men have a preference for working in organizations that sustain work-life balance. They continue that men appeared to profit more than women. Men feel more

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satisfied when they achieve more on the job even at the cost of ignoring the family. Contrarily, women emphasize that work and family are both equally important and both are the sources of their satisfaction. For them, the latter is more important. When work does sanction women to take care of their family, they feel unhappy, disillusioned and perturbed. They draw tight boundaries between work and family and they do not like one interfering with the other. The argument is in line with Fisher and Layte (2003) who reveal three distinct sets of measures of work-life balance, viz. proportion of free time, the overlap of work and other dimensions of life, and the time spent with other people. Although certain reviews (Wallace & Cousins 2004; Jager 2001) have highlighted other issues such as age, gender, life-cycle stage, ethnicity, citizenship, and childcare arrangements, they also merit attention. Thornthwaite (2004) suggest that there is a strong, unmet demand among working parents for shortened working hours, part-time work and flexible working time. Management must communicate their organization's family-friendliness in such a way that all employees feel that they have equal access to alternative working time provisions.

2.3.3 Work Demands

The general definition of work demands refers to the extent to which the working atmosphere contains stimuli that require some effort (Jones & Fletcher, 1996) and encapsulates the idea that demands from work have negative consequences if they require additional effort beyond the usual to achieve work goals (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). A number of studies have demonstrated relationships between work characteristics and subjective measures of general health (Van der Heijden, Demerouti,

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Bakker, 2008; Warren, Carayon & Hoonakker, 2008). For example, Borg and colleagues (Borg & Kristensen, 2000; Lund & Borg, 1999) focused on the impact of both psychosocial and physical work characteristics on self-rated health and found that repetitive work, high work demands, low social support, high job insecurity and high ergonomic exposures all predicted deterioration of self-rated health over time. Link, Lennon and Dohrenwend (1993) found that individuals in occupations that involved 'direction, control, and planning' were less likely to experience depression. Niedhammer, Goldberg, Leclerc, Bugel and David (1998) found that psychosocial factors at work (including psychological demands, low levels of decision latitude and low levels of support at work) were significant predictors of subsequent depressive symptoms. It is therefore hypothesised that work demands will be directly related to ill health.

Research suggests that pressure and overload are the most important factors determining work-home imbalance (WHI) (Geurts, Rutte & Peeters, 1999; Montgomery, Peeters, Schaufeli & Van Ouden, 2003). For example, Britt and Dawson (2005) examined the concurrent and longitudinal predictors of work-family conflict among soldiers stationed in Europe. Their results revealed that objective and subjective measures of workload are strong concurrent predictors of work-family conflict. In South African studies, work characteristics account for between 24% and 38% of the variance in WHI (Mostert & Oosthuizen, 2006; Van Aarde & Mostert, 2008). Based on these results, it is hypothesized that work demands will be related to WHI.

Job demands, again, refer to those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs. Job resources refer to those physical,

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psychological, social, or organizational aspects of the job that (a) are functional in achieving work goals, (b) reduce job demands and the associated physiological and psychological costs, or (c) stimulate personal growth and development, (Bakker, Demerouti & Euwema, 2005).

Job demands as aspects of work that involve effort are therefore related with costs. Although this definition does not imply that demands are necessarily bad, within the job demand resource model (JD–R) the main role of demands is seen in the health impairment process. Recently, LePine, Podsakoff and LePine (2005) and Podsakof, LePine and LePine (2007) distinguished between challenge stressors and hindrance stressors. Hindrance job stressors are defined as job demands or work circumstances that involve excessive or undesirable constraints that interfere with or inhibit an individual's ability to achieve valued goals (Cavanough, Boswell, Roehling & Boudreau, 2000). This description is very similar to the definition of job demands within the JD–R model. Examples of hindrance job demands are role conflict, role overload, and role ambiguity. These job stressors are considered as 'bad'. Stressors are defined as challenging when potentially promoting the personal growth and achievement of the employee (Podsakoff et al., 2007), which demonstrates a high similarity to the definition of job resources as stated in the JD–R model. Examples of challenge stressors are high levels of workload, time pressure, and responsibility (McCauley, Ruderman, Ohlott & Marrow, 1994), which represent examples of job demands within the JD–R model. These demands have the potential to be seen as rewarding work experiences well worth the discomfort involved, and are therefore considered as 'good' stressors.

To Pooran et al., (2013), work load is the magnitude and content of work assigned to the employees and responsibility is taking care of one's duties, answering for actions, accountability for work which has been assigned and being trust-worthy to the management.

2.3.4 Home Demands

Research often fails to consider the role of both work and home demands in relation to ill health. Therefore a more comprehensive picture will be formed by also evaluating home demands. There is little evidence on the potential impact of home characteristics on ill health. Peeters et al., (2005) found that both work demands and home demands had a direct effect on burnout, apart from their relationship with WHI and HWI. In the framework of the Job Demand-Resources Model (Demerouti et al., 2001), home demands will also require a certain amount of mental and physical effort that is associated with physiological and/or psychological cost. It is therefore logical to reason that high home demands, like high work demands, will also be related to ill health.

Research findings consistently support that work is associated with interference originating from the work environment, whereas home characteristics are the major antecedents of interference stemming from the home domain (e.g. Demerouti, Geurts & Kompier, 2004b; Frone et al., 1997; Geurts, Rutte & Peeters, 2003). For example, Peeters et al. (2005) aimed to make a clear distinction between work and home domains in the explanation of burnout. They found that work demands and home demands have a direct effect on burnout, in addition to the indirect effect through WHI and HWI. Van Aarde and Mostert (2008) also found a moderate but significant relationship between home

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pressure and HWI. Therefore it is hypothesized that there will be a significant relationship between home demands and HW.

2.3.5 Work-Family Conflict & Work-Life Balance

One of the most significant of these predictors is likely to be the conflict arising out of the professional having to juggle multiple roles. The most important of them is familial roles. One of the initial works on family and its organizational systems is by Minuchin (1974). He states that families are cultural systems which try to maintain a sense of continuity and equilibrium and enhance each family member's growth. Haar (2004) explored work family and family work conflict as a predictor of turn-over intention and tested the moderating effects of perceived work family support from employers on these relationships. That work family conflict can encourage employees to consider leaving their organizations (Anderson, Coffey & Byerly, 2002) also has been comprehensively studied and verified. This conflict would have a significant bearing on the Work-Life Balance of a professional. The resulting emotions and stress would lead the individuals to feel drained out.

2.3.6 Teaching Demands

Burrows (2013), admits that teaching is a demanding, time-consuming and often thankless job. Some long time educators advise that "if you think you could be happy in another career, then don't teach" (p.55.).

"Teaching is a type of calling, and those drawn to the profession are committed to the idea of teaching," said Linda Griffin, an associate dean at the School of Education at the University of Massachusetts Amherst.

The demographics of the classroom are changing, with more students speaking English as a second language. Some public schools are under-funded. New state and federal accountability standards are placing increasing demands on teachers. But for those passionate about education, there are few things more rewarding than working with students and making a difference in their lives. Richard Stutman, president of the Boston Teachers Union also admitted that public school jobs offered more of a challenge and more of a pleasure.

2.3.7 Drivers for Work-Life Balance Policies

In recent years, employers have responded positively to demands for greater flexibility in employment practices in order to improve staff morale, retention and commitment (Forum on the Workplace of the Future, 2005). Indeed, some see them as necessary in order to maintain a competitive edge in the marketplace: "Against a background of a tightening labour market, the recruitment and retention of quality employees has become a major preoccupation of public and private sector employers," (Drew, Humphreys & Murphy, 2003, p.33).

2.3.8 International Legislative Context

The European Union, as cited by Redmond, Valiulis, and Drew (2006), has provided the momentum to countries to undertake the issue of greater harmony for

workers in their home and work obligations by focusing on policies around forms of parental leave. In the 1990s, it set minimum standards for maternity and parental leave through the Council Directives 92/85/EEC (1992) and 96/34/EC (1996) 3. As Pillinger (2001) comments, work-life balance is now seen to be crucial to the entire spectrum of working life: "Work-life balance is increasingly being viewed by the EU as central to the quality of working life, to employment rates, to competitiveness and growth, to the broader European social model and equality" (p.1).

The existence of a supra-national body such as the EU creates a minimum standard of leave for all parents in EU countries. However, some countries, through individual national policies and legislation, have enhanced these minimum standards in an effort to create greater work-life balance for workers. France is the most notable case of using drastic legislation to address the issue of work-life balance through reductions in working time. In 1999 it passed a law mandating a 35-hour working week, which is calculated on an average over the year, so that workers can work over this, or much less, at alternating times throughout the year.

It was initially confined to larger companies, and plans to introduce it to medium- and small-sized enterprises are currently being negotiated. Preliminary resistance to the law from employers was followed by negotiation and accommodation. However, some businesses have used the new flexibility laws to benefit themselves more than their workers, for example, by extending service hours. This has resulted in certain counterproductive outcomes; for example, the new later evening work and weekend working have served to exclude some mothers from the market (Fine-Davis, Fagnani, Gioviannini, Hojgaard & Clarke 2004). Thus the law has had mixed results. In a survey

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of employees carried out in France in 2001, six out of ten respondents reported a positive impact on their work-life balance.

However, in another survey carried out to assess the impact of the law, 40% of employees complained that work had become more intense - i.e. that they were expected to achieve the same amount of work in lesser time - 33% reported positive effects and 57% stated that nothing has changed for them. It seems that the law only positively affected some workers, but not all, and that much is dependent on how the law is implemented within the individual organization, as well as the workplace culture. Recent proposed changes in France that would allow workers to take more paid overtime and to trade in rest days for extra payments, have provoked both positive and negative reactions, and it is yet to be seen whether the law will be relaxed in such a way. Findings from France are indicative that legislative reforms must be carefully thought out in terms of economic and social policy outcomes, as the practical results of regulating work in line with flexible principles may not achieve the aims of the legislative reforms.

Other countries have different measures in place to facilitate work-life balance for working parents:

- Hungary, Italy, Norway, Portugal and Spain enable women to reduce their working hours in the first 9-12 months after the birth of their child, usually related to breast feeding (Deven & Moss, 2005).

- Austria, Norway, Spain and Sweden give parents the right to work part-time hours until their child reaches a certain age (between 6 and 8).

- The U.K., similar to Italy, has implemented specific legislation on flexibility and work-life balance through the Employment Act 2002, which came into force in April,

2003. One of the main elements of the legislation is the right of employees to request flexible working arrangements. The types of flexible working currently covered include:

• part-time

• job sharing

• home working

• teleworking

• shift work

• staggered hours

• annualised hours

• term-time working

• compressed hours.

The criteria for an application by an employee are that they must:

• be an employee with a child under 6, or a disabled child under 18, for whom they have parental responsibility

• have been in continuous employment for 26 weeks

• not have made any previous applications for flexible working in the preceding

12 months.

Exemptions from these provisions are made for members of the armed forces and for those working through employment agencies. The employee has the right to appeal an employer's decision, and the right to an internal grievance procedure if they are not satisfied, which can be extended to a tribunal procedure if felt necessary within three months of the appeal decision. The employee also has the right to request flexible

working again after 12 months, provided that they meet the criteria. The employer has the right to refuse, if they can prove refusal is based on one of the following grounds:

- the burden of additional costs

- detrimental effects on ability to meet customer demands

- inability to re-organize work among existing staff

- inability to recruit additional staff

- detrimental impact on quality

- detrimental impact on performance

- insufficiency of work during the periods the employee proposes

- planned structural changes

- such other grounds as the Secretary of State may specify by regulations.

While this legislation specifically targets the needs of working parents, it can be viewed as a positive step for achieving work-life balance for all by establishing the right to flexible working as a legal right. Its provisions for both employees and employers in negotiating new working arrangements establishes a clear set of guidelines to be followed, a factor that is helpful for both parties. Although there is significant scope on the employers' behalf for refusing requests, employees are at least guaranteed recourse through a tribunal, and the right to annually request flexible working - a factor which can be seen positively as an option to adjust working arrangements to fit with different needs at different stages in one's career. This legislation is too new to allow for assessment of its effects on sub-groups of the economy; however, it has the potential to be an innovative legislative response to the demand for work-life balance.

2.3.9 National Legislative Context

The European Union has been a major powerful force in the development of leave provisions for parents in Ireland. For example, the Irish parental leave system was introduced in 1998 in reaction to the 1995 EU Directive on parental leave requiring the provision of three months' parental leave, as distinct from maternity leave, for both male and female workers (OECD 2003: 131). This leave is unpaid and requires negotiation with the employer, but it has developed an EU-wide standard that ensures comparative benefits across member states. Further directives and/or legislation will undoubtedly ensue as a result of EU-level commitment to work-life balance, although as yet there is no indication that radical legislative reform, such as exists in France or the U.K., will be adopted here.

Work-life balance policies in Ireland have been framed within the legislative context of equality of opportunity. This is because flexibility in working practices allows for a greater range of people to enter the labour market; for example, mothers, lone parents, people with disabilities, non-nationals and older workers. Ireland has continued to develop legislation to deal with equality issues on the nine grounds on which all are guaranteed equality, which to a certain extent encompass issues of work-life balance in relation to the treatment of employees at their workplace and, most particularly, in relation to maternity and parental rights.

The following acts comprise the statutory entitlements of employees to certain rights that can be seen to be motivated by work-life balance policies:

  • Maternity Protection Act 1994

  • Terms of Employment (Information) Act 1994, 2001

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• Adoptive Leave Act 1995

• Parental Leave (Amendment) Act 2006

• Protection of Employees (Part-Time Work) Act 2001

• Organization of Working Time Regulations 2001

• Carer's Leave Act 2001

• Protection of Employees (Fixed-Term Work) Act 2003

• Maternity Protection (Amendment) Act 2004.

However, as can be seen from this, there is currently no statutory entitlement to flexible working arrangements, or even an entitlement to request them, as exists in the U.K. While legislative measures have improved both the working and family lives of those in the labour market, it is necessary to note the limits of legislation in achieving certain social changes that have their roots in attitudes and behaviours. As the Forum on the Workplace of the Future points out, "there is a need to move beyond the current model of prohibition of discrimination to a more proactive stance, which will focus on creating diverse, equitable workplace environments in which all workers are enabled to contribute fully" (2005, p.85).

2.3.10 Policy Responses to Work-Life Balance

European Union policy has stressed the need to implement work-life balance policies in order to improve all aspects of equal opportunities policies. The Lisbon European Council (March 2001) stated that strengthening equal opportunities, including making it easier to combine work and family life, would reduce occupational segregation. A major result of this would be increased employment opportunities for women in

Europe, with projected employment rates rising from 51% in 2001 to 60% in 2010 (Pillinger, 2001).

Further EU policy, including the Working Time Directive and the Green Paper on Work Organization, stresses that flexible working practices are viewed as an "essential component of the need to combine the security that employees need with the flexibility that employers need" (Pillinger, 2001). Thus, from the EU perspective, flexible working arrangements are not only beneficial, but are necessary to both employers and employees in sustaining and developing European markets, as well as improving the quality of people's lives.

Fine-Davis et al. (2004) conducted a study that quantitatively and qualitatively assessed attitudes to work-life balance and different workplace policies, with particular reference to differences in the perspectives of men and women who were working parents. Research was conducted in Ireland, France, Denmark and Italy. It is noted that the new 'mother-friendly policies' are "usually defined as a basic package of maternity/parental leave plus access to day care" (Gospa Esping Andersen in Fine-Davis et al. 2004: v). These policies are both recognised and implemented through varying means in different countries, and the study points to the fact that more emphasis needs to be placed on an equalization of caring roles of both mothers and fathers. If this equalization of caring roles were to be created, it would achieve more radical results.

Evidence of this policy is demonstrated in Denmark, where fathers are entitled to up to two weeks of paid paternity leave to be taken during their partner's maternity leave. This leave is not transferable to the partner, and thus is lost if the father does not take it. Fathers can also share subsequent parental leave. Uptake of this paternity leave has risen

from 55% in 1991 to 67% in 1999 (Fine-Davis et al. 2004). This suggests that direct targeting of men through statutory, paid paternity leave does improve take-up, and while this is not a panacea for the gendered division of childcare and domestic duties, it is a positive beginning.

2.3.11 National Policy

Work-life balance policies have attracted substantial attention from policy makers in Ireland in recent years. Work-life balance policies are seen as a necessary part of current and future employment structures for a number of reasons:

• to aid better reconciliation between work and home life

• to address current inequalities in employment, particularly gender inequalities

• to improve employee productivity, health and well being,

• more recently, to sustain Ireland's place in the world economy as a progressive and innovative marketplace.

Thus, flexible working arrangements are currently portrayed as having crucial benefits at both macro and micro levels. The Taoiseach, Mr. Bertie Ahern, T.D., evoked this latter argument at the launch of the Working to our Advantage report by the Forum on the Workplace of the Future: "At its simplest, there is a clear competitive advantage to be won from better deployment and development of our workforce. And there are huge societal benefits to be gained from an improved quality of life for individual workers."

Others echo this point as they argue that the current barriers to flexible working hinder best practice in enterprise (Fitzpatrick 2005, Forum on the Workplace of the Future 2005, NCPP 2003a).

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Work-life balance policies are currently being promoted through the national economic partnership agreements, as they are seen to promote a number of aims: increased profit, expansion of the economy and well-being for workers. Work-life balance policies have also been viewed as having social and community benefits accruing from individuals having more time for their home and community. For example, if a worker decides to use his/her flexible time to pursue a role in their local community, these policies thus benefit social cohesion and social action.

The National Framework Committee for Work-life Balance was set up to review, develop and promote policy in relation to work-life balance. The committee was established under the Programme for Prosperity and Fairness and continues under the current National Agreement, Sustaining Progress. The Department of Enterprise, Trade and Employment acts as chair and its membership is made up of representatives from:

• Irish Business and Employers Confederation (IBEC)

• Irish Congress of Trade Unions (ICTU)

• The Department of Enterprise, Trade and Employment

• The Department of the Taoiseach

• The Department of Finance

• The Department of Justice, Equality and Law Reform

• The Department of Social and Family Affairs

• The Equality Authority.

The Work-Life Balance Network comes specifically under the Workplace Relations and Environment strand of the Sustaining Progress: Social Partnership Agreement 2003-2005. Under this strand, the social partners agreed to:

• review maternity, adoptive and parental leave

• continue the work of the National Framework Committee for Work-life Balance

• build on initiatives for further provision and resources for childcare

• establish a fully inclusive social insurance model which would facilitate combining work and family life. There is also a separate commitment to improving the flexibility of the public service, which also promotes work-life balance through the extension of flexible working arrangements.

The Forum on the Workplace of the Future is also an arena that has targeted flexible working and work-life balance policies as an area that Ireland must take seriously if it is to maintain its robust and competitive market place in the world economy. The National Centre for Partnership and Performance established the Forum at the request of the Irish government in 2003 in order to "meet the challenge of building Ireland's knowledge and innovation driven economy" (2003a: p. 4). The Forum comprises a taskforce and four expert panels whose remit focuses on facilitating the needs of both the public and private sector in adapting to change in the workforce and the economy. Work-life balance is seen as a key characteristic of Ireland's changing workforce, and has been identified as a necessary policy in order to sustain and advance Ireland's economic growth.

Thus work-life balance can be seen to be at the heart of government social and economic policies, and it is likely that it will continue to be developed within the future partnership agreements. An underdeveloped aspect of work-life balance policies so far has been the issue of the needs of working fathers. The direct targeting of men through specific statutory entitlements for fathers is successful. The need for Irish legislation

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and/or policies to aid the work-life balance needs of fathers is argued by Ferguson and Hogan (2004) in Strengthening Families through Fathers: Developing policy and practice in relation to vulnerable fathers and their families.

This study was funded by the Families Research Programme of the Department of Social and Family Affairs and sought to address how men can be more included in family services, particularly 'vulnerable fathers', defined as "a man who is known to be struggling to be a good enough parent due to having involvement with social services and family support agencies" (2004: p. 7). The report is a qualitative study based on in-depth interviews with 24 'vulnerable fathers', 12 mothers, 12 children, and 20 professionals in family services. In relation to work-life balance, the authors highlight the fact that:

1. The choices working fathers have around spending time with their children are severely limited.

2. The poorer the families are, the lesser options they have to be flexible in relation to a more active fatherhood role during the working week as this equates to a loss of desperately needed earnings.

The introduction of paid paternity leave and parental leave is essential to giving men and their partners the choice for the man to go beyond the provider role and be as fully active as fathers as possible.

Whilst parental leave is now a reality, albeit unpaid, the fact that specific paternity leave entitlements have yet to be realized is a hindrance to the work-life balance needs of all working fathers. This research also indicates that men in lower socio-economic strands have fewer opportunities to avail of work-life balance policies that do not imply a loss of pay or benefits.

2.3.12 Work-Life Balance Policies

"Work-life balance policies" refers to policies created by businesses, as part of their human resources or management strategies (Yasbek, 2004). Work-life balance policies are not uniform in their intentions or effects. Some work-life balance policies are designed to fit people's lives around work by minimizing any outside interference with work. Intentionally or unintentionally, this can enable a long hour culture, which is unlikely to be "balanced" with non -work activities.

Some work-life balance policies are aimed at fitting work around the other aspects of people's lives. For example, term-time working has this goal (Yasbek, 2004). Industry type is one of the best predictors of the presence of work -life balance policies. Firm size is also an important predictor of the presence of work-life balance policies, with large firms generally having the most generous policies.

Firms employing a large number of professionals and technical workers are the most likely to offer work-life balance policies (Konrad & Mangel, 2000). Firms with a large proportion of women in their workforce are more likely to provide work-life balance policies, but the proportion of women in top executive positions is a better indicator. Work-life balance policies can affect business performance in a number of ways. For example, in a competitive labour market, employers can attract better recruits by offering work-life balance policies alongside competitive remuneration packages. Work-life balance policies can reduce costs by improving staff retention rates. Work-life balance policies can enhance productivity. There are different theories about the connection between work-life balance and productivity. Some argue that policies will decrease negative spill-overs from workers' lives, leading to productivity gains.

Policies can also reduce extended hours and fatigue, which have a negative effect on productivity (Yasbek, 2004). Other arguments use an exchange framework and suggest that in return for the 'gift' of work-life balance policies, employees offer the 'gift' of discretionary effort, thereby increasing productivity. Work-life balance policies can also minimize stress and contribute to a safer and healthier workplace by combating fatigue, thus reducing the chance of accidents occurring in the workplace. There is clear evidence that there is no "one size fits all" business case for work-life balance policies. The larger, econometric studies are less common that the case study work but they do find a correlation between productivity and the presence of work-life balance policies. The evidence of the business benefits of work-life balance policies is reasonably strong, and increasing. Some of which includes:

Reduced staff turnover rates, less loss of knowledge, lower recruitment and training costs, associated with reduced turnover, becoming a good employer or an employer of choice, broader recruitment pool and improved quality of applicants (Dex & Scheibl, 1999).

Dex and Scheibl (1999), also say that aside all the benefits involved, the following could also be cost of work-life balance policies: direct costs of policies which involve payments, such as childcare subsidies or paid parental leave, costs of extra spaces associated with increased facilities such as breastfeeding rooms or childcare facilities, costs of equipment to facilitate working at home, costs of investigating work-life balance policies and costs of implementing new work-life balance policy systems.

2.3.13 Work-Life Balance and Changes in the Labour Force

This section will outline the changes in the labour market that have led to a shift in its demographic features and, consequently, to the promotion of work-life balance in order to accommodate the needs of a diversified workforce. This includes the increased participation of women in the labour force, including married mothers and lone parents. Data available from both international and national sources are outlined, in order to put information on Ireland in the context of international trends in labour-force participation.

2.3.14 Labour-Force Participation Rates and Work-Life Balance

Labour-force participation rates highlight trends in economic activity as well as people's engagement in different forms of employment. This data is also useful because it is generally gender disaggregated, which means that specific knowledge on male and female economic activity can be known. It is necessary to briefly outline the characteristics of the workforce, so as to highlight current trends of flexible working.

The improved participation of women in the labour force has been a key factor in the development of work-life balance policies. Currently women represent over 40% of the work-life balance, workplace culture and maternity/childcare issues. A literature on global labour force, according to International Labour Organisation (ILO, 2005) confirms that approximately 70% of women in developed countries, and 60% in developing countries, engaged in paid employment. They are congregated at lower levels of employment, particularly in the developing countries, where they are often in the informal economy only. In terms of their access to positions of power, the ILO estimates

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that globally women hold between 1% and 3% of executive jobs in the largest corporations.

2.4 Philosophical Framework of Work-life Balance (WLB)

The concept, work-life balance is a social construct that has no one accepted definition. This assertion is supported by Work Life balance.com (2014), which states that despite the worldwide quest for 'Work-Life Balance', very few scholars have found an acceptable definition of the concept. However, one can always adopt a working definition of the concept and it is within this context that some definitions have been adopted for this study.

Work-life balance means meaningful daily achievement and enjoyment in each of four life quadrants, work, family, friend and self (Lapidot Communication Limited, 2012; WorkLife balance.com, 2014). The expression, 'work-life balance' was first used in the United Kingdom in the late 1970s to describe the balance between an individual's work and personal life. In the United States, 'work-life balance' was first used in 1986 (Sinha, 2013).

According to Hill, Hawkins, Ferris and Weitzman, (2001), "work-life balance is the degree to which an individual is able to simultaneously balance the temporal, emotional and behavioural demands of both paid work and family responsibilities" (p. 49). Additionally, the concept is seen as a situation in which employees are able to give right amount of time and efforts to their work as well as their personal life outside work (Anna, 2010). She continues that the view point of Employers for Work-Life Balance (EfWLB), which is a lobby group for voluntary changes in working arrangements, means

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that work-life balance is about people having a measure of control over when, where and how they work, leading them to be able to enjoy an optimal quality of life. She concludes that work-Life balance is achieved when an individual's right to a fulfilled life inside and outside paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society.

Heathfield (2014) contributing to the definition of work-life balance argues that work-life balance is a concept that supports the efforts of employees to split their time and energy between work and the other important aspects of their lives. She believes that work-life balance is a daily effort that enables an individual to make time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities, in addition to the demands of one's formal task at the workplace.

In the same vein, Tirumala (2013) indicates that work-life balance is assisted by employers who institute policies, procedures, actions, and expectations that enable employees to easily pursue more balanced lives. This is in line with Heathfield (2014) and Tirumala (2013) who are of the view that the pursuit of work-life balance reduces the stress that employees experience. This is because when employees spend the majority of their days on work-related activities and feel as if they are neglecting the other important components of their lives, stress and unhappiness result. Therefore, the concept 'work-life balance' enables such employees to feel as if they are paying attention to all the important aspects of their lives.

In the perspectives of Ahemad, Chaudhary and Karush (2013), work life and personal life are inter-connected and interdependent. They emphasize that spending more time in office, attending to clients and the pressures of job can meddle and affect the

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personal life, sometimes making it impossible to even complete the household chores. On the other hand, Ahemad et al indicate that personal life can also be demanding if one has a child (ren) or aging parents, financial constraints or even problems in the life of a dear relative. Above all, it can result in absenteeism from work, creating stress and lack of concentration at work.

According to Ali (2013), the concept of work–life balance has been given considerable recognition due to the demographic and sociological trends – changing employees' perceptions of work, workforce diversity, changing role of men and women, and skill shortages. He reiterates that work – life balance is an employment practice that is interested in providing a framework for employees to balance their work with the responsibilities and interests they have outside work. It facilitates the reconciliation of the competing claims of work and home by meeting their own needs as well as those of their employers.

Pandu, Balu and Poorani, (2013) further explain that work-life balance is about the relations involving paid work and other activities, including unpaid work in families and the community, leisure, and personal development. They continue that work-life balance is concerned with creating an industrious work culture where the prospect for tensions between work and other parts of people's lives is minimized. This implies having suitable employment necessities in place, and organizational systems and supportive management underpinning them. Work-life balance for anyone person is also about having the right combination of participation in paid work (defined by hours and working conditions) and other aspects of their lives. This combination will not remain fixed, but may change over time

2.5 Work-Life Balance among Female Teachers

With the increase in female employment rates and the consequent weakening of the traditional model of family roles' division (man seen as breadwinner, responsible for providing economic resources to care for the family, and woman devoted to children and house care), attention to problems associated with the need to reconcile different roles has grown considerably. As a matter of fact, work-life balance has eventually become an essential necessity for almost all categories of workers, including those employed in teaching positions, in which the female gender is presently fairly dominant (Maeranre, Pitarelli & Cangiano, 2013).

In the paper by Madipelli, Sarma and Chinnappaiah (2013), it was found out that the problems that result in work- life imbalance for women teachers at home and at work place are varied and several. They point out the modern home appliances, up-dated technology, employee friendly policies, job sharing, vulnerable and flexible jobs increased female labour force participation into paid economic activities. Madipelli et al (2013) confirmed that women are into every sector of employment and they play multiple roles at home and their places of work. They further stated that home and work are two different worlds for working women. The disparity between the role prospects and genuine involvement at home and at work place leads to imbalance. The organizations with ineffective employment policies, poor working conditions, long working hours, lower income, pressurized work environment and many others lead to boredom, frustration and stress towards work.

According to Lakshmi and Gopinath (2013), when a woman attains a successful work-life balance, she has job satisfaction and becomes highly committed and productive

and succeeds in her career. They emphasize, however, that in certain cases, the woman is not able to do well due to inability in balancing her work and personal life as she is incapable to set her priorities. Consequently, she withdraws from her work due to simple reasons like taking care of her children, aged in-laws/parents, and other family pressures. If the man is able to contribute to some of her everyday tasks, she would be a flourishing woman. A survey in the UK reveals that a number of the women had had successful WLB, because their husbands had contributed immensely both in professional and personal life. With technological advancement, education and revolution in the industrial sector, there has been a minimal transformation in Indian men too. It therefore lies on both partners to schedule their working hours and personal hours so that they lead a professionally and personally healthy life. The women should also educate their children to share responsibilities to make life enhanced and fruitful.

Also, numerous other studies have shown that female teachers are very busy in their work (Acker, 1992; Biklen, 1995; Thomas & O'Brien, 1984). Previous research also showed that teaching is a stressful occupation for mothers (Acker, 1992; Claesson & Brice, 1989) and that a significant friction characterizes the relationship between work and family (Blasé & Pajak, 1986; Spencer, 1986). A study conducted by Cinnamon and Rich (2005) found that levels of work-family conflict and family-work conflict in teachers depended on their teaching experience and the degree of school in which they taught. As a matter of fact, the organizational structure and the educational needs in primary schools are very different compared to secondary education (Rich & Almozlino, 1999). Accordingly, as a consequence of these differences, there are different levels of work-family conflict, which are presumably more significant in primary schools. Job

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experience is another factor to be taken into consideration. In fact, the more experienced a teacher is, the more likely that he or she has completed the necessary competence and adaptive behaviors that allow them to cope with work demands without undue interference on family responsibilities. In this regard, past literature has also shown that work-family conflict increases especially when there are small children at home (Lewis & Cooper, 1999).

2.5.1. Issues on Career Development

According to the Department of Education and Early Childhood Development (DEECD) "career includes all the roles you undertake throughout your life - education, training, paid and unpaid work, family, volunteer work, leisure activities and more."

"Career" was conventionally associated with paid employment and referred to a single occupation. In today's world, the term career is seen as a continuous process of learning and development. Activities that contribute to a career can include:

- training

- education

- employment

- work experience

- community activities

- enterprise activities

- employment

- different life roles

- volunteer work

- leisure activities

2.5.2. Career Development

Career Development is a "continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options" (Hansen, 1976). In other words, career development is the process through which people come to understand them as they relate to the world of work and their role in it.

Career development process is where an individual fashions a work identity. In America, we are what we do, thus it becomes a person's identity. It is imperative when educating our young people that our school systems assist and consider the significance of this responsibility for our youth and their future. The influences on and outcomes of career development are one aspect of socialization as part of a broader process of human development.
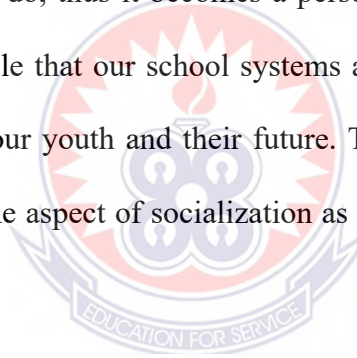
2.5.3. Childcare Impacts on Women's Career Progression

As a career woman, there are several factors other than the dictates of your work that impact on your career progression. One of such factors is childcare which scholars and researchers have written copiously about. Firstly, Bellamy and Rake (2005) argue simply that women pay a penalty due to their caring responsibilities, a factor that they consider to be contributing to the economic disparities between men and women. They call this disparity "the motherhood gap" (p.1). Bellamy and Rake further argue that women are not capable to compete with men on equal terms in the labour market,

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including progressing in their careers. Evidence of this is also presented in Irish research. One quarter of all women who participated in an Irish Congress of Trade Unions (ICTU) study stated that they had not applied for promotional opportunities because of childcare responsibilities, and female workers constituted 90% of all those who stated that childcare duties hindered them from applying for promotion (Irish Congress of Trade Unions, 2002).

It has been observed in Britain that childcare is a major barrier to women career progression. This observation was made by Ruth Sealy and she was cited by Peacock (2012). Specifically, Sealy stated that Childcare is "the major barrier preventing women from being appointed to board-level posts at Britain's biggest companies" (p. 2).

Also, Peck (2013) reveals that some career women in Britain had emphasised in a survey that having children could impact negatively on one's career progression. Specifically, three quarters of British mothers who participated in a survey felt that having children made it more difficult to progress in their career, and nearly two in three said that they felt "less employable" after having children.

Looking at the issue from the perspective of women who do not have children yet, a qualitative study conducted by Murphy-Lawless et al. (2004), considered the perspective of women who were not mothers. When considering the prospect of having children, the dominant concerns expressed were adequate time to devote to work and family life, as well as the potential 'harm' it could have on their career progression. In that light, a participant indicated that she was concentrating on her career progression in the meantime. She stated further that since she left College and focused on her career she had made some impact and she was continuing until she decides to give birth.

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2.5.4 Other Factors likely to Influence Career Progression of Female Teachers

The issue of childcare was singled out and discussed as one of the main factors that is likely to impede female career progression. Beside it, there are several other factors that are likely to prevent many female teachers from progressing to the top echelons of the teaching profession. This assertion is supported by theoretical and empirical literature.

In a study by Wei and Taejun (2013) conducted in China, it was observed that currently, women are still under-represented in the higher positions in most organizations. They indicated that this has come about because of some crucial questions as to whether family responsibilities affect female career development and career expectation influences the relationship between work and family conflict and career development of women or not. Similarly, other scholars have observed that family responsibilities impact greatly on a person's career development.

For instance, Mayrhofer, Meyer, Schiffinger and Schmidt (2008) affirmed that family obligations are one of the essential factors that influence the amount of time and energy that an individual is able and willing to devote to work. In the same vein, Kirchmeyer (2006) held the view that the burden of family has been seen to reduce a woman's personal resources of time, energy, and commitment available for work. On the same score, Paa and McWhirter (2000) noted that the effects of gender on career expectation are often mediated by personal and environmental variables such as perceived support for combining work and family. On the whole, it has been reckoned that family responsibilities have an adverse effect on work effort, particularly for women.

Relatively low work effort will, in turn, limit opportunities for positive performance outcomes, such as merit increases and promotions (Orser & Leck, 2010).

One other factor that can influence a female teacher in her career progression is the question of career aspiration itself. This is due to an observation made by Gutek and Larwood (1987) who defined a career as "a series of related jobs within an organization or different jobs within various companies" (p. 9). Based on that definition they explained that career development refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues. In this sense, a female teacher would aspire to higher heights if she deems it fit, that is, if she is not content with her status and remuneration as the case may be. More so, the more a person's career progresses in this manner, the more he or she will be judged successful, thus, the female teacher would do everything within her capability to reach the top no matter what the impediments that come her way (Gutek & Larwood, 1987).

Additionally, Hellenga, Aber and Rhodes (2002) as well as Rojewski (1996) stress that career aspirations represent an individual's orientation toward a desired career goal under ideal conditions. More simply stated, career aspirations provide information about an individual's interests and hopes, unregulated by reality. In their contribution, Watson et al., (2002) indicate that it is during adolescence that a study on the career development of young women can be done effectively.

2.6 Empirical Literature

From Shagvaliyeva and Yazdanifard (2014) who investigated the impact of flexible working hours on work life balance, flexible working hours encourage and make possible work-life balance. The study also revealed that Flexible working hours reduced stress and increased employee wellbeing. Vakta (2014) examines the relationship between work-life balance and quality of life of working women in Public and private sector. He revealed that work –related factors have negative effect on quality of life and that employed women are not favourably placed and this has severe implications on families, organization and society in general. Maiya and Bagali (2014) investigated work-life balance among working mothers in India. They revealed that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.

To add to the debate of empirical literature, Holly and Mohnen (2012) examined the influence of working hours on employees' satisfaction. They revealed that high working hours and overtime in general do not lead to reduction in satisfaction. Instead increasing working hours and overtime have positive effects on life and job satisfaction whereas the desire to reduce working hours have positive effects on life and job satisfaction. Mahamen and Khadiza-Tyl (2015) studied work-life balance on the context of women empowerment. They employed multiple regressions in analyzing the data. They reported that as a result of personal and professional imbalances female employees cannot deliver their best effort to the organization and that work life balance impedes female employees' career progress.

In contributing to the issue of empirical literature, Senthilkumar et al. (2012) studied work-life balance in Higher Institutions in Namalkkal district in India. They

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reported that there is a close relationship between demographics variables and the level of stress in balancing work and personal life. The studies revealed that majority of the respondents were not satisfied with their work –life balance. Annie and Anitha (2014) studied work-life balance of women Academicians in India. They revealed that stress, time, and family management have influence on the work-life balance in women. The study revealed that there was no family motivation from the respondents view so long as work-life balance is concerned. Malik et al., (2016) examined work-life balance and its impact on job satisfaction among pharmacist in Pakistan. They revealed that increased workload, unfavorable working environment, low job security and family responsibilities have tend to lower work-life balance which has reduced job satisfaction**.**

According to Obiageli et al., (2015) who examined work-life balance and employee performance in selected commercial banks in Lagos State in Nigeria, the study revealed that there is a positive relationship between leave policy and service delivery. It was discovered that there is a significant positive relationship between leave policy and service delivery. The findings revealed that leave policy motivate employee ability to deliver services efficiently and effectively. Muchiti (2015) investigated the influence of work-life balance on employees' productivity in Kenya. He reported that majority of the respondents who took part in the answering of the questionnaire were males. Most of the respondents' age fell in the age bracket 31-40 years. The study also revealed that most of the respondents hold bachelor degree. They also revealed that flexible working hours schedule were not applicable in Judiciary.

Like other writers, Kanagalakshmi (2015) also investigated the factors that influence work-life balance of women employees in Information Technology Companies

(ITC). The study revealed that majority of the employees of these ITC's are facing problems in adjusting their family life with their organizational workload. Muchiti (2015) investigated the influence of work-life balance on employee productivity in Kenya. The study revealed that 50.94% of the respondents were male while 49.06% were female In the Judicial sector. Exactly 54.725 were found in the age bracket 31-40 years. The study revealed that most of the respondents hold bachelor degree. He also reported that there was no flexible working hours schedule in the judicial sector. Arif and Farooqi (2014) examined the influence of work-life balance on Job satisfaction and organizational commitment among university teachers of university of Gujrat. Data was gathered through questionnaire and analyzed with the SPSS. They revealed that there is significant positive relationship between work-life balance and job satisfaction of the university teachers.

According to Gupta and Sharma (2013), who analysed work-life balance in corporate employees with special respect to marital status in Moradadad region in India. The study revealed that work life balance is affected by marital status. Kiremitci and Gencer (2014) investigated work related behaviours and experience patterns of physical Education Teacher. They reported that work related behaviours and experience patterns of physical education teachers vary significantly in terms of gender, age, marital status and school level. Schueller-Weidekamm and Kantzky-Willer (2012) analysed the challenges of work-life balance for women physicians/mothers working in leadership position. They revealed that time-consuming child care and family responsibilities were barriers to career development.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the research procedure adopted for the study. The methodology of the study consists of the research design, the population and sampling techniques and data collected and analysis procedure. The development of research instruments for data collection including pre-testing of the instrument is further described. The methodology process is guided by the purpose of the study: to examine the views of female teachers on the concept, work life balance, to find the sources of support for work-life balance of female SHS teachers in the Kumasi Metropolis, to examine factors that hinder work-life balance of female teachers and to assess the factors that influence career progression of female teachers in SHS in the Kumasi Metropolis. Also the methodology is guided by the Philosophical underpinning of the study.

3.2 Research Design

The design that was employed for the study was a descriptive survey. The research was specifically conducted by using descriptive sample survey design to find out the characteristics and opinions of respondents on how the female SHS teacher is able to balance her work-life and at the same time attain career progression. Descriptive survey involves a collection of data in order to test a hypothesis or to answer questions concerning the current status of the problem being handled (Yukl, 1987; Cohen, Manion, & Morrison, 2007). According to Cohen, Manion, and Morrison, (2007) "typically, surveys, gather data at a particular point in time with the intention of describing the

nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events" (p. 180). Descriptive survey research as indicated by Lodico et al., (2010) describe behaviours and gather people's perception, opinions, attitudes, and beliefs about a current issue in education. The purpose of survey investigations is therefore to provide scientifically gathered information to work as a basis for the researchers for their conclusions (Kothari, 2004).

The descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinion that are held, processes that are going on and trends that are developed. This design is used for the study because it helps in discovering the real state of affairs or events as they are on the ground in the case of the study.

The design was utilized because it provided useful information from a large sample of individuals (Fraenkel & Wallen, 2003). Again, this design has the advantage of providing facts on the ground that could be discovered and conditions that exist at a particular point in time. Furthermore, it helped to find views as they are in their natural setting. The assessment of the situation was through serving questionnaire to female teachers and female heads of S.H.S. in the Kumasi Metropolis.

In spite of the advantages cited, there are some disadvantages that the researcher must be conscious of in order to minimize their impact. Some writers (Fraenkel & Wallen, 2003; Cohen, Manion, & Morrison, 2007) argue that there are certain challenges associated with survey method. These challenges include the fact that the questions may not be easily comprehended by the respondents and it lets them give answers that may

not be expected by the researcher. Another challenge is that there is the likelihood of respondents to state something which is convenient to them. Such problems can be reduced by resorting to the following measures: The researcher will have to undertake pre-testing of instruments to help come out with questions that might be well comprehended by the respondents and have such questions re-worded. The researcher also strives to protect the confidentiality and anonymity of the respondents by avoiding pain and harm to those who might be affected by the results by avoiding over-intrusive questions.

3.3. Population

According to Fraenkel and Wallen (2006), a population is the group to which the result of the study is intended to apply. The population is a large group of people who exhibit characteristics that stimulate research work. Kothari (2004) cautions that research studies result in a large volume of raw data must be reduced into homogeneous groups if researchers want meaningful relationships. For this reason, quantitative researchers study larger population sample as a prerequisite for valid, reliable and easily generalisable finding (Roberts, 2002). In this study   the target population is all female teachers and all female heads of all the 21 SHS in the Kumasi Metropolis in Ashanti region of Ghana.

The accessible population was all female teachers in the eight S.H.S. selected, including female heads, female assistant heads, female heads of department and the female teaching staff. These SHSs in the Kumasi Metropolis were chosen for study, because they are known to be full-fledged secondary schools. The teachers were more likely to have practical experience with teaching career pursuant and career ambition

leading to high retention. These schools were also likely to have female teachers who might have progressed in their career and are in a good position to answer the questions related to work life balance. This target population of female teachers of SHS, again is noted for achieving higher academic performance, which is indicated from the external examinations in the West African Senior Secondary Certificate Examination (WASSCE) results.

3.4. Sampling Technique and Sample Size

In view of the researchers' inability to reach the whole population and to get the profundity of the study and effective coverage, proportional sampling technique was used to select the required sample from the various selected schools as shown in Table 3.1. The schools selected by purposive sampling included: Kumasi Wesley Girls Senior High School, Kumasi Girls' Senior High School, Serwaa Nyarko Senior High School, St. Louis Senior High School, Asanteman Senior High School, KNUST Senior High School, Kumasi Technical Senior High School and YaaAsantewaa Girls' Senior High School in the Kumasi Metropolis. In the second stage, simple random sampling which is the type of sampling in which each member of the population has equal chance of being selected was then employed separately to select the needed sample from each cluster for the study based on the number of female teachers in each school. The areas chosen have a population of about 400 female teachers, as a result a sample size of 200 (table 3.1) was chosen using the Burley's formula for determining the sample size for the finite population as proposed by Yamane (1973) which is expressed as $n = \dfrac{N}{1 + N(e)^2}$ Where n=sample size, N=population and e=level of significance, (Yamane, 1973). i.e

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$n = \dfrac{400}{1+400(0.05)^2} = 200$. The sample size for the study is therefore two hundred (200) at 5% level of significance. The eight Senior High Schools were chosen with the purpose of covering most female teachers concerning their work life balance.

According to Agyedu, Obeng and Donkor (1999), the process of sampling makes it possible to limit a study to a relatively small portion of the population. A sample is thus a subset of the population and consists of a representative, objects or events that form the group of individual's population of the study. For this study, the sample comprised 180 female respondents.

There are 21 public Senior High Schools in the Kumasi Metropolis. Out of the 21 schools, 11 are mixed, six are girls and four are boys. The schools were selected based on a number of reasons such as the gender of the heads, the staff population and the number of years the female teachers have served in a particular school. The present study involves five girls' schools and three mixed schools in the metropolis as shown in table 3.1. This was because all the heads of the girls' schools were females and also there is a reasonable percentage of female teaching staff. The eight schools selected are: (i) Kumasi Wesley Girls' Senior High School,(ii) Kumasi Girls' Secondary School, (iii) Serwaa Nyarko Senior High School, (iv) St. Louis Senior High School and (v) Yaa Asantewaa Girls' Senior High School (vi) KNUST Senior High School (vii) Kumasi Secondary/Technical SHS (viii) Kumasi Girls' SHS.

Table 3.1: Sampled SHS for the Study and Their Sampled Size

Name of School	Population of Female Teachers	Sample Size
Yaa Asantewaa Girls' SHS	76	38
Kumasi Wesley Girls' SHS	50	25
Kumasi Girls' SHS	60	30
Serwaa Nyarko Girls' SHS	46	23
St. Louis Girls' SHS	62	31
KNUST Senior High School	40	20
Asanteman Senior High School	38	19
Kumasi Senior High School (Technical)	28	14
Total	400	200

Source: Field Survey, 2011

3.5. Data Collection Instrument

The main data collection instrument used for the study was a survey questionnaire. This instrument was used, because it demanded less time of the respondents and allowed for broad geographical sampling. Structured questionnaires are also simple to administer, and relatively inexpensive to analyze (Kothari, 2004). The advantage of questionnaire over other instruments is supported by Cohen, Manion, and Morrison (2007) who postulated that questionnaire tends to be more reliable; because it is anonymous, and encourages greater honesty.

The questionnaire consisted of five sections A, B, C, D and E. Section A comprised close-ended questions, that looked at the respondents' demographic

characteristics, including their family status, academic qualifications, working experience, present designation in the school and present rank in the Ghana Education Service. The demographic information would be to ensure that respondents can be categorized for analyses.

Section B carried close-ended question items based on the perceptions of respondents on work-life balance. These included satisfaction with working hours, ability to balance work life, missing out quality time with family and friends due to pressure of work and organization's initiatives to manage work life of its employees.

Section C also had closed-ended questions concerned with organizational initiatives to manage work-life balance. Section D carried closed-ended questions on factors that hinder work-life balance of female teacher. Finally Section E presents closed-ended question items on factors that affect career progression of female teachers.

3.6. Data Collection Procedures

Before data collection was undertaken, an introductory letter was obtained from the Head of Department of Educational Leadership (Appendix A). Copies of the letter were made to the selected SHS respondents through their headmistresses. Afterwards, personal contacts were made to arrange date and time for the field visits.

Prior to the commencement of the data collection, the researcher made preliminary contacts with the eight schools to arrange with the Assistant heads of administration in the schools for suitable dates and time. Permission was also sought from them before the instrument was administered to potential participants. The Assistant Heads briefed the staff about the rationale behind the research and how their

responses could help to determine the work life balance of female teachers which helped with the response rate of 195 out of 200 questionnaires constituting 97.5% after they had been given five days to return the questionnaires. This time of submission of questionnaires was given in order to allow the respondents ample time to respond to the questions with the necessary attention and due diligence.

3.7. Reliability and Validity of the Questionnaire

Reliability refers to the degree to which an instrument measures the same way each time it is used under the same circumstance with the same object. The measurement of reliability of the questionnaires was done by determining the Cronbach's alpha value of the questionnaire using Introduction to Business Management, Statistical Package of Social Sciences (IBM SPSS). According to Hatcher (1994) Cronbach's Alpha is an index of reliability that deals with the incongruity accounted for by true score of the supposed variable that is being measured. The table 3.2 below depicts the results of test of reliability for the study. The Cronbach's Alpha value 0.839 means that the items for the study have high internal consistency which is considered reliable and acceptable.

Table 3.2: Reliability of Test

Cases	Number	Cronbach's Alpha	Number of items
Valid	195	0.839	40

According to Neumann (2006), validity means truthful. It refers to whether an instrument measures what it was designed to measure. There are different types of validity that may be considered. The study adopted the use of content validity to test the data obtained from the questionnaires administered to the selected sample of the female

teachers in the Kumasi Metropolis. This was to ensure that the questionnaire was able to cover the questions required for the study. This was achieved when my supervisor made it clear that the questions were relevant and definite.

3.7. Data Analysis

After all the questionnaires were retrieved, the responses were edited for clarity of expression. By so doing, each response was coded by giving it a numerical value to facilitate the inputting process into the computer software. Data in Section A, B, C, D and E were analyzed using IBM SPSS 21 edition. The variables were coded and with the aid of the SPSS, frequency counts, pie charts and bar graphs were made for groups of opinions observed, and percentages calculated so that closer views of the responses made by respondents may be obtained. Since the research design is a descriptive survey, descriptive statistical analysis were added through the use of means and standard deviations.
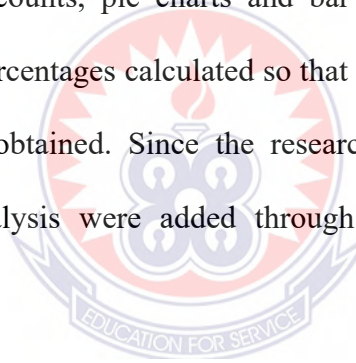
CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents the findings of the study and discusses the results on Work-life Balance of Female Teachers at Senior High Schools in the Kumasi Metropolis. It deals with the presentation and analysis of data collected from 195 out of 200 questionnaires administered on the sampled population (i.e. response rate of 97.5%). The results were presented in tables in the form of frequencies and percentages, pie-chart and bar-chart. This chapter follows presentation of findings and discussions on demographic, research questions and hypothesis formulated for the study.

4.2. Demographic Characteristics of the Respondent

This section presents family status, children of the respondents, number of years of teaching at SHS level, gender of students in school, highest academic qualification and rank in GES.

4.2.1 Family Status of the Respondents

Figure1 shows the distribution and the percentage of respondents who participated in the study in terms of their family status. Out of 195 respondents, it was revealed that majority (n=122, 62.6%) were married. Exactly 73 of the respondents representing 37.4% were single. This result is consistent with the studies conducted by Gupta and Sharma (2013) who analysed worked life balance with respect to corporate employees in terms of

marital status in Moradadad region in India. They revealed that work life balance is affected by marital status.
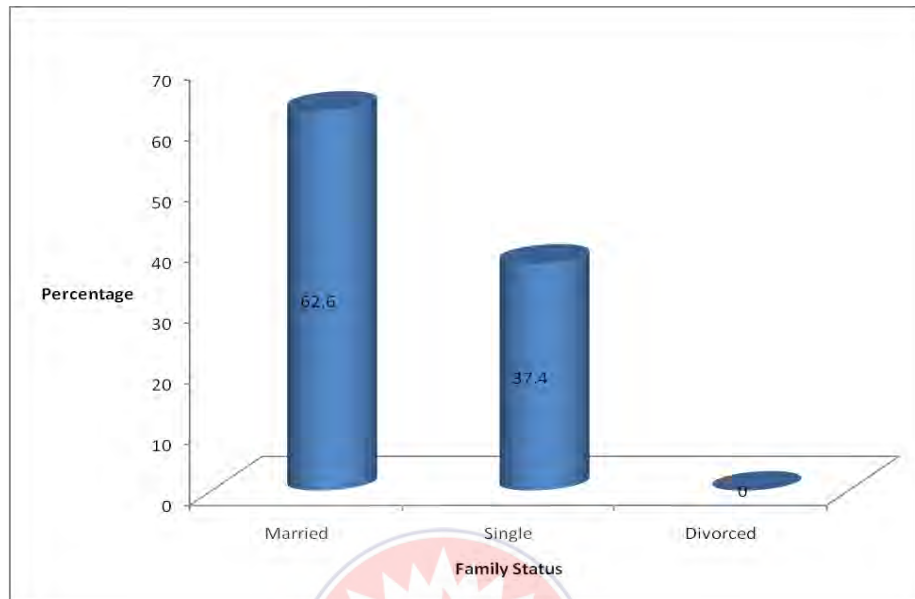
Figure 1: Family Status

4.2.2 Number of Children

When the respondents were asked whether they have children, the study revealed that 165 respondents representing 84.6% indicated "yes" while 30 of the participants representing 15.4% indicated "no". The findings show that majority of the respondents have children. These responses are shown on the pie chart in figure 2.

This revealed that most female teachers in the Senior High Schools in the Kumasi Metropolis have children therefore they are likely to face work-to-family interference, Gambles et al., (2006).
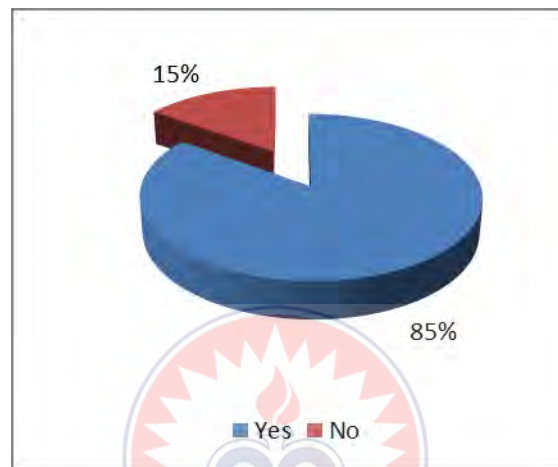
Figure 2: Respondents with or without Children

When the respondents were further asked the number of children they have, it was reported that 56 of the respondents representing 28.7% indicated "one" 88 of the participants representing 45.1% indicated "two", 39 of the respondents representing 20% indicated "three" while 12 of the participants representing 6.2% indicated " four".

The results show that majority of the respondents have two children. This is contrary to Pandu et al., (2013) assertion that combining work and family schedules can be very demanding for employees in dual income families and that recently, women are opting to delay or forego child-bearing in search of fulfilling careers. These responses are shown in figure 3.
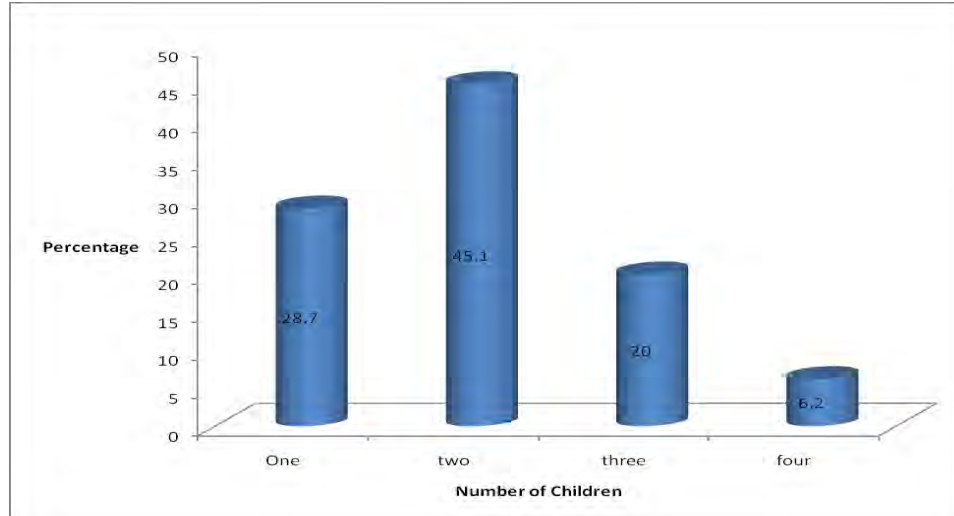
Figure 3: Number of Children

4.2.2. Number of Years the Respondents have been teaching at the SHS Level

When the respondents were asked the number of years that they have been teaching at the SHS level, it was revealed that 87 of the respondents representing 44.6% indicated "1-5 years", 69 of the respondents representing 35.4% indicated "6-10 years" while 39 of the respondents representing 20% indicated "more than 10 years". The results show that majority of the respondents have been teaching for more than three years. These responses are shown in the bar –chart in figure 4.

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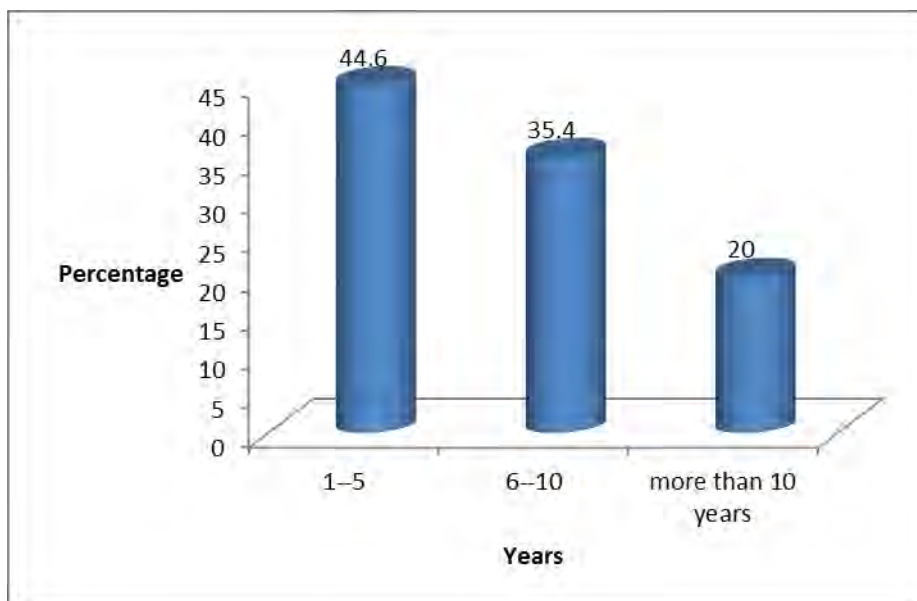
Figure 4: Number of Years Respondents have been teaching in SHS Level

4.2.3. Gender of Students in the Schools the Respondents Teach

When the respondents were asked the gender of the students they teach, it was revealed that 139 of the respondents representing 71.3% indicated "Girls", 56 of the respondents representing 28.7% indicated "mixed". The findings show that most of the respondents teach in girls' schools. This revealed that the females felt more secured in the "Girls" and "Mixed" schools since they were likely to be appointed housemistresses, senior housemistresses, heads of department or headmistresses as compared to being in a 'Boys' school which may inhibit a female teacher's prospects of rising up the ladder. These responses are shown in figure 5.
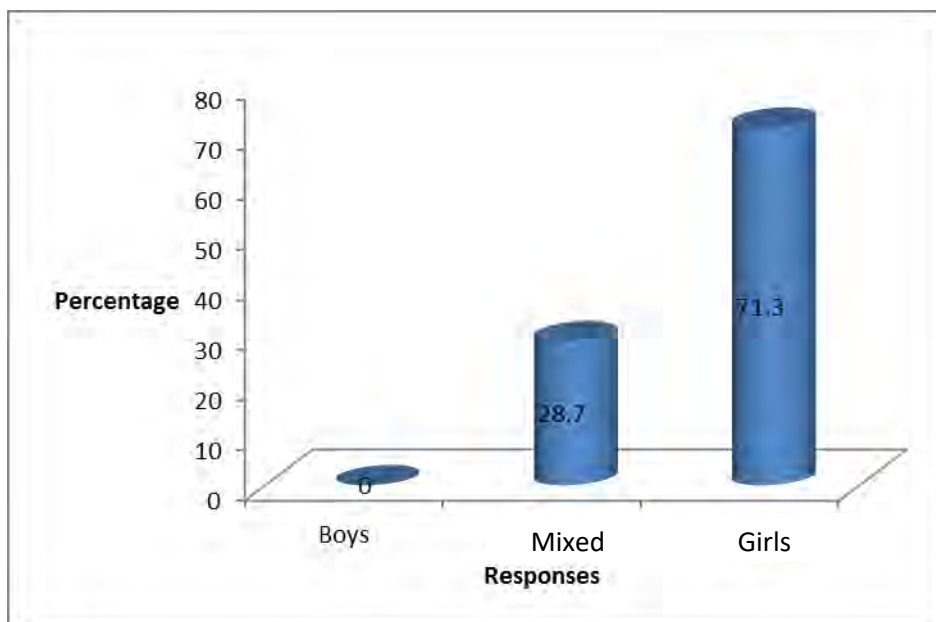
Figure 5: Gender of the Students in the Schools Visited

4.2.4 Academic Qualification

Figure 6 below shows the distribution and the percentage of respondents who participated in the study in terms of their highest academic qualification. Out of 195 respondents, it was revealed that 105 of the respondents representing 53.8% had Bachelor degree while 90 of the respondent's representing 46.2% had master's degree. This result indicates that majority of the respondents hold bachelor degree therefore they are likely to further their education and at the same time keep to their family and work roles. It goes on to confirm the policy of Ghana Education Service that those teaching in the Senior High Schools should have obtained their Bachelor degrees in their field of teaching before being employed at that level.

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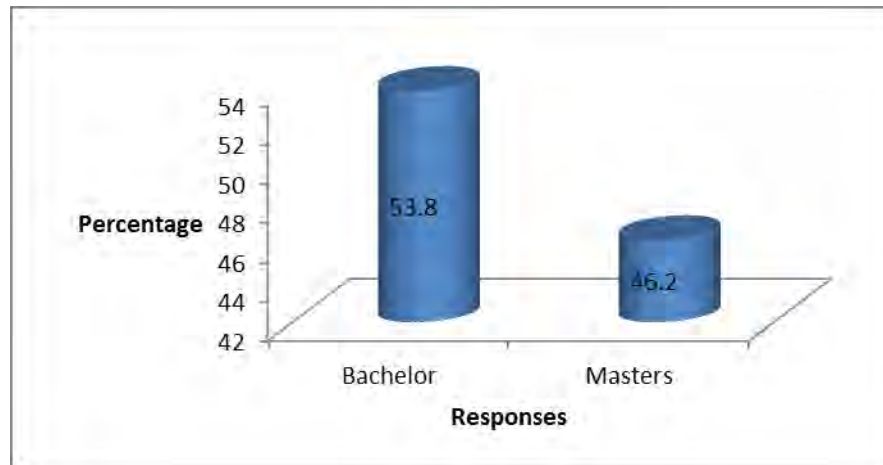
Figure 6: Academic Qualification of the Respondents

4.2.5 Rank of the respondents

Figure 7 shows the rank of respondents of this study. It shows that 111 of the participants representing 56.9% were principal superintendent, 49 of the participants representing 25.1% were Assistant Director II officers, 23 of the respondents representing 11.8% were Assistant Director I officers while 12 of the respondents representing 6.2% were Deputy Director II. The result shows that majority of the respondents were principal superintendents.

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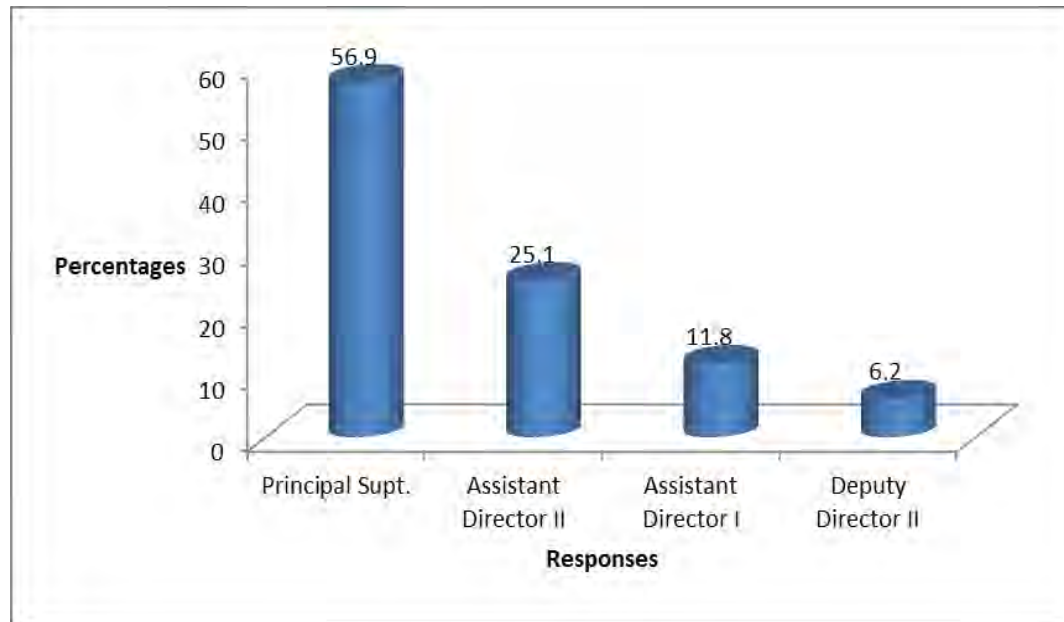
Figure 7: Rank of the Respondents in GES

4.2.6. Designation of the Respondents in the School

When the respondents were asked their designation, the study revealed that 14 of the respondents representing 7.2% indicated "HOD", 155 of the participants representing 79.5% indicated "subject tutor" while 26 of the respondents representing 13.3% indicated "Housemistress". The results show that most of the respondents were subject tutors. These results are shown in figure 8.
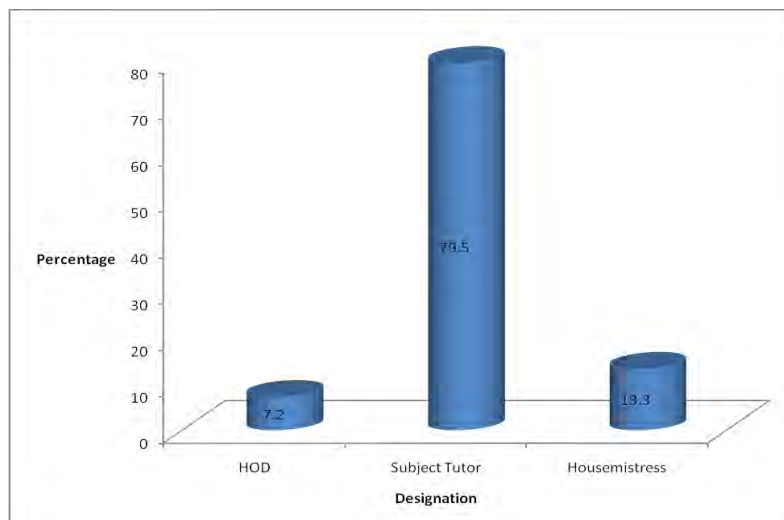
Figure 8: Designation of Respondents

4.3. Views of Female Teachers on the Concept Work-Life Balance

4.3.1. Satisfied with Working Hours

When the respondents were asked whether they were satisfied with working hours, the study revealed that 143 representing 73.3% were of the view that they were satisfied while 52 of the respondents representing 26.7% indicated that they were dissatisfied. Based on this analysis, it can be inferred that majority of the respondents were satisfied with their working hours. These responses are in figure 9.

Thornthwaite (2004), contrarily, exposes that there is a strong, unmet demand among working parents for shortened working hours, part-time work and flexible working time therefore management must communicate their organization's family-friendliness in such a way that all employees feel that they have equal access to alternative working time provisions.

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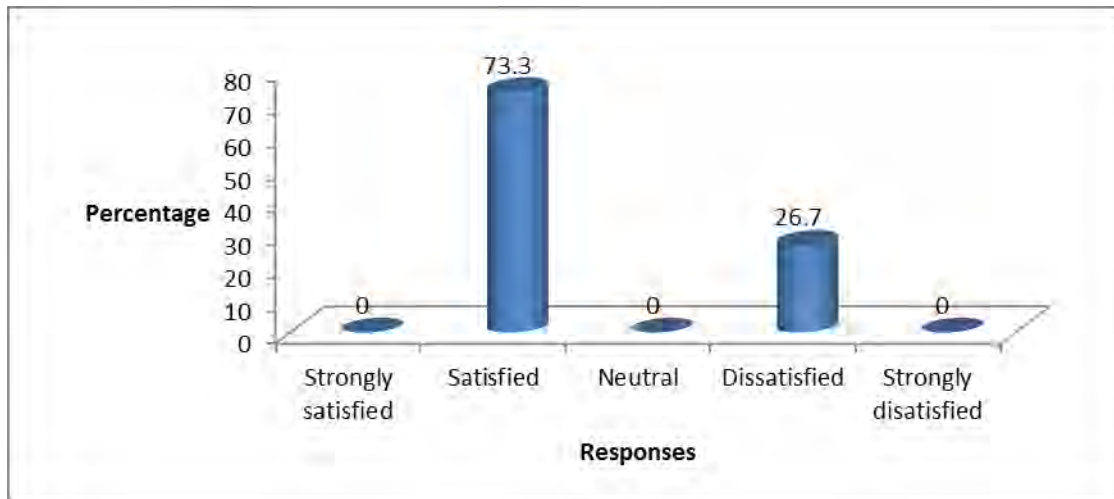
Figure 9: How Respondents are Satisfied with Working Hours

4.3.2 Working Hours and Private Life

In analysing whether the working hours of the female teachers fit well with their private life, it was revealed that 17 of the respondents representing 8.7% indicated "very well" 72 of the participants representing 36.9% indicated "somehow", 23 of the respondents representing 11.8% indicated "can't tell while 83 of the participants representing 42.6% indicated "not quite well". The results show that most of the respondents were of the view that the working hours at their work places does not fit quite well with their private life. These responses are shown in the figure 9. This finding is contrary to the study by Holly and Mohnen (2012) who examined the influence of working hours on employees' satisfaction. They reported that high working hours and overtime in general do not lead to decrease in satisfaction. Rather increasing working hours and overtime have positive effects on life and job satisfaction. Again, according to Madipelli et al., (2013), the organizations with ineffective employment policies, poor working conditions, long working hours, lower income, pressurized work environment and many others lead to boredom, frustration and stress towards work.

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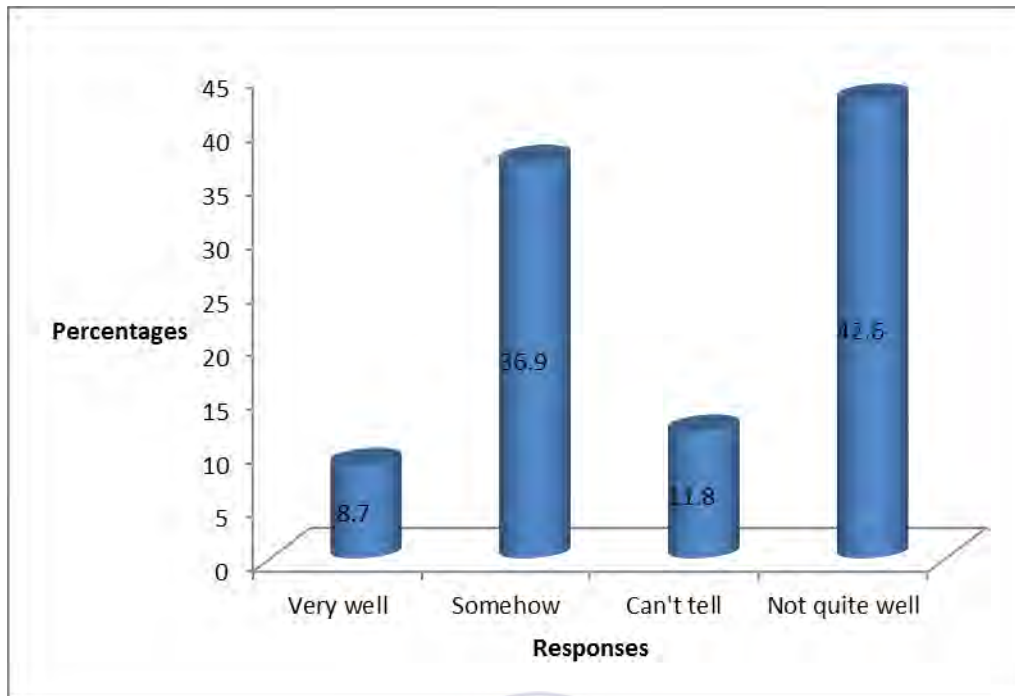
Figure 10: Working Hours and Private Life of the Respondents

4.3.3 Time Spent on Domestic Activities Daily

When the respondents were asked the time they spend on domestic activities daily, the study reported that 7 of the respondents representing 3.6% indicated "less than 2 hours", 90 of the respondents representing 46.2% indicated "2-4 hours", 84 of the participants representing 43.1% indicated "4-6 hours" while 14 of the respondents representing 7.2% indicated "more than 6 hours". The finding show that majority of the respondents spend 2-4 hours on domestic activities daily. These responses are as shown in the figure 11. This result is consistent with the findings by Vakta (2014) who examined the relationship between work-life balance and quality of life of working women in Public and private sector. He reported that work –related factors have negative effect on quality of life and that employed women are not favourably placed and this has severe implications on families, organization and society in general.

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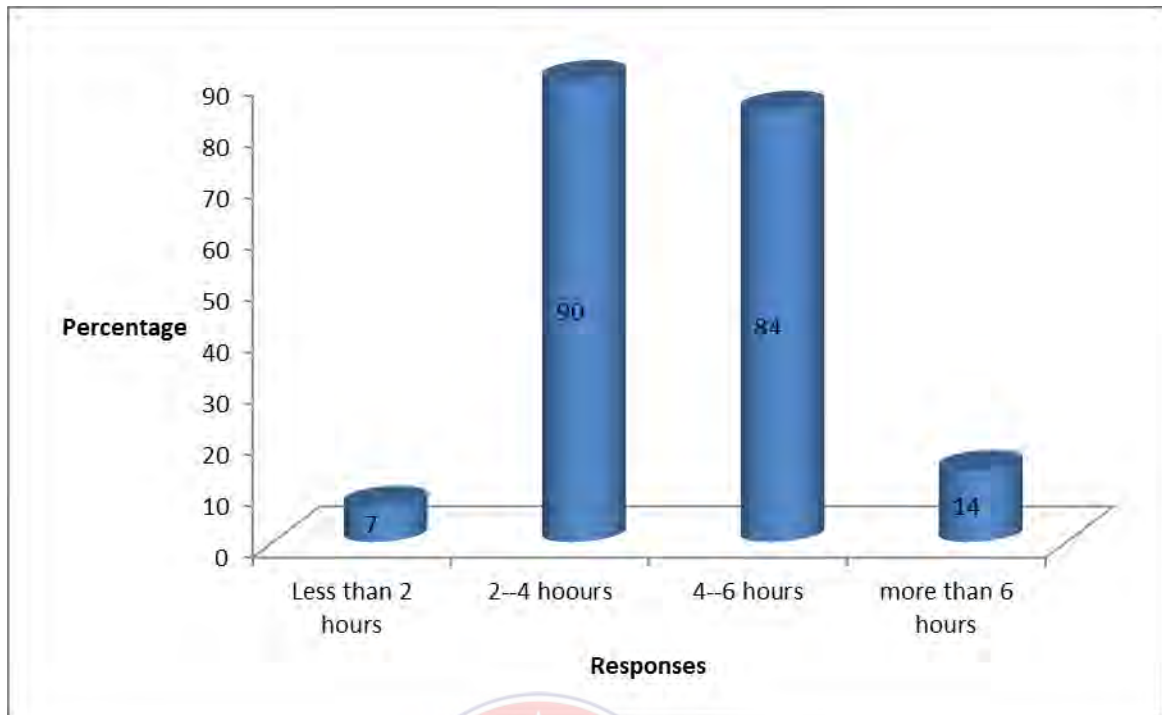
Figure 11: Time Spent on Domestic Activities Daily

4.3.4 Managing Work-Life Balance

In another response received when the respondents were asked whether they are able to balance their work life, the study revealed that 36 of the respondents representing 18.5% indicated "occasionally" 150 of the respondents representing 76.9% indicated " sometimes" while 9 of the respondents representing 4.6% indicated "very frequently". Based on this analysis, it can be deduced that majority of the respondents were of the view that sometimes they are able to balance their work life. A calculated mean value of 3.86 confirms these observations. These responses are shown in figure 12. This result is contrary to the findings by Mahamen and Khadiza-Tyl (2015) who studied work-life balance on the context of women empowerment and reported that personal and professional imbalances of female employees cannot deliver their best effort to the organization and that work life balance impedes female employees' career progress.

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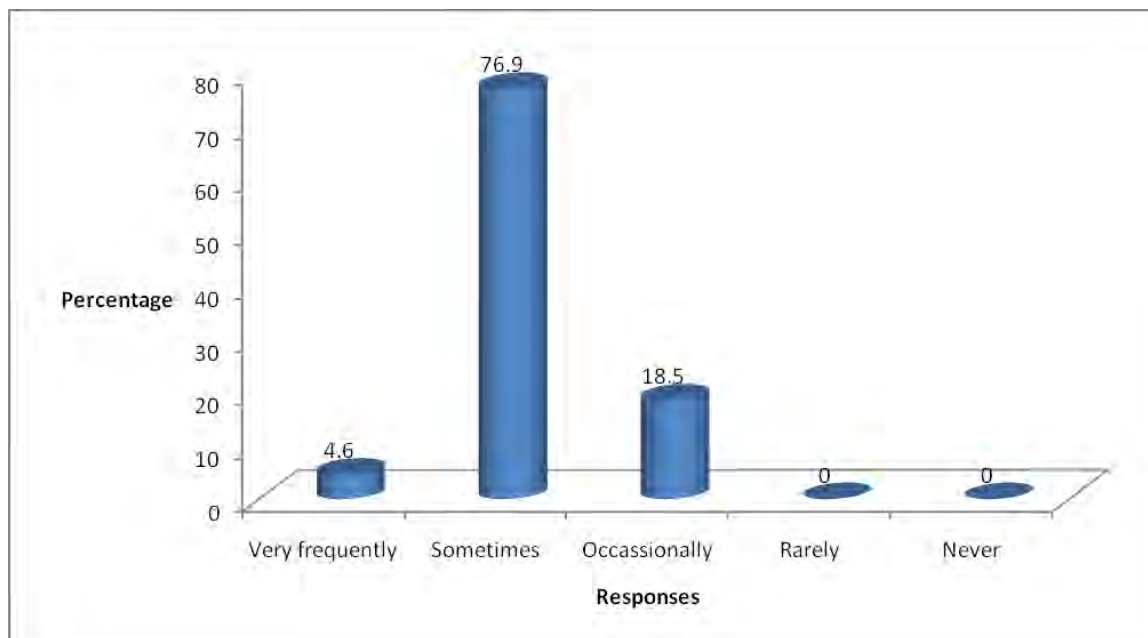
Figure 12: Managing Work-Life Balance

4.3.5 Working for Long Hours or Overtime and even on Holidays

When the respondents were asked whether they work for long hours or overtime and even on holidays, it was revealed that 34 of the respondents representing 17.4% indicated "rarely", 43 of the participants representing 22.1% indicated 'occasionally", 64 of the respondents representing 32.8% indicated "sometimes" while 54 of the respondents representing 27.7% indicated "very frequently". The results show that most of the respondents were of the view that sometimes they work for long hours or overtime and even on holidays. These responses are as shown in figure 13.

The implication is that female teachers would not have time for their family. This result is contrary to the finding by Shagvaliyeva and Yazdanifard (2014) who investigated the impact of flexible working hours on work life balance. They reported that flexible working hours encourage and make possible work-life balance. They reported that Flexible working hours reduced stress and increased employee wellbeing.

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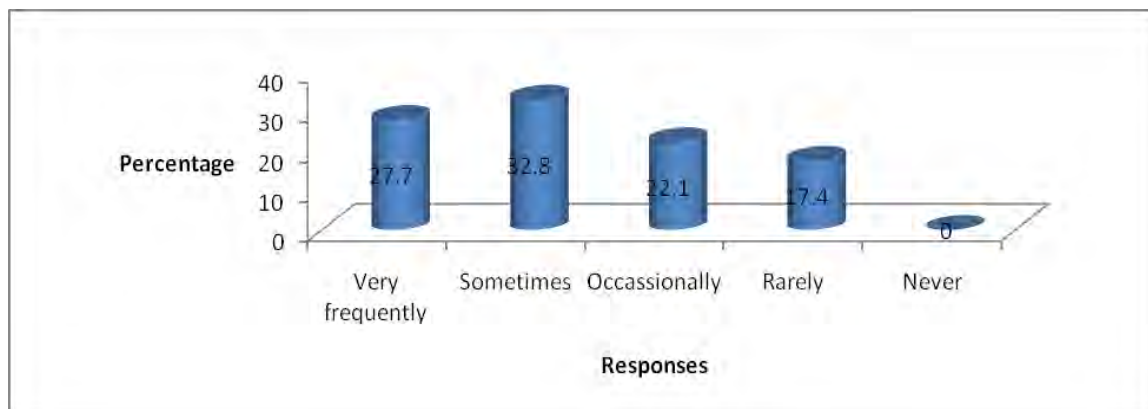
Figure 13: Working for Long Hours or Overtime and Even on Holidays

4.3.6 Worry about Work

When the respondents were asked whether the respondents think or worry about work when they are actually at work, it was revealed that 52 of the respondents representing 26.7% indicated "rarely", 74 of the participants representing 37.9% indicated " occasionally", 16 of the respondents representing 8.2% indicated "sometimes" while 53 of the respondents representing 27.2% indicated "very frequently". The result show that majority of the respondents were of the view that occasionally they think or worry about work when they are not actually at work. These phenomena can be attributed to family responsibilities and working for long hours at work place. These responses are shown in figure 14. This result is in line with the studies by Maiya and Bagali (2014), who revealed that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.
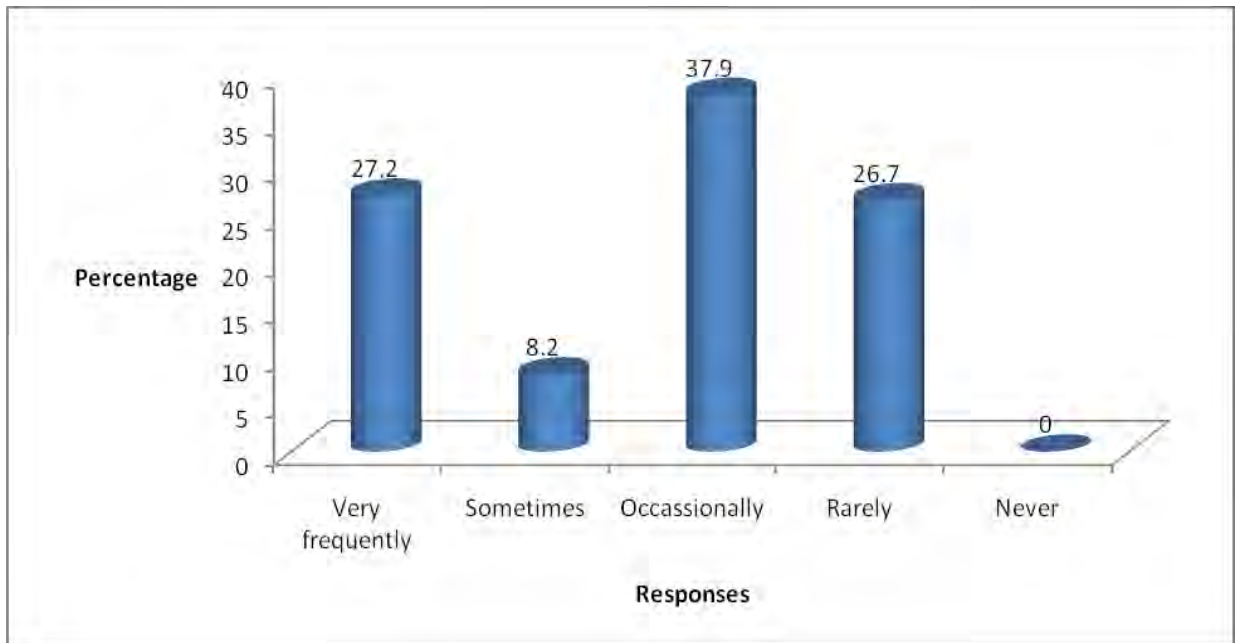
Figure 14: How Respondents Worry about Work

4.3.7 Missing Quality Time with Family and Friends

When the respondents were asked whether they miss out quality time with their family and friends because of pressure at work, it was revealed that 30 of the respondents representing 15.4% indicated "very frequently" 59 of the respondents representing 30.3% indicated "sometimes" 40 of the respondents representing 20.5% indicated "occasionally", 49 of the respondents representing 25.1% indicated "rarely" while 17 of the respondents representing 8.7% indicated "never". The results show that most of the respondents were of the view that they sometimes miss out quality time with their family and friends because of pressure of work. These responses are shown in figure 15. This result is consistent with the studies by Malik et al., (2016) who revealed that increased workload, unfavorable working environment, low job security and family responsibilities have tend to lower work-life balance and has reduced job satisfaction.

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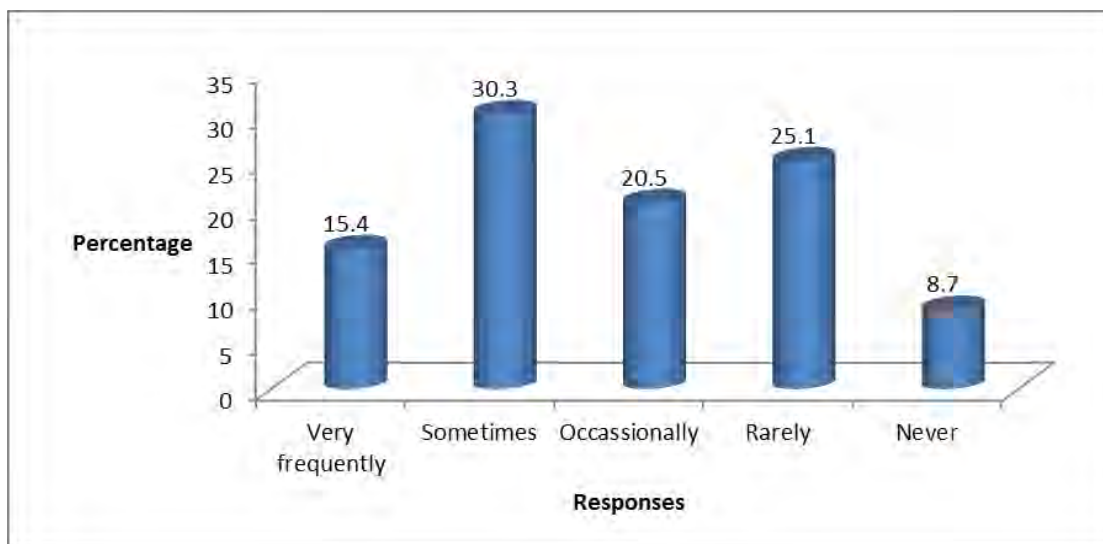
Figure 15: Missing out Quality Time with Family and Friends

4.4 Organization Initiative to Manage Work-Life Balance

In order to assess organization's initiatives to manage work-life balance, the views of female teachers of selected SHS in the Kumasi metropolis were sought using a five –point Likert scale and the degree of their responses were measured on the scale: Never=1, Seldom=2, Sometimes=3, Often=4 and Very often =5. These responses are shown in table 4.1.

Table 4. 1: Organizational Initiative to Manage Work-life Balance

N=195	1	2	3	4	5	Mean
Flexible work timings	9(4.96)	24(12.3)	137(70.3)	16(8.2)	9(4.6)	2.96
Leave to manage work life	41(21)	54(27.7)	77(39.5)	23(11.8)	0(0)	2.42
Job share option	16(8.2)	67(34.4)	64(32.8)	41(21)	7(3.6)	2.77
Allow work from home	27(13.8)	50(25.6)	84(43.1)	27(13.8)	7(3.6)	2.68

Source: Field Study 2016   Values in the brackets are percentages

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When the respondents were asked whether the organization they worked provide them flexible work time, it was reported that 9 of the respondents representing 4.6% indicated "never" 24 of the respondents representing 12.3% indicated "seldom", 137 of the respondents representing 70.3% indicated "sometimes" 16 of the participants representing 8.2% indicated "often" while 9 of the respondents representing 4.6% indicated "never". The results show that majority of the respondents were of the view that sometimes their organizations provide flexible work timings for them. A computed mean value of 2.96 confirms the observations made. The implication is that the flexible working hours is likely to help them work hard. This finding is consistent with the study by Shagvaliyeva and Yazdanifard (2014) on the impact of flexible working hours on work life balance. They revealed that flexible working hours encourage and make possible work-life balance.

When the respondents were presented with the statement "my school provides us with leave to manage work life" 41 of the participants representing 21% indicated "never", 54 of the respondents representing 27.7% indicated "seldom", 77 of the respondents representing 39.5% indicated "sometimes" while 23 of the respondents representing 11.8% indicated 'often. The results show that majority of the respondents were of the view that their organizations sometimes provides for them leaves to manage work life. A calculated mean value of 2.42 shows that the female teachers of SHS are seldom granted leave to manage work life. This finding is contrary to the study by Obiageli et .al (2015) who examined work-life balance and employee performance in selected commercial banks in Lagos State in Nigeria. They reported that there is a significant positive relationship between leave policy and service delivery. The findings

revealed that leave policy motivate employee ability to deliver services efficiently and effectively.

When the respondents were asked whether the schools provide them with job share option, it was revealed that 16 individuals representing 8.2% indicated "never" 67 persons representing 34.4 indicated "seldom", 64 of the respondents representing 32.8% indicated "sometimes" 41 of the participants representing 21% indicated "often" while 7 of the respondents representing 3.6% indicated "very often". Based on this analysis it can be inferred that most of the respondents were of the view that the organization seldom provides job share option. A calculated mean value of 2.77 shows that the female teachers of SHS are sometimes provided job share option by their organizations.

In another response received when the respondents were asked whether their organizations allow work from home, it was reported that 27 of the respondents representing 13.8% indicated "never", 50 of the respondents representing 25.6% indicated "seldom", 84 of the respondents representing 43.1% indicated "sometimes", 27 of the respondents representing 13.8% indicated often while 7 of the respondents representing 3.6% indicated "very often". The result show that majority of the respondents were of the view that their organization sometimes allow work from home. A computed mean value of 2.68 supports the observation made.

In order to draw conclusion on whether organizations often take initiatives to manage work life balance chi square test was used and the results are shown in table 4.

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4.5 Sources of Support of Work-Life Balance for Female Teachers

This section female teacher's view on sources of support of work-life balance for female teachers of selected SHS in the Kumasi metropolis. These female teachers were asked to respond to 6 statements by using a 5-point Likert scale, in which Strongly disagree(SD)=1, Disagree(D)=2, Neutral(N)=3, Agree(A)=4 and Strongly agree(SA)= 5The results obtained from the female teacher's' are presented in the table 4.2 below.

Table 4.2: Sources of Support of Work-life Balance for Female Teacher

N=195	1	2	3	4	5	Mean
Flexible working hour	7(3.6)	25(12.8)	82(42.1)	65(33.3)	16(8.2)	3.30
Work from home	17(8.7)	60(30.8)	50(25.6)	68(34.9)	0(0)	2.87
Time off during school holidays	0(0)	25(12.8)	37(19)	126(64.6)	7(3.6)	3.59
Time off during emergencies	7(3.6)	33(16.9)	21(10.8)	79(40.5)	55(28.2)	3.73
Support from family members	0(0)	33(16.9)	23(11.8)	108(55.4)	31(15.9)	3.70
Support from supervisors/colleagues	0(0)	43(22.1)	66(33.8)	63(32.3)	23(11.8)	3.34

Source: Field Data 2016   Values in the bracket represent percentages

When the respondents were asked whether they have flexible working hours as a source of support of work life balance, it was revealed that 32 of the respondents representing 16.4% disagreed to this statement while 81 of the participants representing 41.5% agreed. Exactly 82 of the respondents representing 42.1% were undecided to this statement. A computed mean value of 3.30 confirms that majority of the respondents were neutral to having flexible working hours. This result is contrary to the findings by Shagvaliyeva and Yazdanifard (2014) who examined the impact of flexible working

hours on work life balance. They revealed that flexible working hours reduced stress and increased employee wellbeing.

In another response received, when the respondents were asked whether they have support of their work from home, it was revealed that 77 of the respondents representing 39.5% declared that they do not have support of work from home while 68 of the respondents representing 34.9% indicated that they have support of work from home. Exactly 50 of the participants representing 25.6% were not able to decide on this issue. Based on this analysis it can be deduced that majority of the respondents disagree that they have support of work from home. This result is consistent with the findings by Maiya and Bagali (2014) who reported that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.

It was revealed from the study that majority of the female teachers generally agreed that   one of the sources of support is time off during the school holidays. Exactly 133 respondents representing 68.2% agreed that they have time off during school holidays while 25 of the respondents representing 12.8% disagreed to the statement that they have time off during school holidays. A mean of 1.32 confirms this observation. The findings show that majority of the respondents were of the view that they have time off during school holidays. A computed mean response value of 3.73 confirms the observation made.

In analyzing the statement "time off during emergencies and events is a source of support for work life balance; 40 of the respondents representing 20.5% disagreed to this statement while 134 of the respondents representing 67% agreed. Exactly 21 of the

participants were not able to decide on this statement. The results show that most of the respondents believe that they have time off during emergencies and event.

When the respondents were asked whether they have support from family members, the study revealed that 33 of the respondents representing 16.9% disagreed that have support from their family members as against 139 respondents representing 71.3% who agreed that they have support from their family members. Exactly 23 of the respondents representing 11.8% were neutral on the issue of any support from their family members on their work life balance. The results show that majority of the respondents were of the view that they have support from their family members. A computed mean value of 3.7 supports the observation made. This result is contrary to the studies by Annie and Anitha (2014) who revealed that there was no family motivation after studying on work-life balance of female academicians in India.

When the respondents were asked whether they have support from supervisor/colleague, the study revealed that 43 of the respondents representing 22.1% disagreed that have support from their supervisors/colleagues as against 86 respondents representing 44.1% who agreed that they have support from their supervisors/colleague. Exactly 66 of the respondents representing 33.8% were neutral concerning support from their supervisors/colleague members so long as work life balance is concerned. The results show that majority of the respondents were of the view that they have support from their supervisors/colleagues on work life balance. A computed mean value of 3.7 supports the observation made.

4.6 Factors that Hinder Work-Life Balance of Female Teachers

In order to identify the factors that hinder work life balance of female teachers, their views were sought using a five point Likert scale statement in which strongly disagree=1, disagree=2, Neutral=3 agree=4, strongly agree=5 The responses of the respondents in terms of frequencies, percentages and mean are as shown in table 4.3.

Table 4.3: Factors that Hinder Work-life Balance of Female Teachers

N=195	1	2	3	4	5	Mean
There is no one to listen to my family –related problems	32(16.4)	49(25.1)	75(38.5)	30(15.4)	9(4.6)	**2.67**
My family gives me useful suggestions in order to get through difficult times at home	0(0)	0(0)	64(32.8)	92(47.2)	39(20)	**3.87**
Due to work related duties, I have to make changes to my plans and my family activities	0(0)	26(13.3)	34(17.4)	112(57.4)	23(11.8)	**3.68**
The demands of my work interfere with my home and family life	0(0)	34(17.4)	50(25.6)	67(34.4)	44(22.6)	**3.67**
My career advancement is being delayed because of the demands my job puts on me	16(8.2)	27(13.8)	70(35.9)	73(37.4)	9(4.6)	**3.16**
Family activities prevent me from getting the amount of sleep I need to do my job well	0(0)	42(21.5)	47(24.1)	67(34.4)	39(20)	**3.53**
Problems at work make me irritable at home	35(17.9)	60(30.8)	52(26.7)	32(16.4)	16(8.2)	**2.67**

Values in the bracket represent percentages

When the respondents were presented with the statement "There is no one to listen to my family-related problems" the study revealed that 81 of the respondents representing 54.9% disagreed to this statement while 39 of the respondents representing 20% agreed. Exactly 75 individuals representing 38.5% were undecided on this statement. The results show that most of the respondents were of the view that they have people who listen to their family-related problems. This finding is contrary to the study by Maiya and Bagali (2014) who investigated work-life balance among working mothers in India. They reported that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.

When the respondents whether their family gives them useful suggestions in order to get through difficult times at home, it was revealed 131 of the participants representing 67.2% were of the view that indeed their family gives them relevant suggestions to overcome difficult time at home while 64 of the respondents representing 32.8% were neutral to this statement. The findings show that majority of the respondents believe that they can rely on their family for advise in difficult times. A computed mean value of 3.87 confirms this observation. This finding is contrary to the findings by Annie and Anitha (2014) studied work-life balance of women Academicians in India and reported that there was no family motivation from the views of female academicians so long as work-life balance is concerned.

It was revealed from the study that majority of the female teachers generally agreed that due to work-related duties; they have to make changes to their plans and family activities. Exactly 135 persons representing 69.2% agreed that they have to make changes to their plans and family activities as a result of their work related duties. Exactly

26 of the respondents representing 13.3% disagreed to this statement. A calculated mean value of 3.67 confirms this observation. The results show that most of the respondents were of the view that due to work-related duties, they have to make changes to their family activities. This result is in line with the studies by Vakta (2014) who investigated the relationship between work-life balance and quality of life of working women in Public and private sector. He reported that work –related factors have negative effect on quality of life and that employed women are not well placed and this has severe implications on families, organization and society in general.

In analyzing the statement, "the demands of my work interfere with my home and family life, 111 of the respondents representing 57% agreed to this statement while 34 of the respondents representing 17.4% agreed. Exactly 50 of the participants representing 25.6% were not able to decide on this statement. The results show that most of the respondents believe that the demand of their work interfere with their home and family life. This result is consistent with the study by Maiya and Bagali (2014) who investigated work-life balance among working mothers in India. They reported that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.

When the respondents were presented with the statement "My career advancement is being delay because of the demands my jobs put on me", it was revealed that 82 of the respondents representing 42% agreed to this statement while 43 of the respondents representing 22% disagreed to this statement. The study reported that 70 of the respondents representing 35.9 were undecided on this statement. The findings show that most of the respondents were of the view that their career advancement is being

delayed because of the demands their job put on them. This result is consistent with the findings of Mahamen and Khadiza-Tyl (2015) who reported that as a result of personal and professional imbalances female employees cannot deliver their best effort to the organization and that work life balance hampers female employees' career progress.

The study revealed that majority of the female of the female teachers in general agreed that family activities prevent them from getting the amount of sleep they need to do their job well. Precisely 106 respondents representing 54.5% agreed that their family activities prevent them getting the amount of sleep they need to do their job well. Exactly 42 of the respondents representing 21.5% disagreed to this statement while 47 participants representing 24.1% were undecided on this statement. A calculated mean value of 3.53 confirms this observation. The results show that most of the respondents were of the view that family activities prevent them from getting the amount of sleep they need to do their job well. This finding is in line with the result of Maiya and Bagali (2014) who investigated work-life balance among working mothers in India. They revealed that there was a complicatedness faced by the working mothers in balancing their work demand and family task.

When the respondents were presented with the statement "Problems at work make me irritable at home", it was revealed that 95 of the respondents representing 48.7% disagreed to this statement while 48 of the respondents representing 24.6% agreed to this statement. The study revealed that 52 of the respondents representing 26.7 were undecided on this statement. The findings show that most of the respondents were of the view that problems at work do not make them irritable at home.

Since the calculated chi-square value of 346.86 is greater than the critical value of 36.415 at degree of freedom of 24 at 5% level of significance, the study accept the alternate hypothesis and conclude that there are factors that hinder work life balance of SHS female teachers.

4.7 Factors that affect Career Progression of Female Teachers

In order to investigate the factors that affect career progression of female teachers their views were sought using a five point Likert scale statement in which Never=1, Rarely=2, Sometimes=3 Many times=4, Always =5 The responses of the respondents in terms of frequencies, percentages and mean are as shown in table 4.4.

Table 4.4: Factors that Affect Progression of Female Teachers

N=195	1	2	3	4	5	Mean
Working after the normal day's hours	7(3.6)	7(3.6)	109(55.9)	57(29.2)	15(7.7)	3.34
Work from home after office hours	0(0)	34(17.4)	80(41)	48(24.6)	33(16.9)	3.41
Work on holidays	0(0)	18(9.2)	115(59)	47(24.1)	15(7.7)	3.30
Travelling away from home	0(0)	102(52.3)	78(40)	7(3.6)	8(4.1)	2.59
Excessive household work	0(0)	25(12.8)	120(61.5)	50(25.6)	0(0)	3.13
Negative attitude family/spouse	51(26.2)	72(36.9)	68(34.9)	4(2.1)	0(0)	2.13
Negative attitude of supervisor/colleagues	16(8.2)	67(34.4)	112(57.4)	0(0)	0(0)	2.49
Family matters reduce the time I devote for my career progression	23(11.8)	50(25.6)	86(44.1)	36(18.5)	0(0)	2.73
Family problems distract my career advancement	22(11.3)	44(22.6)	93(47.7)	36(18.5)	0(0)	2.69

Source: Field Study (2016)   Values in the bracket represent percentages

When the respondents were asked whether working after the normal day's hours is a factor that affects their career progression, it was reported that 7 of the respondents representing 3.6% indicated "never", another 7 of the respondents representing 3.6% indicated "rarely", 109 individual who took part in answering the questionnaires and representing 55.9% indicated "sometimes", exactly 57 of the respondents representing 29.2% indicated many times, 15 of the respondents representing 7.7 indicated "always". The results show that majority of the respondents were of the view that sometimes working after the normal day's hours affect their career progression. This result is consistent with the findings of Eagly et al., (2009) who reported that some women even quit and spend one or more years devoting their efforts to their families. This situation consequently affects their career progression.

In another response received when the respondents were asked whether work from home after office hours affect their career progression, it was revealed that 34 of the respondents representing 17.4% indicated "rarely", 80 of the respondents representing 41% indicated "sometimes", 48 of the respondents representing 24.6% indicated "many times", while 33 of the respondents representing 16.9% indicated "always". The result show that majority of the respondents were of the view that sometimes work from home after office hours affect their career progression. A calculated mean value of 3.41 confirms the observation made.

When the participants were asked whether work on holidays affect their career progression, it was revealed that 18 of the respondents representing 9.2% indicated "rarely", 115 of the respondents representing 59% indicated "sometimes", 47 of the respondents representing 24.1% indicated "many times" while 15 of the respondents representing 7.7% indicated "always". The results show that majority of the respondents were of the view that sometimes work on holidays affect their career progression. A computed mean value of 3.3 supports the observation made

In another development when the respondent were asked whether travelling away from home affect their career progression, it was reported that 102 of the respondents representing 52.3% indicated "rarely", 78 of the participants representing 40% indicated 'sometimes", 7 of the respondents representing 3.6% indicated "many times" while 8 of the respondents representing 4.1% indicated "always". The results show that most of the respondents were of the view that travelling away from home rarely affects their career progression.

When the respondents were asked whether excessive household work is a factor that affects their career progression, the study revealed that 25 of the respondents representing 12.8% indicated "rarely", 120 of the respondents representing 61.5% indicated "sometimes" while 50 of the respondents representing 25.6% indicated "many times". The results show that majority of the participants were of the view that sometimes excessive household work affect their career progression. A computed mean value of 3.13 supports the observation made.

In another response received when the respondent were asked whether negative attitude of family/spouse affect their career progression, it was revealed that 51 of the respondents representing 26.2% indicated "never", 72 of the respondents representing 36.9% indicated "rarely", 68 of the participants representing 34.9% indicated 'sometimes", while 4 of the respondents representing 2.1% indicated "many times". The results show that most of the respondents were of the view that negative attitude of family/spouse rarely affect their career progression. A calculated mean value of 2.13 confirms the observation made.

When the respondents were asked whether negative attitude of supervisors /colleagues affect their career progression, it was reported that 16 of the respondents representing 8.2% indicated "never", 67 of the respondents representing 34.4% indicated "rarely", while 112 of the respondents representing 57.4% indicated "sometimes" The results show that majority of the respondents were of the view that sometimes the negative attitude of their supervisors/colleagues affect their career progression.

When the respondents were asked whether family matters reduce the time they devote for their career progression, it was revealed that 23 of the respondents representing 11.8% indicated "never", 50 of the participants representing 25.6% indicated "rarely", 86 of the respondents representing 44.1% indicated "sometimes" while 36 of the respondents representing 18.5% indicated 'many times". The results show that most of the respondents were of the view that sometimes family matters reduce the time they devote for their career advancement. A computed mean value of 2.73 confirms the observation made.

In another response received when the respondent were asked whether family problems distract their career advancement, it was reported that 22 of the respondents representing 11.3% indicated "never", 44 of the respondents representing 22.6% indicated "rarely", 93 of the participants representing 47.7% indicated 'sometimes", while 36 of the respondents representing 18.5% indicated "many times". The results show that most of the respondents were of the view that sometimes family problems distract their career advancement. A computed mean value of 2.69 supports the observation made.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the main findings, conclusions, recommendations and areas for further research. The main objective for this study is to examine work life balance career path of female teachers at senior high schools in the Kumasi metropolis The specific objectives of the study is to examine the views of female teachers on the concept work life balance, to find the sources of support for work-life balance of female teachers, to assess how organizations take initiatives to manage work life balance, to identify factors that hinder work life balance of female teachers career progression and to examine the factor that affect career progression of female teachers. The main findings of the study are summarized along with these specific objectives for the study.

5.2. Summary of Findings

5.2.1 Views of female teachers on the concept work life balance

The study revealed that 73.3% of the respondents were of the view that they are satisfied with their working hours. This finding is consistent with the results of Shagvaliyeva and Yazdanifard (2014) wh o investigated the effect of flexible working hours on work life balance and reported that flexible working hours reduced stress and increased employee wellbeing. This implies that the female teachers can manage work life balance and therefore can advance in their career progression. However few of the female teachers reported that working hours at their work places fit not quite well with

their private life. These female teachers reported that they spend 2-4 hours on their domestic activities daily. This situation clearly suggests that they have a lot of time at their work places which can be attributed to the work load. They are permitted to work for long hours or overtime and even on holidays.

The situation at their work places is in such a way that they worry about work even when actually they are not at work. They went on to say that they miss quality time with their family and friends because of pressure of work. As a result some of the female teachers revealed that they find it difficult to balance their work life. These findings are consistent with the findings of Vakta (2014) who investigated the relationship between work-life balance and quality of life of working women in Public and private sector. He reported that work–related factors have negative effect on quality of life and that employed women are not favourably placed and this has severe implications on families, organization and society in general.
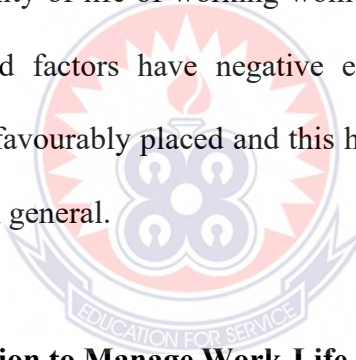
5.2.2 Organization initiation to Manage Work-Life Balance

This section presents the major findings on the organization initiatives to manage work-life balance. The study revealed that 137 female teachers representing 70.3% which constitute majority agreed that their organizations provide flexible work timing for them. This result is in line with the findings by Shagvaliyeva and Yazdanifard (2014) who reported that flexible working hours encourage, reduced stress, increased employee wellbeing and make possible work-life balance.

Exactly 77 of the female teachers who represent 39.5% revealed that their organizations sometimes provide for them leave to manage work life. The implication is

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that when the female teachers are granted leave it would enable them to cater for their families and when they resume, there is a high possibility that they would deliver at their work places after the leave. This can be attributed to relaxation during the leave. This situation is in line with studies by Orogbu et al., (2015) who reported that there is a positive relationship between leave policy and service delivery and that leave policy motivates employee ability to deliver services efficiently and effectively. Exactly 67 of the female teachers who represent 34.4% revealed that their organizations seldom provide job share option for them. The female teachers, however, revealed that sometimes their organizations allow work from home.

5.2.3 Sources of Support for Female Teachers

This section gives the major findings on the sources of support for female teachers. The study revealed that 82 of the female teachers representing 42.1% were not able to decide when they were asked whether flexible working hours is a source of work life balance. However, 65 of the female teachers representing 33.3% agreed that flexible working time is a source of work life balance. This finding supports the results obtained by Shagvaliyeva and Yazdanifard (2014) who reported that flexible working hours promote work-life balance.

The study revealed that 68 of the female teachers who represent 34.9% agreed that they do not have support of work from home; though they have time off during school holidays, emergencies and event. It was also revealed that 108 of the female teachers who represent 55.4% and constitute majority of the respondent who undertake this exercise revealed that they have support from their family members. This finding is

in contrast to the study by Maiya and Bagali (2014) who after investigating work-life balance among working mothers in India revealed that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility. The study again revealed that 66 female teachers who represented 33.8% were neutral when they were asked whether they have support from their colleagues' supervisor.

5.2.4 Factors that Hinder Work-Life Balance of Female Teachers

The study revealed that 75 female teachers representing 38.5% and constitute majority of the respondents indicated "neutral" when they were asked whether they have people to listen to their family related problems. However, the female teachers were asked whether they can rely on their family for advice in difficult times 92 of them which represent 47.2% were of the view that their families give them useful suggestions in order to get through difficult times at home. More than half (57.4%) of the female teachers reported that due to work-related duties, they have to make changes to their family activities. Exactly 67 of the female teachers representing 34.4% were of the view that demand of their work interfere with home and family life. This situation has made their career advancement delayed as reported by 73 of the female teachers who represent 37.4% of the total participants.

This finding is in line with the studies by Mahamen and Khadiza-Tyl (2015) who studied work-life balance on the context of women empowerment and reported that female employees cannot deliver their best effort to the organization and that work life balance impedes female employees' career progress. The study also reported that 34.4% of the female teachers were of the view that family activities prevent them from getting

the amount of sleep they need to do their job well. This result is consistent to the findings of Maiya and Bagali (2014) who reported that there was difficulty faced by working mothers in balancing their work demand and family responsibility. The study also revealed 60 of the female teachers representing 30.8% were of the view that problems at work do not make them irritable at home.

5.2.5 Factors that Affect Career Progression

The study revealed that more than half of the total female teachers (55.9%) were of the view that sometimes working after the normal day's hours affects their career progression. Exactly 80 of the female teachers representing 41% further revealed that sometimes works from home after office hours affect their career progression. Exactly 115 of the female teachers who represent 59% also reported that sometimes work on holidays affect their career progression. However, 102 of the female teachers representing 52.3% revealed that travelling away from home rarely affect their career progression. Furthermore, the study also revealed that 120 female teachers representing 61.5% were of the view that sometimes excessive household work affects their career progression. Again the study reported that 72 female teachers representing 36.9% believe that negative attitude of family/spouse rarely affect their career progression.

This result is in contrast to the findings by Schueller-Weidekamm and Kantzky-Willer (2012) who revealed that time-consuming child care and family responsibilities were barriers to career development. However, 112 female teachers who represent 57.4% were of the view that negative attitude of their supervisors/colleagues sometimes affects their career progression. It came out that 86 of the female teachers representing 44.1%

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were of the view that sometimes family matters reduce the time they devote for their career progression. In a related development 93 of the female teachers who represent 47.7% revealed that sometimes family problems distract their career advancement. This result is consistent with the findings of Mahamen and Khadiza-Tyl (2015) who revealed that as a result of personal and professional imbalances female employees cannot deliver their best effort to the organization and that work life balance impedes female employees' career progress.

5.3. Conclusions

The study hub on work life balance: career path of female teachers at SHS. It can be concluded that the female teachers were satisfied with their working hours in their various schools even though it does not fit well with their private life. This circumstance makes them think and worry about their work even when they are not at work.

The study concludes that management in their respective schools grant leave to the female teachers when the need arises to enable them to manage their work life balance. This confirms the alternate hypothesis formulated for the study that organizations often take initiatives to manage work life balance. This is consistent with the conclusion drawn by Obiageli et al., (2015) who concludes that leave policy motivates employee ability to deliver services competently and well.

It can be concluded that the school management seldom provide job share. However, female teachers have time off during emergencies and events. The can also conclude that the female teachers have support from their family members on their work life balance activities. This confirms that there are sources of support of work life balance

for SHS female teachers the alternate hypothesis formulated for the study. This conclusion is in contrast by Maiya and Bagali (2014) who concluded that there was a difficulty faced by the working mothers in balancing their work demand and family responsibility.

The study can also conclude that as a result of work-related duties the female teachers have to make changes in their family activities. The acceptance of the alternate hypothesis put forward by the study that there are factors that hinder work life balance of SHS female teachers is manifested. This result is confirm by Vakta (2014) who revealed that work –related factors have negative effect on quality of life and that employed women are not favourably placed and this has relentless repercussions on families, organization and society in general.

The study can conclude that female teachers working after the normal day's hours sometimes affect their career progression. It can also be concluded that the demands of female teachers work meddle with home and family life. It can also be concluded that sometimes excessive household activities, negative attitude of supervisors/colleagues affects their career progression. This confirms the acceptance of the alternate hypothesis that there are factors that affect career progression of SHS female teachers.

5.4. Recommendations

Based on the analysis carried out by the researcher, the following recommendations are put forward:

1. Ghana Education Service (GES) should put in appropriate measures so that female teachers do not think or worry about their work even when not at

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work. It is therefore recommended that flexible working hours must be given to female teachers in senior high schools in the Kumasi Metropolis.

2. The study recommended that the management of schools should allow female teachers of senior high schools be provided with job option opportunity and also be allowed work from home.

3. GES must pay attention to work –related duties of female teachers in senior high schools. This would enable them to make positive changes to their family activities and this would further encourage the female teachers to embark on their career advancement.

4. Family members should be encouraged to reduce excessive household work to enable the female teachers enhance their career progression.

5. The study recommends that supervisors/colleagues should be mindful about their attitudes toward female teachers. They should try as much as possible to behave positively to them. When this is done it will help the female teacher to carry on their career progression.

6. The study recommends that family matters and family problems must be resolved by family heads as early as possible. This will help the female teachers to concentrate on their career progression.

5.5. Areas for Further Studies

This study was delimited to only a few Senior High Schools in the Kumasi Metropolis, therefore, in order to generalize the findings; it is recommended that

analogous study should be conducted in other institutions in the Kumasi metropolis and even extent it to other regions in Ghana.

In addition, this study was restricted to the female teaching staff at Senior High Schools, it is therefore suggested that similar studies should be conducted for other females who are not working with the Ghana Education Service.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE ON WORK- LIFE BALANCE OF FEMALE TEACHERS AT SHS

A study is being conducted on the topic, "Work-life Balance of Female Teachers in Senior High Schools in the Kumasi Metropolis". This questionnaire is designed to elicit information on the topic. Your participation in this exercise is highly appreciated as you respond to the questionnaire. Please answer the questions as candidly as you can. You are also assured that this is purely an academic exercise and the confidentiality of the respondent is assured. Thank you for co-operating.

Section A: Demographic Characteristics of Respondents

1. What is your family status?

Single [   ]   Married [   ]   Divorced [   ]

2. Do you have children?

Yes/No   If yes, how many? …………………….…….

3. How long have you been teaching at the SHS level?

1-5 years [   ]   6-10 years   [   ]   11+ [   ]

4. What is the gender of the students in your school?

5. What is your highest academic qualification?

Bachelors [   ]   Masters [   ] others, specify: ……………

6. What is your rank in GES?

Principal Supt [   ] Assistant Director II [   ] Assistant Director I [   ] Deputy Director II [   ] others, specify: ……………………

7. What is your designation in the School?

Head [   ] Assistant Head [   ] HOD [   ] Subject tutor   [   ] Housemistress[   ]

Section B: The views of female teachers on the concept work-life balance (please tick)

8. How far are you satisfied with working hours?

Strongly Satisfied [   ] Satisfied [   ] Neutral [   ]   Dissatisfied [   ] Strongly Dissatisfied [   ]

9. Does your working hours fit well with your private life?

Very well [   ] Somehow [   ] Can't tell [   ] Not quite well [   ]   Not well at All

[   ]

10. How much time do you spend on domestic activities daily?

Less than 2 hours [   ]   2-4 hrs [   ]   4-6 hours [   ]   More than 6 hours [   ]

In this section, tick the most suitable response from the table below.

KEY: Very Frequently=5, Sometimes=4, Occasionally=3,   Rarely   =   2

Never=1

No	Item	5	4	3	2	1
11	How frequently do you feel that you are able to balance your work life?					
12	How frequently do you work for long hours or overtime and even on holidays?					
13	How frequently do you think or worry about work (when you are not actually at work)?					
14	How frequently do you miss out quality time with your family and friends because of pressure of work?					

Section C: How OFTEN does your organization take initiatives to manage work life balance?

Key: Very Often=5,   Often=4,   Sometimes=3,   Seldom=2,

Never=1

No	My organization (School) provides for employees ….	(5)	(4)	(3)	(2)	(1)
15	Flexible work timings					
16	Leaves to manage work life					
17	Job share option					
18	Allow work from home					

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Section E: Examining sources of support and factors that hinder work-life balance of female teachers. To what extent do you <u>AGREE</u> or <u>DISAGREE</u> to the following statements?

KEY: Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1

	Statement	5	4	3	2	1
19	Flexible working hours					
20	Work from home					
21	Time off during school holidays					
22	Time off during emergencies & events					
23	Support from family members					
24	Support from supervisor/colleagues					
25	There is no one to listen to my family-related problems					
26	My family gives me useful suggestions in order to get through difficult times at home					
27	Due to work-related duties, I have to make changes to my plans and my family activities					
28	The demands of my work interfere with my home and family life					
29	My career advancement is being delayed because of the demands my job puts on me					
30	Family activities prevent me from getting the amount of sleep I need to do my job well					
31	Problems at work make me irritable at home					

Section E: Factors that affect career progression of female teachers. How does the following conditions of service AFFECT career progression of female teachers in the SHS?

Key: Never=1,   Rarely=2,   Sometimes=3,   Many   Times=4,
Always=5

	Statement	Never (1)	Rarely (2)	Sometimes(3)	Many Times (4)	Always (5)
32	Working after the normal day's hours					
33	Work from home after office hours					
34	Work on holidays					
35	Travelling away from home					
36	Excessive household work					
37	Negative Attitude of family/spouse					
38	Negative Attitude of supervisor/colleagues					
39	Family matters reduce the time I devote for my career progression					
40	Family problems distract me from my career advancement					

Thank you for answering

Reliability Statistics

Cronbach's Alpha	N of Items
.839	41

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
What is your family status?	115.9620	158.769	.489	.833
Do you have children?	116.5435	166.370	-.075	.840
How long have been teaching at the SHS level?	115.8859	157.938	.378	.834
What is gender of the students in your class	114.9293	169.826	-.374	.845
What is your highest academic qualification?	116.2174	165.668	-.008	.840
What is your rank in GES?	116.2283	159.259	.500	.833
What is your designation in the school	113.6196	166.018	-.035	.841
How far are satisfied with working hours	115.4402	161.319	.393	.835
Does your working hour fit well with your private life?	114.8315	157.288	.270	.837
How much time do you spend on domestic activities daily	115.1522	162.348	.169	.838
How frequently do you feel that you are able to balance your work life	113.8315	166.622	-.085	.841
How often do you work for long hours or overtime and even on holidays	113.9728	152.059	.472	.830
How frequently do you think or worry about work(when you are not actually at work?)	114.3478	145.124	.697	.822

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How frequently do you miss out quality time with your family and friends because of pressure of work?	114.4674	140.906	.791	.817
Flexible work hours	114.7283	160.352	.245	.837
Leaves to manage work life	115.3207	157.640	.308	.835
Job share option	114.9674	154.742	.424	.832
Allow work from home	115.0707	157.858	.290	.836
Flexible working hours	114.3913	159.606	.224	.837
Work from home	114.8750	162.186	.104	.841
Time off during school holidays	114.0815	155.922	.485	.831
Time off during emergencies and events	114.3804	151.953	.610	.827
Support from family members	113.9620	154.583	.438	.831
Support from supervisors/colleagues	114.3641	155.807	.374	.833
There is no one to listen to my family-related problems	115.0598	174.570	-.348	.855
My family gives me useful suggestions in order to get through difficult times at home	113.7609	171.145	-.316	.848
Due to work related duties, I have to make changes to my plans and my family activities	114.0272	160.846	.190	.838
The demand of my work interfere with my home and family life	114.1087	145.813	.764	.821
My career advancement is being delayed because of demands my job puts on me	114.5707	148.028	.682	.824
Family activities prevent me from getting the amount of sleep I need to do my job well	114.1848	150.097	.558	.827
Problems at work make me irritable at home	115.0652	149.526	.504	.829

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Working after the normal day's hours	114.3478	172.589	-.341	.851
Work from home after office hours	114.2880	164.173	.026	.843
Work on holidays	114.3859	162.304	.153	.839
Travelling away from home	115.1359	166.872	-.084	.844
Excessive household work	114.5489	157.560	.501	.832
Negative attitude of family/spouse	115.5924	149.073	.823	.823
Negative attitude of supervisor/colleague	115.2011	156.905	.519	.831
Family matters reduce the time I devote for my careerprogression	114.9891	153.956	.479	.830
Family problems distract my career advancement	114.9674	152.993	.529	.829
Children	115.5870	160.244	.227	.837