

Policy Interventions in the Work Life Balance of Lecturers and Administrative Staff of the University of Cape Coast

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ABSTRACT

The study examined policy interventions in the Work Life Balance (WLB) of lecturers and administrative staff of the University of Cape Coast. A total of 291 from both the lecturing and administrative staff participated in the study. Means and standard deviations were employed in analysing data to answer all the three research questions. The results of study revealed that policy interventions that could be helpful in addressing work life balance issues. The staff indicated holidays/paid time off, job sharing, health programmes and career break/sabbaticals as policy interventions that were helpful in addressing work life balance issues.

Keywords: *Work life balance, Lecturers, Administrative staff, policy.*

INTRODUCTION

In a society filled with conflicting responsibilities and commitments, work life balance (WLB) has become an important issue. According to Friedman and Greenhaus (2000), work life balance is not only a United States of America (USA) phenomenon; employees in global communities also want flexibility and control over their work and personal lives. There is, therefore, the need for work life balance. Work life balance is a state of equilibrium in which the demands of both a person's job and personal life are equal. Life is a balancing act, and in society, it is safe to say that almost everyone is seeking work life balance. According to Fapohunda (2014) finding a suitable balance between work and life is a challenge for all workers. Fapohunda, indicates that when there are happy homes, work places tend to be conflict free and enjoyable places to be. Rising attrition rates and escalating demand for work life balance have made it compulsory for organisations to look outside human resource interventions. Consequently, schemes such as flexible working hours, alternative work plans, leave plans, family care activities and employee assistance programmes have become an important part of organisation benefit programmes and reward packages especially in developed economies.

Work Life Balance Policies

Elloy and Smith (2003) suggest that an effective conceptualisation of WLB requires a holistic approach to human resource management, which implies a greater awareness of the total context of worker's daily lives, not just those hours they spend at work.

According to Hill (2005) WLB policies have been found to reduce absenteeism and positively impact employees' job satisfaction, productivity and retention. Grady, McCarthy, Darcy, and Kirrane (2008) emphasise the importance for organisations to implement WLB initiatives. These initiatives include flexible working hours, temporal agreements, childcare facilities, and support such as counselling (Grady, McCarthy, Darcy, & Kirrane: 2008). Organisations that provide such benefits seem to understand the relationship between greater WLB and retention of a competent workforce, and its effect on organisational commitment and profitability (Hill, 2005). Organisations with a high WLB culture are more likely to retain individuals who prioritise WLB (Kristof, 1996). In contrast, when WLB

priorities differ between employers and employees, then work family conflict occurs. This can result in staff deciding to leave an organisation and to look for work in organisations where WLB cultures are high (Kristof, 1996). Research conducted by Clark (2000) found that workplace flexibility has a positive impact on employees' wellbeing and WLB. Employees with flexible work schedules achieve better WLB, which results in higher job satisfaction, higher home activity satisfaction, and lower role conflict (Clark, 2000). Clark (2001) believes that WLB has been recognised by employees and organisations as an important factor in achieving optimum wellbeing and job performance.

Work life balance policies improve the autonomy of workers in coordinating and integrating their work and non-work areas of their lives. Mayberry (2006) has identified over 100 variations of work life balance policies. Although these alternatives vary, according to research most work life balance policies fall into five categories: Flexitime work schedules, Flexi-place or telecommuting, Job-sharing, Part time flexi-place, Sabbaticals or career breaks

According to Hartel, Fujimoto, Strybosch, and Fitzpatrick, (as cited in Lazăr, Osoian, and Rațiu, 2010) Organisations can implement various work life balance initiatives that may assist employees to better balance their work and family responsibilities, gain improvements in wellbeing and provide organisational benefits. There are varieties of family friendly policies which include but are not limited to the following: flexible working hours, job sharing, part-time work, compressed work weeks, parental leave, telecommuting, on-site child care facility, (Hartel, Fujimoto, Strybosch, & Fitzpatrick, 2007). In addition, employers may provide a range of benefits related to employees' health and wellbeing, including extended health insurance for the employee and dependents, personal days, and access to programmes or services to encourage fitness and physical and mental health. Still, other practices may support children's education, employees' participation in volunteer work, or facilitate phased retirement. These additional practices can be viewed as supporting employees' health, wellbeing, and work life balance.

Flexi time allows employees, to determine (or be involved in determining) the start and end times of their working day, provided a certain number of hours is worked. This can allow them to meet family or personal commitments/emergencies (enable employees to respond to predictable and unpredictable circumstances), during the day or to reduce their commuting time by starting and ending work before and after the rush hours (Hartel, Fujimoto, Strybosch & Fitzpatrick, 2007).

Telecommuting; according to Hartel, Fujimoto, Strybosch and Fitzpatrick (2007), is becoming more and more common for people to do at least some of their regular work from home instead of going into the office. This type of arrangement is often called 'telework' or 'telecommuting' and can be advantageous for employees by allowing them; to organize their work day around their personal and family needs; to decrease work-related expenses; to reduce commuting time; and to work in a less stressful and disruptive environment. It may also help to accommodate employees who, because of particular disabilities, are unable to leave home.

Hartel, Fujimoto, Strybosch and Fitzpatrick (2007) noted that a compressed work week is an arrangement whereby employees work longer shifts in exchange for a reduction in the number of working days in their work cycle (e.g. on a weekly or biweekly basis). This can be beneficial for employees in terms of additional days off work (e.g. longer weekends allowing "mini vacations") and reduced commuting time, whereas employers can extend their daily operating hours, with less need to resort to overtime. Compressed work week arrangements may be particularly useful for employees who wish to reduce the number of days per week spent at work, but who cannot financially afford to decrease their

working hours. Compressed work weeks are often initiated by the employee, but sometimes the employer may initiate the option to improve operational efficiency, to maximize production (reduced daily start-up costs) or to establish longer business hours which can enhance customer service.

Part-time arrangements can also allow people with health problems, disabilities or limited disposable time (e.g. students) to participate in the labour force, develop their skills and obtain work experience. Finally, they can facilitate re-entry into the workforce for those who have had career breaks — particularly mothers (or fathers) who have stayed at home to raise their children — or provide a gradual exit for employees nearing retirement. From the employer's point of view, the use of part-time workers, where feasible, can help maximize the use of human resources and increase operational flexibility, by providing additional coverage during peak periods. Part-time employment can also be considered unsatisfactory for those employees who will prefer working longer hours to increase their income, thereby ensuring a higher standard of living for their families. The European Working Conditions Survey found that 85 percent of those working less than 30 hours per week were satisfied with their work life balance. Furthermore, part-time workers and those working less than 35 hours a week reported the lowest levels of both physical and psychological health problems. Part-time work is one strategy frequently used by workers who wish to better balance their work and family life (Fine-Davis, Fagnani, Giovannini, Hojgaard & Clarke, 2004).

Job sharing in the view of Hartel, Fujimoto, Strybosch and Fitzpatrick (2007) is the arrangement which allows two (or sometimes more) employees to jointly fill one fulltime job, with responsibilities and working time shared or divided between them. Job sharing may be appropriate where opportunities for part-time jobs or other arrangements are limited. Apart from the obvious advantage of allowing employees more time for other commitments, including family responsibilities, job sharing also facilitates the development of partnerships, where job sharers can learn from each other while providing mutual support.

Furthermore, researches such as Spinks (2004); Kiger (2005); and Mordi and Ojo (2011) indicate that a very low percentage of employees actually make use of available Work Life Balance Policies (WLBP) in organisations. Several factors are believed to be responsible for this. For instance, Mordi and Ojo (2011) suggest factors like the lack of information and training on work life balance account for its low usage. Their study found that most employees were unaware of WLB policies in their organisations and were surprised to learn that their organisations had flexible work deals.

Another factor recognised relates to equity. Dex and Smith (2007) affirms that many workers do not fancy becoming visible as special cases or requiring special treatment to their colleagues. Again, Allen (2009) suggests that co-workers tend to perceive employees who utilise WLBP to be less committed and that this perception significantly implicates subsequent reward allocation, advancement opportunities, and salary increases. Moreover, time demands or norms concerning the number of hours which employees are supposed to devote to work or work-related activities influence the effective utilization of WLBP in organisations. Working long is usually taken to mean working hard and this creates strong organisational norms for face-time and workaholic hours. Glass and Finley (2006) note that determined employees may decide to concentrate on their careers relinquishing the gains of any WLBP obtainable in the organisation.

Mukururi and Ngari (2014) studied the influence of work life balance policies on employee job satisfaction in Kenya's banking sector in Nairobi Central Business District and found that work life balance policies can predict employees' satisfaction on the job and thereby the work

life balance of employees. In support of this claim, Acheampong (2013) also revealed that a positive relationship exists between work life balance policies and career progression which is predicted by overall work life balance among female lecturers.

Mehmood (2013) studied the effects of WLB on job performance and turn over at Barclays Bank Ghana Limited, Kumasi and found that though some practices of WLB policies exist there is no written document that explains those policies to beneficiaries. This posed a serious challenge to employees in accessing and utilizing the WLB policies. It was observed that employees were experiencing imbalance in their work life some of whom expressed their intentions to leave the organisation.

The University of Cape Coast as part of the global community is experiencing expansion in programmes from regular, sandwich to distance education which calls for the involvement of staff. From an initial student enrolment of 155 in 1963, the University of Cape Coast (UCC) now has a total of over 43,144 comprising 16,144 regular undergraduate students, 2,813 sandwich students, and 24,359 distant education students (University of Cape Coast Admission Brochure, 2013). This expansion has increased the workload of lecturers. The situation is made worse by the freeze in engagement of new staff even as some have retired and others dead.

Bell, Rajendran, and Theiler (2012), in a research conducted in Australia found that escalating stress and pressures, along with organisational change in universities has led to the increased importance of research to the impact of perceived job stress, work life balance and work life conflict amongst academics. Yet, very few studies have examined academics' ability to balance work and personal life, and overcome work life conflict. Even in Africa little work is done on WLB of academics. Most of the works are in the banking sector (Fapohunda, 2014; Opoku-Addai, 2012). The available literature indicates the work of Stella, Paul, and Olubusayo (2014), on WLB involving private Universities in Ogun State in Nigeria. In Ghana, the work done by Hineth, Dominic, and Gyaki (2014) on the causes of stress among academic staff of University of Education, Winneba, comes into focus. Hineth, Dominic, and Gyaki used qualitative approach in determining stress among academic staff of University of Education, Winneba, but this study used quantitative method in determining the effects of work life balance on employees' wellbeing at the University of Cape Coast.

Available literature shows that, little research has been conducted to indicate the effect of increasing workload on staff, worker productivity and family life, especially in Ghana. Therefore, there is the need to research into the impact of excessive workload of staff on their wellbeing so that possible measures could be taken to enhance the welfare of staff and their families.

Purpose of the Study

The general purpose is to examine the policy interventions established in the work life balance of lecturers and administrative staff of the University of Cape Coast. Specifically, the objectives of the study were to:

1. Assess the policy interventions that are used to address the work life balance of University of Cape Coast staff.
2. Determine the policy interventions that are used in addressing the work life balance of lecturers and administrative staff of the University of Cape Coast.
3. Ascertain the extent to which lecturers and administrative staff are able to achieve Work life balance.

Research Questions

The following questions guided the study:

1. What policy interventions are used in addressing work life balance of University of Cape Coast staff?
2. What policy interventions are used in addressing work life balance of lecturers and administrative staff of University of Cape Coast?
3. To what extent are lecturers and administrative staff able to achieve work life balance?

METHOD

Population

The target population for the study was all lecturers and administrative staff from the five colleges (Agriculture and Natural Science, Distance Education, Education Studies, Health and Allied Sciences, and Humanities and Legal Studies) of the University of Cape Coast to respond to the questionnaire. The study intended to use the entire population of 1,217 made up of 681 lecturers and 536 administrative staff (UCC Human Resource Unit; 2017).

Sample and Sampling Procedure

The study was confined to lecturers and administrative staff of the University of Cape Coast. The sample size for the study was 163 lecturers and 128 administrative staff making a total of 291. According to Krejcie and Morgan (1970), if the population is 1200 a sample of 291 representing 24 percent is appropriate. The study adopted the simple random sampling procedure to select 163 lecturers and 128 administrators for the study.

Instrument

The main instrument used to collect data for the study was an adopted version of Work Life Balance Survey developed by Brett and Stroh (2003), which measures WLB and work life balance policies. Some changes were made to the questionnaire to suit the local environment. The survey consisted four questions on biographical data and 21 questions related to WLB, this included 20 Likert –type scale questions related to WLB.

Measure of work life balance

Brett and Stroh (2003) developed a survey of WLB that operationalizes the construct from a situation perspective, which measures WLB according to the respondents' point of view and overall satisfaction with variables related to WLB. The survey is composed of 36 questions and includes the following measures and indicators: family involvement, family satisfaction, family to work stress, work to family stress, family alienation, balance, work overload, job satisfaction, and job involvement.

Brett and Stroh's (2003) WLB survey was developed to understand WLB from the subjective experience of the employee. The authors intended to account for a more elastic sense of time and balance, for instance when someone multitasks by doing chores while caring for children, and allows for a self-report within a situation list definition of work life balance (Brett &Stroh, 2003; Reiter, 2007). For the purpose of this study four subscales were considered. The reliability indexes for the four subscales were (a) work life balance (0.79), (b) employee policy (0.84), (c) work overload (0.80) and job satisfaction (0.84) (Brett & Stroh, 2003).

Pilot testing of the Instrument

To establish the reliability of the adopted instrument, it was pilot tested on the staff of the University for Development Studies (UDS), Tamale campus. A sample of 30 staff, consisting of lecturers and administrative staff was used for the pilot testing exercise. A reliable Cronbach's Alpha Co-efficient of 0.85 was obtained for the instrument.

Scoring of the Instrument

The item mean value determined for the work life balance component was two and half (2.5) because it was measured on a four point Likert-Type scale format. The greater the score the lesser the work life balance of the employee and the lower the score the higher the work life balance of the employee. The maximum score for the WLB item is 40 and the minimum score is 10. The mean value of 25 and above indicates the employee has work life imbalance while the mean value below 25 indicates work life balance.

The policy section had an item mean of three (3) because the items were structured on 5-point Likert-Type scale format. The maximum score for the policy items was 50 and the minimum score was 10. The mean value of 30 and above indicated the policy was useful to employees in ensuring their work life balance while the mean value below 30 indicated the policy was not useful in ensuring work life balance of employees.

Data Collection Procedure

The research instrument was personally administered by the researchers. At each of the colleges, the consent of all the participants was sought before the administration of the questionnaire. All participants were informed that their participation was voluntary and that they reserved the right to withdraw from the study. The participants were assured of confidentiality and their identity was protected. The questionnaire was administered to lecturers and administrative staff daily within the working hours of in their various offices.

RESULTS

What policy interventions are used in addressing work life balance of University of Cape Coast staff?

This research question was meant to identify the policy interventions that were used in addressing the work life balance of staff in the University of Cape Coast. Respondents were requested to provide responses to ten (10) items. In answering this research question, means and standard deviations were computed for the responses of the respondents regarding the policy interventions in addressing work life balance. The results are presented in Table 1.

Table 1: Policy Interventions in Addressing Work Life Balance (N=291)

Policy intervention	Mean	Std. Dev.
1. Flexible working hours	3.59	1.20
2. Holidays/ paid time-off	3.91	1.11
3. Job sharing	3.82	1.14
4. Career break/sabbaticals	3.80	1.17
5. Counselling services	3.08	1.28
6. Health programmes	3.81	1.15
7. Family support programmes	3.73	1.16
8. Exercise facilities	3.67	1.19
9. Paid paternity leaves	3.09	1.28
10. Opportunity to return to the same job after maternity or paternity leave	3.53	1.21

Source: Field survey, (2017)

Table 1 shows the policy interventions that were used in addressing issues of work life balance. The criterion mean was three (3) for each item. Hence a mean score of 3 and above indicated the policy was useful in addressing WLB while a score below 3 indicated that the policy was not useful in addressing WLB of the staff of the University of Cape Coast. The results of the study showed that all the policies were useful in addressing WLB of lecturers and administrative staff, but the most outstanding policies were having holidays/paid time-off with a mean of 3.91 and a standard deviation of 1.11. This was followed by job sharing which attracted a mean of 3.82 and standard deviation of 1.14. It was also shown that health programmes were useful policy interventions in addressing issues of work life balance by registering a mean of 3.81 and a standard deviation of 1.15.

The findings of the study further revealed that career break/sabbaticals were useful policy interventions for addressing issues of work life balance. This revealed a mean and standard of 3.80 and 1.17 respectively. Family support programmes was also found to be useful policy intervention with a mean of 3.73 and a standard deviation of 1.22. Exercise facilities and flexible working hours were revealed as useful policy intervention for addressing issues of work life balance. These attracted means and standard deviations of 3.67, 1.19 and 3.59, 1.20 respectively.

According to the scoring for this portion of the questionnaire, a higher mean implied that majority of the respondents agreed to the said policy intervention. Therefore, it can be concluded that the staff involved in the study agreed with policy interventions adopted by the university were useful in addressing their work life balance.

What policy interventions are used in addressing work life balance of lecturers and administrators of University of Cape Coast?

This research question sought to identify the policy interventions that were used in addressing the work life balance issues which were unique to lecturers and administrators in the University of Cape Coast. In answering this research question, means and standard deviations were computed for the responses of the two categories of the respondents regarding the policy interventions in addressing work life balance. The results are presented in Table 2.

Table 2: Policy Interventions in Addressing Work Life Balance for Lecturers and Administrators

Policy intervention	Lecturers (N=163)		Administrators (N=128)	
	Mean	SD	Mean	SD
1. Flexible working hours	2.99	0.47	2.77	0.58
2. Holidays/ paid time-off	3.41	0.43	3.21	0.59
3. Job sharing	3.15	0.57	2.70	0.62
4. Career break/sabbaticals	3.01	0.54	2.77	0.74
5. Counselling services	3.36	0.96	3.42	1.26
6. Health programmes	2.85	0.63	3.16	0.94
7. Family support programmes	3.01	0.59	3.09	0.72
8. Exercise facilities	3.31	0.84	3.25	1.26
9. Paid paternity leaves	3.44	1.16	2.81	1.39
10. Opportunity to return to the same job after maternity or paternity leave	3.0	0.43	3.02	0.82

Source: Field survey, (2017)

Table 2 shows the policy interventions that were used in addressing peculiar issues of work life balance as reported by the lecturers and the administrators. The criterion mean was three (3) for each item. Hence a mean score of 3 and above indicated the policy was useful in addressing WLB while a score below 3 indicated that the policy was not useful in addressing WLB of university staff. The results of the study showed that for lecturers eight (8) policies were identified to be useful in addressing WLB. Key among them were paid paternity leaves which attracted a mean of 3.44 and a standard deviation of 1.16, followed by holidays/paid time-off registering a mean of 3.41 and a standard deviation of 0.43. Moreover, the results of the study revealed that lecturers indicated that counselling services were a useful policy intervention for addressing work life balance with a mean of 3.36 and a standard deviation of 0.96. While the administrators indicated that six (6) policies were useful in addressing their WLB. The critical ones among them were counselling services with a mean of 3.42 and a standard deviation of 1.26, and exercise facilities with a mean of 3.25 and a standard deviation of 1.26. Furthermore, the administrators stated that holidays/paid time-off with attracted a mean of 3.21 and a standard deviation of 0.59 was a useful policy intervention for addressing their WLB.

The scoring for this portion of the questionnaire connotes that a higher mean implied that majority of the respondents agreed to the said policy intervention. The implication of the results therefore is that both the lecturers and administrators generally agreed that the intervention policies of the university was useful in meeting their WLB.

To what extent are lecturers and administrative staff able to achieve work life balance?

This research question was meant to identify the issues of work life balance of employees that require guidance and counselling. Respondents were requested to provide responses to ten (10) items. Means and standard deviations were computed for the responses of the respondents. The results have been presented in Table 3.

Table 3: Results of Main Issues in Work Life Balance of lecturers and administrators (N=291)

Issues in Work life Balance	Mean	Std. Dev.
1. I normally work more than 6 days in a week.	3.24	0.77
2. I normally work more than 12 hours in a day.	3.30	0.70
3. I feel I am not able to balance your work life.	3.22	0.73
4. I often do think or worry about work (when I am not actually at work)	3.18	0.77
5. There are no opportunities to work in shifts.	3.25	0.78
6. I find myself unable to spend enough time with my family	3.24	0.78
7. I ever miss out any quality time with my family or my friends because of pressure of work.	3.18	0.76
8. I ever feel tired or depressed because of work.	3.13	0.79
9. I am not able to get time for working out.	2.89	0.84
10. I take special initiatives to manage my diet.	2.09	0.91

Source: Field survey, (2017)

Table 3 shows the means and standard deviations of the issues in work life balance of university staff that require guidance and counselling. The results of the study revealed that

the item 'I normally work more than 12 hours in a day' recorded the highest mean of 3.30 and standard deviation of 0.70. This was followed by 'there are no opportunities to work in shifts' (M= 3.25, SD= 0.78), 'I find myself unable to spend enough time with my family?' (M= 3.24, SD= 0.78) as well as 'I normally work more than 6 days in a week?' (M= 3.24, SD= 0.77). However, the item 'I take special initiatives to manage my diet' recorded the least mean of 2.09 and standard deviation of 0.91. The responses of the participants revealed that most of them experienced difficulties in managing their work life balance issues. Since the mean score on most of the items on the questionnaire were above 3.0

DISCUSSION

In answering the first research question, it was revealed that all the policies were useful in addressing WLB of the staff of University of Cape Coast. However, the main policy interventions that respondents agreed to be helpful in addressing work life balance issues were holidays/paid time off, job sharing, health programmes and opportunity to return to the same job after maternity or paternity leave. For most of the respondents (lecturers), there was no leave structure attached to their work and that could lead to stress. This could be the reason why most of the organisational policies suggested by the respondent were related to holidays and leave. Again, the stress involved in the work of most of the staff of the University of Cape Coast was what might have led the respondents to indicate that health programmes and job sharing could help them in their work life balance. These findings are in line with the findings of Grady, McCarthy, Darcy and Kirrane (2008) that flexible working hours, healthcare facilities, and family support were policy intervention strategies that could help address issues in work life balance at the workplace. Also, the findings support the findings of Mayberry (2006) that appropriate WLB policies include flexible work schedules, job sharing, sabbaticals and breaks. All these studies are in line with the findings of Hartel, Fujimoto, Strybosch, and Fitzpatrick (2007) who reported that friendly policies include but are not limited to flexible working hours, job sharing, part-time work, compressed work weeks, and leaves. The implication of all these studies is that having flexible working schedule is fundamental in addressing work life balance issues at the workplace.

The results from the second research question showed that among lecturers' paternity leave, job sharing and having counselling services were the main policy interventions that were identified as capable of helping to handle work life balance issues. However, among administrators having counselling services, exercise facilities, and holidays/paid time off were identified as capable of helping to address work life balance issues. In the University of Cape Coast, some lecturers work throughout the year owing to the running of regular and sandwich programmes in addition to distance education programmes, supervision of off campus teaching practice, marking of scripts, supervising theses, dissertations, and project work. Performing these activities leaves little time for lecturers to have quality rest which may be stressful. These issues could explain why the lecturers preferred holidays paid/ time-off and counselling services as vital work life balance policies to aid in handling their work life balance issues. On the part of the administrators, their preference for counselling services, exercise facilities and holidays/paid time off could be explained to be due to the fact that they have to report to work every day except when they are granted leave unlike lecturers where some of them can decide to stay away from the office when they have no scheduled lecture for that day. Thus, for individuals doing different activities at the work place, the issues that would make them more satisfied at work are different. Similarly, several other studies have confirmed that faculty members in different areas of the same institution have different and distinctive organisational commitments and social support systems at the work place (Clark, 1997; McGee & Ford, 1987; Smart & Elton, 1982). The implication is that once employees

work in different areas of the same institution, what makes them satisfied and committed to the work place with less stress are different.

In answering the third research question, the results of the study show that the main issues that affected the work life balance of the staff of University of Cape Coast included working for more hours and days as well as not being able to spend enough time with their families. Therefore, it can be said that staff members had issues with the time spent on their work as well as balancing their work time with their personal time. The results could be explained to be due to the fact that university jobs like lecturing usually do not follow strict schedules of work from 8:00am to 4:00pm like most jobs in the public service. In some instances, lectures in the university starts as early as 6:30am and end at 8:00pm. Alongside lecturing, the lecturers also read through thesis of post graduates students as well as project work of undergraduate student. These activities make them work for more hours thereby affecting their wellbeing. The results are in line with the results of Kinman and Jones (2003) that working for very long hours was an issue that affects the wellbeing of employees. Again, the findings confirm the report of Swift (2002). The report from Swift showed that majority (90%) of working adults in the USA report that they were concerned with the amount of time spent at work and the view that they did not spend enough time with their families. Similarly, Friedman and Greenhaus (2000) after their study of more than 800 business professionals reported that work and family life conflict existed among employees. From these findings, the researchers, therefore, allude to the fact that the amount of time spent with work is likely to affect the WLB of employees.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The results of study have provided evidence to suggest that policy interventions when well-planned and implemented can have an influence on the WLB of workers. Responses from the participants have shown that management of the university in planning intervention policies should take into consideration the work description of lecturers and administrative staff. When this is done, the two categories of workers in the university will have respite in terms of work life balance.

RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

1. The university management should adopt intervention policies that ensure that workers do not struggle balancing their work and their personal lives. Some of these policies could include holidays/paid time off, job sharing, health programmes and opportunity to return to the same job after maternity or paternity leave.
2. In planning WLB policies, the university management should take into consideration the different nature of tasks performed by lecturers and administrative staff in fashioning out the policy interventions. Specifically, paternity leave holidays/paid time-off should be considered mainly for lecturers while counselling services and exercise facilities should be considered for administrative staff.

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