

**AN INVESTIGATION INTO WORK-LIFE BALANCE PRACTICES AND  
ITS EFFECT ON CAREER PROGRESSION; A CASE STUDY OF  
FEMALE LECTURERS ON KNUST CAMPUS**

**BY:**

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A Thesis Submitted to the Department of Managerial Science, Kwame Nkrumah  
University of Science and Technology in partial fulfilment of the requirements  
for the degree of

**MASTER OF BUSINESS ADMINISTRATION (HRM OPTION)**

School Of Business, KNUST

College of Arts and Social Sciences

March, 2013

## DECLARATION

I hereby declare that this submission is my own work towards the award of the Master of Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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## ABSTRACT

Women's involvement in multiple and interdependent roles are rewarding but presents on-going personal and professional challenges. Many female lecturers are affected in the progression of their career, due to the demands of multiple roles which impact on their personal well-being and career satisfaction. An organizations inability to adequately help female lecturers to balance the multiple roles, poses a lot of problems for both employers and employees. This research was therefore conducted to investigate work-life balance practices at KNUST and how it affects career progression of female lecturers. The study used both qualitative and quantitative methods to collect data from respondents. The study revealed that there are a number of work-life balance policies at KNUST such as maternity leave and part time work. The study also revealed that a positive relationship exists between work-life balance policies and career progression among female lecturers at KNUST only if the policies were effectively implemented. It was also found that the support of family members plays a positive role in female lecturers' ability to balance work and life demands and career progression. The responses received from the study in connection to challenges faced in combining work and family life revealed that indeed female lecturers face a lot of challenges such as missing lectures because of child care. It was therefore recommended that the management of KNUST should make a conscious effort to implement policies such as job share, compressed working hours and paternity leave. These policies will go a long way to facilitate the balance between work and life and consequently, help female lecturers to achieve their career goals and/or progression.

## ACKNOWLEDGEMENTS

The completion of this thesis work has been made possible through the guidance of the Almighty God and the encouragement I had from my parents, especially my mother, Mrs. Ama Agyeiwaa Acheampong. I also enjoyed a good working relationship with my supervisor, Mrs. Felicity Asiedu - Appiah. I say thank you to her for her patience and painstaking supervision.

I also appreciate the efforts and support of my siblings, Afia and Kofi. My deepest gratitude also goes to my ever supportive husband, Mr. Anthony Nsiah Asare for always being there for me.

The following people also deserve commendation for supporting me in diverse ways during the write-up of this thesis; Mr. Edward Addai and Mr. J.C. Amoah, District Director of Education, Kwabre East District, Mampong.

## **DEDICATION**

This thesis work is dedicated to my parents who, through their toil and sweat, have made me who I am today. It is also dedicated to my husband and daughter.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the Study**

Since the beginning of creation, people have had to work to make ends meet for themselves and their families thus through hunting and gathering, in the past. Men were always considered bread winners and so went out to hunt while their wives stayed at home as caretakers of the children and maintained the home.

With the emergence of civilization, people began to obtain formal education. Men again, were the only ones allowed to attend school because they were considered breadwinners of their families. Those who were lucky to complete their education got white colour jobs while their counterparts did menial jobs. Women were not even considered for formal education let alone get white colour jobs because their place traditionally, was the kitchen. Their career was linear and predictable.

One of the most significant changes in the labour market over the last decade has been the dramatic increase in the participation of women and even children in the labour force. Today, women get educated even ahead of their male counterparts. With very good passes and excellent performances, women get the opportunity to work in highly esteemed companies/institutions in the country. Sometimes the woman tends to earn more money than her husband. The changing workforce demographics have made it difficult for many individuals to balance the conflicting demands of work and family life. These difficulties have forced a re-

examination of the old models of coordinating work and family life (Lee & Kanungo, 1984). A gendered division of labour, with the wife caring for the family and the husband assuming the breadwinner role, is no longer a viable option for couples today.

The balance between work and life has always been very hectic yet, a very important and crucial thing to do in today's competitive and global world. Family responsibilities can be a restriction on employee's advancement through an organization, either if they actually inhibit time available to an employee for work-related tasks and activities or if they are perceived by decision makers to inhibit employees' commitment to their work. The problem of balancing work and family are major concerns for employees and employers. These problems may manifest themselves in the form of stress, absenteeism, turnover, lower job commitment, errors and ultimately, lower productivity which tends to cause a great loss to the organization for which one is working.

One of the consequences of the inability to balance work and family demand is the increasing level of work-life conflicts experienced by employed mothers. Work-life conflict occurs when an individual has to perform multiple roles that require time, energy and commitment. Family interference with work occurs when family role responsibilities hinder performance at work. Example a child's illness can prevent a parent from going to work. Work is the exertion of effort and application of knowledge and skills to achieve a purpose. Most people work to earn a living by making enough money. But they also work because of the

satisfaction it brings such as doing something worthwhile, a sense of achievement, prestige, recognition, opportunity to use and develop abilities (career progression), the scope to exercise power and companionship.

In the light of ensuring the said satisfaction, corporate bodies are putting measures to ensure an effective work-life balance. Women's career development is different from and more complex than men's because of role expectations about both paid work and family life. With the career of women, about five elements come to play; career preparation (expectations and socialization, as well as education); opportunities in society, the influence of marriage; pregnancy and child care; timing and age.

Though it is very difficult to combine all these elements, women generally take responsibility for family and work. As a result, many women regard successful juggling of these simultaneous rather than sequential demands as a considerable accomplishment. While some women struggle with combining work with family life as a result of differences in physical make up and ego, others are committed to paid employment and family work is possible for some.

Female lecturers in tertiary institutions specifically on KNUST Campus who are the core of this study are not spared the hustling and bustling of combining family life with their careers as lecturers. Preparing lecture notes, marking assignments, conducting research, getting further education; Ph.D., visiting other tertiary institutions for experience are to mention, just a few of the responsibilities they have to fulfill.



## 1.1 Statement of the Problem

The importance of work-life balance cannot be over emphasized. A successful combination of the two makes an individual fulfilled. A lot is achieved and the individual is rewarded. The focus on gender acknowledges that despite the many changes in gender roles in the past 20 years, tradition prescribes a different emphasis between work and family for men and women. (Gutek et al., 1991, p.561) They also suggest that gender differences with respect to the perception of two of the components work-life conflict, namely, work-to-family and family-to-work interference.

In Ghana, just like most of the advanced Countries of Europe and the Americas' some cooperate organizations have come to the realization by involving the personal life of their employees into the ethos of the organization's programmes within a period. Such new innovations and initiatives include employee training and other social benefits which hitherto were not available. The success of any worker to get to the pinnacle of their profession rests on the individual's output and performance at the working environment and the desire to work towards promotion or progression to higher levels. This is best achieved in an environment where there is little or no social or personal life involved in work output of employees.

Workers who tend to balance the duet (professional and personal life) were touted or christened as not serious or fit for the job or lazy. Traditionally, employees who show less concern to their personal life than professional life are given or had the

opportunity to progress (grow) through the levels of their career at the disadvantage of those who always try to balance the two. Though work-life balance does not hope to achieve a perfect balance, it is currently believed to help in work satisfaction and career progression. However, there are those who dispute this assertion as it more or less inhibits career progression.

Currently, the high financial demands of families' poses too much work/stress on female lecturers who are also mothers. This myopically constructed structure of functioning completely biased in favour of work, under rigid circumstances leaves the worker stressed, pressured, and squeezed with long hours; unable to meet care giving needs; under financial pressures; unhealthy; and conflicted and/or demoralized and failing to meet a holistic psychological contract that requires one to attend to other life-related demands beyond work (Bailyn et al., 2001; Greenhaus & Beutell, 1985). Within this framework, organizational leaders have not believed. They are often under pressure and distressed in their quest to make it up to their families. Hence, the consequence of neglect of the family, spouse and ultimately, broken homes.

It is for these reasons and more that this research paper is geared towards investigating into work-life balance practices and how it affects female lecturers on KNUST Campus in their career progression. That is, if relating with the 'Significant Others' within their human environment will or has helped them achieve absolute growth as they desire in their career or otherwise. The purpose of the study is to further broaden our understanding of work-life conflict by

examining gender differences in three components of work-life conflict; a. role overload, b. interference from work to family and c. interference from family to work.

## **1.2 Objectives of the Study**

The objectives of the study are categorized into two: general objectives and specific objectives.

### **1.2.1 General Objective**

The general objective of the study is to find out how female lecturers at KNUST balance their work with family life and still progress in their career.

### **1.2.2 Specific Objectives**

The specific objectives of the study are:

- I. To investigate work-life balance policies and practices at KNUST.
- II. To assess the impact of family life on the career progression of female lecturers at KNUST.
- III. To evaluate the relationship between work-life balance and performance among female lecturers at KNUST.
- IV. To assess the challenges female lecturers at KNUST face in combining work and family life.

### **1.3 Research Questions**

- I. What are the policies and practices concerning work-life balance at KNUST?
- II. What is the impact of family life on the career progression of female lecturers at KNUST?
- III. What is the relationship between work-life balance and performance among female lecturers at KNUST?
- IV. What are the challenges female lecturers at KNUST face in combining work and family life?

### **1.4 Significance of the Study**

One reason for the researcher's interest in the topic has been a concern that, changes in organizations make it less feasible to sustain commitment of women by offering the traditional career advancement and other inducements that might encourage talented employees to remain with an organization. The study will help the society and the whole country as well, to better appreciate the effort women put in, in balancing their work with family life and consequently, progress in their career.

In the industry, the absence of balance, notably high levels of work–family conflict, has been linked to greater turnover intention (Allen et al., 2000; Kossek & Ozeki, 1999) and greater sickness absence (Jansen et al., 2006). In addition, work–family balance has been linked, albeit modestly, to employee performance (Allen et al., 2000; Kossek & Ozeki, 1999). This evidence indicates that,

implicitly or explicitly, work–family balance is at the core of Human Resource Development’s major functions and that it may be a powerful leverage point for promoting individual and organizational effectiveness. Indeed, a recent report by a consortium of Fortune 100 companies concluded that organizational strategies that help employees better balance their work and family lives are simply good business (Corporate Voices for Working Families, 2005).Unfortunately, the ability to capitalize on work–family balance as leverage

To the socio-economic development of Ghana, an effective balance between work and family life, brings about high productivity at the work place and hence, the socio-economic development of Ghana. A reverse however, brings about less development in the country.

### **1.5 Overview of Research Methodology**

The purposive sampling which is a method of data collection under the quantitative type of collecting data was used since Kwame Nkrumah University of Science and Technology is one institution with female lecturers. The researcher used questionnaire and interview as a method for data collection, to obtain insightful informative data.

### **1.6 Scope of the Study**

The scope of the study took an institutional dimension. The study area for this thesis was Kwame Nkrumah University of Science and Technology campus. The

scope includes all women in all faculties on the University campus. The conceptual scope of the study is all female lecturers on KNUST campus.

### **1.7 Limitations of the Study**

The study was limited by finances. Money for printing thesis work and questionnaire was limited and not enough. It was also constrained by time. Combining thesis writing with work was very stressful and time consuming. One very important constraint was how to get respondents to answer the questionnaires. Most of them were either too busy or had travelled so could not fill out the questionnaires on time.

### **1.8 Organization of the Study**

The study is organized into five main parts/ chapters; Chapter One which is the introduction of the study deals with the background, problem statement, objectives of the study, significance of the study, methodology, scope of the study, limitations of the study and finally, the organization of the study. Chapter Two deals with the literature review for the study. The literature will look at the topic in details, discuss the various variables in the topic and make references to other materials related to it. Chapter Three discusses the methodology and the organizational profile of the organization used for the research work. Data Analysis and Representation of data for this research work will be discussed in Chapter Four and finally, Chapter Five will be a summary of findings, conclusion and recommendations on what can be done about the problem discussed in this study.



## 1.9 Summary

This chapter introduced the study. It stated the problem of the study, its significance to the society, academia and the country as a whole. The chapter also stated the objectives for which the study is being done, limitations and its organization. In the next chapter, a review of related literature is undertaken to know what other researchers have found in relation to work-life balance practices.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Once a person is born, life for him/her on earth has begun; he grows from an infant to a toddler, teenage (adolescent stage) and then an adult. At the adult stage, one is faced with so many responsibilities which include building up one's self through education and other life experiences, finding work/choosing a career, marriage and then raising a family. These stages are not without its twists and turns but once you are alive, you owe it a duty to yourself to keep up with all the hustling and bustling of it, to make you a full blown person. The only option left for you therefore is to balance everything that comes your way, in order to achieve a progression. This chapter reviews a number of literatures that have already been done on this topic, to help readers acquaint themselves with the concepts, principles and policies concerning work-life balance. The main topics to be discussed here include; Work-life balance, policies of work-life balance, definitions and nature of work-life balance, career progression, career development and the glass ceiling that characterizes the progression of women's career. Topics in this section will also include; impact of family life on career progression, effects of work-life balance on performance, Gender issues in work-life balance and last of all, the conceptual framework of work-life balance.

## 2.1 Concepts of work- life balance

Work-life balance for any one person is having the ‘right’ combination of participation in paid work (defined by hours and working conditions) and other aspects of their lives. This combination will change as people move through life and have changing responsibilities and commitments in their work and personal lives.

*Work* is defined as an “instrument activity intended to provide goods and services to support life” (Edwards & Rothbard, 2000, p. 179). Edwards and Rothbard (2000) again argued that “work typically entails members in a market or employing organization that compensates the worker for his or her contributions” (p. 179). They noted that although work may provide intrinsic rewards, its primary goal is extrinsic. Work plays a fundamental role in adulthood, significantly affecting self-concept and well-being.

According to Jim Bird as quoted by Joshi et al (2002), work life balance is a meaningful achievement and enjoyment of work, family, friends and one’s self.

Many of these activities are negotiable commitments and can be scheduled around work demands, but the demands of family are often non-negotiable and can be random (example; sick child, afternoon music recital, soccer match, mom’s oncologist’s appointment). When work takes an inflexible and non-negotiable character, it then begins to conflict with the non-negotiable aspects of family life. This is the condition likely to characterize female professors’ work-life situations: as conflicts between their work and their “family”, rather than as imbalances

between their work and their “life” (Winslow 2005). Exponents of work-life conflict such as Dean (2007) and Roper, Cunningham, and James (2003), among others, often suggest that work-life balance has developed from claims of social justice or a need to redress discrimination, such as women not treated equally while other scholars (e.g., Beauregard & Henry, 2009; Lewis, 2007) suggest that work-life balance has risen out of the necessity for businesses to manage growing problems with absenteeism, health stress, labour retention, and the need to be seen as an organization that is sensitive and socially responsible.

In a study, Greenhaus, Chen, and Powell (2009) argue that despite the criticisms levelled against work-life balance values as illustrated above, it responds well to these criticisms. According to Greenhaus et al. (2009), the work-life balance model is meant to be a larger conceptual framework that clarifies and accommodates elements of earlier conceptual terms such as work-family-balance, work-family expansion, and work-family enrichment. These older concepts have been linked with just work and family roles because they focused on employees with family responsibilities and have been heavily criticised by many authors as restrictive and do not include employees who are struggling in many areas of their lives. These older concepts have also been seen to be unfair to employees who were not parents. Hence, work-life balance encompasses a wider range of work and non-work concerns, which can affect employee performance. (Gregory & Milner, 2009)

For Greenhaus et al. (2009), work-life balance has three key aspects, namely, time balance, involvement balance and satisfaction balance. The authors used time balance to measure the amount of time given to work and non-work roles. Involvement balance was used by the authors to assess the level of psychological involvement in or commitment to work and non-work roles. Finally, satisfaction balance was used by the authors to ascertain the level of satisfaction derived by workers from work and non-work activities. They concluded that the three components of work-life balance model mentioned above recognize that achieving work-life balance needs to be considered from multiple perspectives because the needs of the individual varies extensively.

When female professors have most of the care giving responsibilities for their family (from young children to disabled or ailing adults to elderly parents), they are really doing two jobs instead of the one that their male colleagues are probably doing. Thus, their chances of producing research at the same rate are smaller, yet the expectation of many tenure committees and administrators is that these women will anyway. When making tenure decisions, comparing a professor with a young infant to one without a child “is not only unfair; given the demography of infant care, in some circumstances may also be sex discrimination,” (Williams 2002). Sadly, such unfair comparisons are frequently made, unconsciously or not. More men in Ghanaian society are embracing the role of primary caregiver (Gerson 1993), but the problem remains the same regardless of gender: caring for a child while on the tenure-track greatly decreases the personal resources available for one’s career. Unfortunately for women,

despite an increase in the number of childcare hours committed by men, a negligible number of men are truly taking on the *majority* of the primary care giving (Jacobs and Gerson 2004). So for many female lecturers, discourses about work-life balance are really about work-family conflict, the latter of which is inherently tied to gender inequality.

### **2.1.1 Definitions of work-life balance**

Work-life balance, in its broadest sense, is defined as a satisfactory level of involvement or ‘fit’ between the multiple roles in a person’s life (Hudson, 2005).

Work-life balance refers to the struggle that many faculty members face, but female professors with family obligations are more likely to face a work-family conflict. Typically, the “life” part of work-life balance refers to personal obligations (car maintenance or doctor’s appointments), hobbies (stamp collecting or knitting) or other recreational activities (playing basketball or attending concerts), and non-work associations (family and friends) or social groups (Rouda, 1995).

Dundas (2008:7) argues that work-life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development and leisure and recreation.



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.

### **2.1.2 Nature of work life balance**

Work-life balance is how well an individual is able to manage their professional life as an employee and at the same time being able to coordinate their social life alongside in order to achieve a comprehensive personal satisfaction. In this sense, most women work part time so they can take care of their home. According to Jim Bird as quoted by Joshi et al (2002), work life balance is a meaningful achievement and enjoyment of work, family friends and one's self. Work life balance does not only look at what an organization does for an individual but also includes what an individual does for themselves. One of the vehicles to help provide attainment of both personal and professional goal is work life programmes and training. When well-structured, and facilitated, work-life balance will aid in career progression even in 'an anti-change' environment.

According to Alderfer's ERG theory and McClelland's Acquired Needs Theory as quoted by Armstrong (1999), individuals (workers) are motivated when they are at peace with the environment. To Alderfer, the need for existence, relatedness and growth is about the subjective states of individuals' satisfaction and desire. The need of relatedness he posits, defines that people are not self-contained units but must engage in transaction their human environment. Thus individuals gain satisfaction at work and in everything they do through the process of sharing,

mutuality, acceptance, confirmation and understanding from significant others like family and friends around them to help experience the true growth (career progression) opined by Alderfer, and McClelland as quoted by Armstrong.

## **2.2 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 and 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 minimise 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 than 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 and 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 Benefits of work-life balance to employees**

There are a number of benefits that employees can gain from work-life balance practices which includes; Child and Dependent Care Programs, Flexible Work Programs and Family and Medical Leave Act. The child-care dependent programmes given to employees provide assistance for child care for older children before and after school. Employee concern about care before and after school is increasingly recognized as a drain on productivity and morale. Employers who provide this benefit report increased retention of employees who take advantage of it. However, not all companies can provide on-site child-care or after-school programs. In these instances the company can provide information about referral services and tax-free salary withholding for flexible spending accounts. Companies can also support community programs that provide care (Bailyn, Lotte, Fletcher and Kolb, Deborah, 1997).

Flexible work programs accommodate employees by allowing variations on when and where they do their work. Flexible work programs consist of flexitime,

compressed work-weeks, telecommuting, job sharing, paid time off, and other leave programs. In the past, employees arrived at work at 8 a.m. or 9 a.m. and left at 5 p.m. But now changes in employees' personal lives make flexibility in work arrangements an important benefit. Flexitime allows employees to vary the start and end times of their work day, and employees are typically required to be present during certain core hours (example; 10 a.m.–2 p.m.) but still working eight hours per day. This is one of the most frequently provided work/life balance benefit, and is well-liked by many different employees. (Patrick, 2004, p38)

## **2.4 How work-life balance policies affect business performance**

There are different routes by which work-life balance policies affect business performance. The pathways are often inter-connected; business performance may be influenced by any, some or all of these routes (Konrad and Mangel, 2000). Work-life balance policies affect business performance in the following ways: by helping employee to be competitive in the labour market, reducing costs and thus increasing profitability improving labour productivity levels and thus increasing profitability and reducing the risks of workplace accidents and stress, hence reducing liability for health and safety issues (Dex and Scheibl, 1999).

## **2.5 Career**

A career is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, 'career ' includes life roles, leisure activities, learning and work. (Patton& McMahon 2001).A career is the sum total of paid and unpaid work, learning and life roles you undertake

throughout your life. The term 'career' was traditionally associated with paid employment and referred to a single occupation. In today's world of work the term 'career' is seen as a continuous process of learning and development. Contributions to a career can include: work experience, community involvement, employment life roles, enterprise activities, cultural activities, training, education, interests, sport, volunteer work.

### **2.5.1 Career progression amongst women**

Progression of women's career has many barriers which may include organizational culture and family issues. The organisational and managerial values in these organisations tend to be characterised by stereotypical views of women's roles, attributes, preferences and commitments. These in turn influence decisions about who is suitable for particular a position, who is seen to have potential and so forth. When women find themselves selected or assessed on the basis of group membership rather than on their experience and abilities, they experience gender discrimination. McKenna (1997) and Cornelius (1998) argue that it is these values and behaviours that create the kind of organisational culture which many women find so inhospitable. Women, and many men, not only find the environment inhospitable but the patterns of interaction potentially ineffective (Marshall, 1995, p.59). Women say that an inhospitable culture is one of the most significant barriers to their advancement and a major factor in diminishing their satisfaction with work in large organisations (Phillips, Little and Goodine, 1997, p.571).

Some women choose not to apply for more senior positions because they believe that the balance between work and life that they have managed to achieve in their current position cannot be maintained in a higher level one (Hyman, 1996). In a number of Western countries, many women have left organisations and started their own organisations. Businesses headed by women are one of the fastest growing groups. Women interviewed by McKenna (1997) maintained that by running their own organisations they could focus on the quality of what they did over how it was done, and provide the means for their staff and themselves to maintain a balance between work and life.

### **2.5.2 Career development**

Career development is the process of managing your life, learning and work. Peter Tatham, Executive Director, (Career Industry Council of Australia) says the quality of the career development process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have, the income at their disposal (Bowlsbey, 2002) It also determines the social and economic contribution they make to the communities and societies of which they are part.

However, the patterns of women's career development are frequently affected by family as well as workplace commitments and responsibilities, unlike those of men. Therefore Austin (1984) proposed that career development theory should describe women's career separately from men's careers. Her model of career development is based upon four constructs which she believes shape women's



career development. They are: work motivation, work expectations, sex-role socialization and structure of opportunity which includes factors such as sex-role stereotyping, distribution of jobs and discrimination. Larwood and Gutek (1987) concluded that any theory of women's career development must take account of five factors: Career preparation, or how women are brought up to view the idea of a career and whether they believe they will have one or not, availability of opportunities should be taken into consideration, and whether they are limited for women, compared with men, marriage, viewed as neutral for men but harmful to the career of women. Similarly, pregnancy and having children inevitably cause women to take some kind of career break and timing and age, as career breaks and family relocations often mean that women's careers do not follow the same chronological patterns as those of men.

The career development process starts with the individual getting to know him/herself and then matching their interests, aspirations and skills with options for study and work. So career development is about more than just your first job, it is about the whole of your life and for many years it is about getting a life that you love (Pope, 2009).

Career development is an organized approach used to match employee goals with the business needs of the agency in support of workforce development initiatives. In this process, the purpose of career development is to: enhance each employee's current job performance, enable individuals to take advantage of future job

opportunities and fulfil agencies' goals for a dynamic and effective workforce (Jesse Buttrick Davis, 1871-1955).

Research on the career development of women in general often refers to the glass ceiling that restricts advancement to top executive positions. The study of career development of women has become increasingly important, as the percentage of the labour force that is female has increased. As more women enter the labour market, the focus has shifted from “women oriented toward homemaking versus careers” to “traditional versus non-traditional careers and identifying career patterns of women”. This shift reflects the changing career expectations of women in Ghana. Women have entered the labour market in larger number and are more likely to remain in the workforce for significant parts of their lives. This trend results in more women pursuing lifelong careers in their chosen occupations, which should result in more women reaching top-level positions. When studying the participation of individuals in a particular occupation, career development theory provides a basic understanding of how and why individuals made their career choices. Career development theory translates the different experiences and expectations of women into operationally how they manage and progress in their careers.

## **2.6 Glass ceiling in career progression of women**

Carol Hymowitz and Timothy D. Schellhardt were the first to use the term “glass ceiling” in their March 24, 1986 article in the *Wall Street Journal*, “The Glass Ceiling: Why Women Cannot seem to break the invisible barrier that blocks them



from the top Job.” The term resonated with women around the world because it captured our frustrations – and the term “glass ceiling” has now become commonplace.

In economics, the term glass ceiling refers to "the unseen, yet unreachable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements. Initially, the metaphor applied to barriers in the careers of women but was quickly extended to refer to obstacles hindering the advancement of minority men, as well as women (Lyness and Heilman 2006).

David Cotter et al. defined four distinctive characteristics that must be met to conclude that a *glass ceiling* exists. A glass ceiling inequality represents: "A gender or racial difference that is not explained by other job-relevant characteristics of the employee"; "a gender or racial difference that is greater at higher levels of an outcome than at lower levels of an outcome"; a gender or racial inequality in the chances of advancement into higher levels, not merely the proportions of each gender or race currently at those higher levels"; and a gender or racial inequality that increases over the course of a career."

Cotter and his colleagues found that glass ceilings are a distinctively gender phenomenon. Both white and African-American women face a glass ceiling in the course of their careers. In contrast, the researchers did not find evidence of a glass ceiling for African-American men.

Ragins, Singh and Cornwell in 2007, found out that the term glass ceiling metaphor has often been used to describe invisible barriers ("glass") through which women can see elite positions but cannot reach them ("ceiling"). These barriers prevent large numbers of women and ethnic minorities from obtaining and securing the most powerful, prestigious, and highest-grossing jobs in the workforce. Moreover, this barrier can make many women feel as they are not worthy enough to have these high-ranking positions, but also they feel as if their bosses do not take them seriously or actually see them as potential candidates.

The glass ceiling continues to exist although there are no explicit obstacles keeping women and minorities from acquiring advanced job positions – there are no advertisements that specifically say “no minorities hired at this establishment”, nor are there any formal orders that say “minorities are not qualified” (equal employment opportunity laws forbid this kind of discrimination) – but they do lie beneath the surface. When a company exercises this type of discrimination they typically look for the most plausible explanation they can find to justify their decision. Most often this is done by citing qualities that are highly subjective or by retrospectively emphasizing/de-emphasizing specific criteria that gives the chosen candidate the edge. Mainly this invisible barrier seems to exist in more of the developing countries, in whose businesses this effect is highly "visible" (Lauzen 2002).

There are many different impediments placed upon women that make it difficult for them to attain a higher work status. With these very negative effects on

women and their self-esteem, the glass ceiling has created an even larger problem than just in the work place. Most see the glass ceiling as only being in the work place, which is where it originally was intended for, it has spread to encompass the household and others as well. The barrier within the household has been seen as the difficulty a woman has of getting out of the household and accumulating a job. Not all women feel as though they are being suppressed in the household and many women choose to be in the household in which case the glass ceiling does not apply to them (Hesse-Biber and Carter 2005).

Though sometimes unspoken of, gender discrimination still occurs in the workforce. It has been shown that even if a woman has received the proper education and credentials, they are often not considered for the same job as a male with either equal or less credentials. This has created a greater gap in the income wage gap. Studies have shown that women without high school diplomas, on average, have an effective income less than that of men with comparable education levels and years of work experience.

The term "glass ceiling" has been thought to have first been used to refer to invisible barriers that impede the career advancement of women in the American workforce in an article by Hymowitz and Schellhardt 1986.

Throughout history women have become aware of the strains being put on them and have begun to fight it. An example of this would be Hillary Clinton's run for presidency, which is often seen as the highest glass ceiling in America.

## **2.7 Impact of family life on career progression**

Groups who are at greatest risk for high work to family interference differs from those most at risk for high role overload. Whereas women are more likely than men to report high role overload, men are more likely to report high levels of work to family conflict. This finding is consistent with other research in the area suggesting that for many men, placing family ahead of work continues to be deemed a “career limiting move” (Konrad and Mangel, 2000).

While married employees are at greater risk of high work to family interference than those who are single, the differences between parents and non-parents is not as marked as the one observed with respect to role overload. While those with pre-schoolers tend to experience the highest levels of overload, high interference from work to family appears to peak when children are in school but cannot legally be left alone and unattended. Employees with eldercare responsibilities also appear to be at high risk of experiencing high work to family interference (Eaton, 2001).

Family type is also a predictor of high work to family interference. While being in a “traditional” family (i.e. homemaker spouse) seems to partially protect the male breadwinner from high levels of role overload, the data suggests that those in this family situation are at greater risk of experiencing high work to family interference. Other family types, such as those where male and female partners are not “equally” employed, are also likely to report high work to family conflict. It may be that in these families, there is less appreciation (or understanding) of

what the other partner does and / or the types of support they need. Moreover, men in these families may feel extra pressure to address their family responsibilities by being successful at work.

Finally, dual-earner employees (with or without children) experiences lower levels of work to family interference than those families where one or both partners are in professional positions.

This finding suggests that the psychological demands associated with professional positions, and perhaps the greater desire to “get ahead,” may contribute to work being placed ahead of family.

## **2.8 Effects of work-life balance on performance**

The effects of work-life balance on performance are enormous. Despite increased awareness and attention to gender issues, motherhood continues to be more stressful than fatherhood, and mothers continue to experience greater conflict between their work and family than do fathers. In both samples of research conducted, female respondents (regardless of whether they had children) reported higher levels of stress and depression than male respondents, and mothers reported higher levels of stress and depression than women without children. Parental status had little effect on reported stress and depression levels among men. Parenthood appears to have a different effect on the life satisfaction of mothers' vis-à-vis fathers (Kean 2002).

Whereas being a father appears to be linked to increased life satisfaction, for mothers the reverse seems to be true – mothers appear to be less satisfied with their lives than women without children. These differences were observed in both 1991 and 2001. Similar findings were also observed for depressed mood. In both 1991 and 2001, men and women were more likely to agree that it was the mother, as opposed to the father, who had primary responsibility for childcare in their family. Michael et al. (2003) argue that despite labour market and social changes of the past decade, working mothers continue to experience greater difficulty in balancing work and family than do fathers. Mothers reported the highest levels of role overload and family to work interference and motherhood appears to be associated with increased stress and depression, something that was not found to be the case for fathers. In fact fatherhood appears to be associated with lower levels of stress and depression, suggesting that the role of working mothers is qualitatively different from that of working fathers, and such differences have a negative effect of the former.

## **2.9 Gender issues in work-life balance practices and challenges**

Gender may influence the ability to balance work and family life in a number of different ways. Not only may it act as a direct predictor of the sources of conflict, but it may also act as moderator that affects how the conflict is perceived, what coping skills are called upon and how the conflict is manifested. Some studies suggest that women's under-representation in senior and supervisory ranks is due to women not being confident and aspiring to promotion to the same extent as men (Wexler and Quinn, 1985; Galerin, 1992; Martin, 1996).



Numerous studies document gender disparities in work-related resources and demands. For example, men tend to have higher status occupations with more autonomy, authority, earnings and decision-making latitude than do women, but they also work longer hours and extra hours without notice and encounter more noxious environments and interpersonal conflict (Mennino et al. 2005; Mirowsky and Ross 2003a; Schieman and Reid 2008; Tausig et al. 2005). By contrast, gender differences in their work conditions such as schedule control, in security and pressure are less clear (Tausig et al. 2005). Although overall gender differences in demands and resources may be important for explaining gender patterns in interference, their variations across age are more relevant for potential age-by-gender variations.

## **2.10 Conceptual framework**

The diagram below shows a relationship between work-life balance practices and career progression amongst women. Career progression will be achieved when there are supporting/mediating variables to help women.

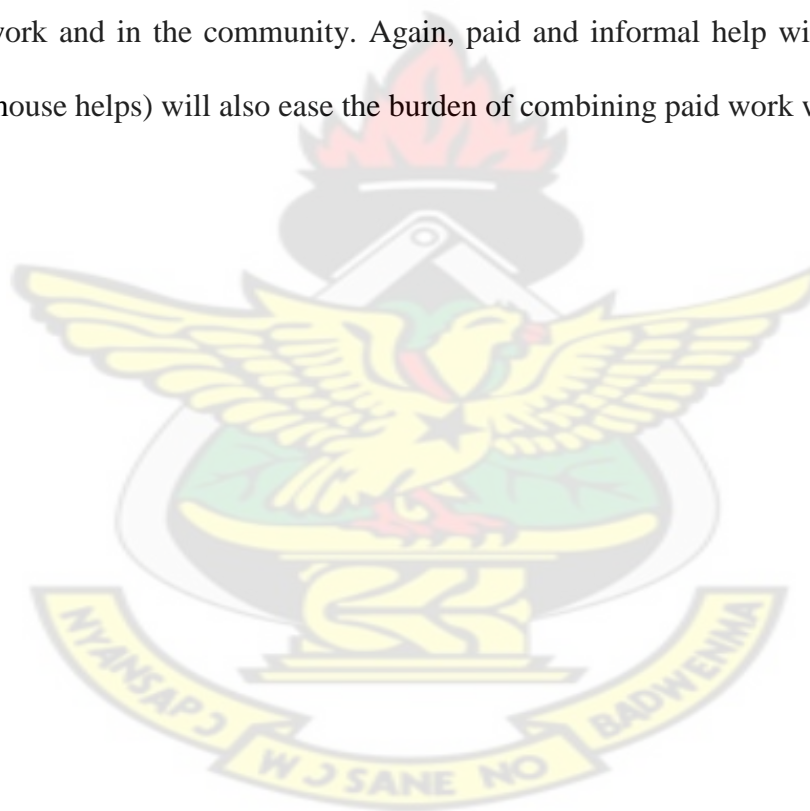
At the national level, labour policies concerning women are of great benefits to them. According to the Labour Act, 2003 Act 651, Women have the right to work during pregnancy and are entitled to three months maternity leave after delivery. These labour policies help women to keep their career even though they might have missed out on the number of months they were away.

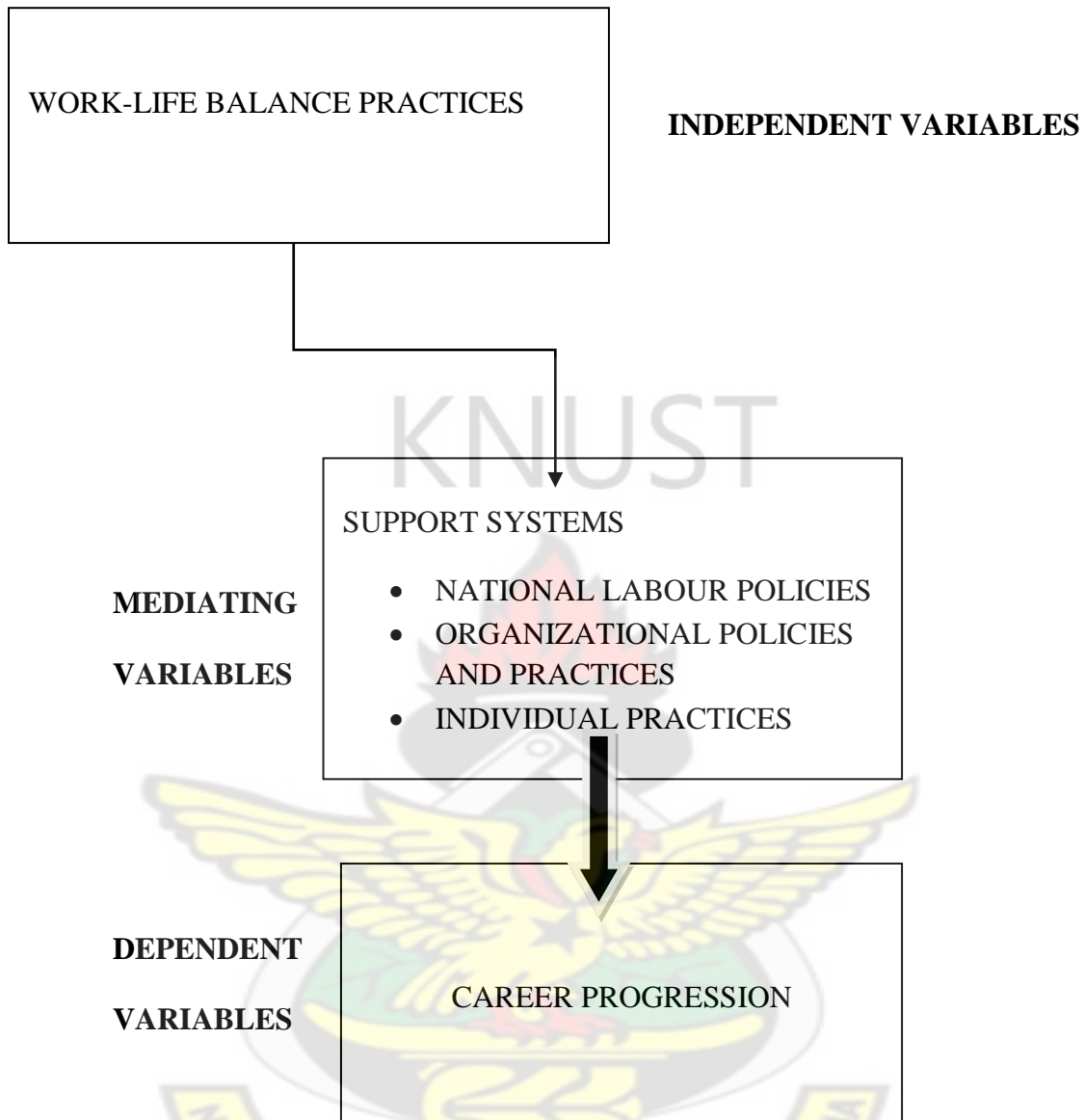
The organization can also help by providing flexible working hours for women, which gives them control over their work. Emotionally, a supervisor or colleague



can support a female employee by switching working hours (in this case lecture hours) which will be favourable to her. At KNUST, female lecturers have the opportunity to go on the three months maternity leave as stated in the Labour Act, as well as take annual leave.

At the individual level, having a partner who is very supportive (emotionally and babysitting), the absence of conflict with the partner and quality of relationship with relatives, can give the woman a chance to attend to other responsibilities at work and in the community. Again, paid and informal help with domestic tasks (house helps) will also ease the burden of combining paid work with personal life.





**Figure 2.1 Conceptual Framework for Work-life balance of Female Lecturers**

*Source: Adapted from Anja-Kristin Abendroth, Utrecht University, Sociology/ICS, Heidelberglaan 2, 3508 TC Utrecht, Netherlands.*

## 2.11 Summary

Chapter two reviewed a number of studies that have been conducted on the topic under research. A number of literature reviewed indicate that work life balance practices actually affect a progression of career of any individual whether male or female but the impact is really felt by women because of their multiple role responsibilities assigned to them naturally. In the next chapter, the research methodology and organizational profile of KNUST is presented.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE**

#### **3.0 Introduction**

This chapter discusses the research methodology used to obtain the relevant data on Work-life balance practices and its effects on and career progression of female lecturers at KNUST. It also gives a profile of the organization used for this research.

#### **3.1 Research design**

The research design is a general plan of how a researcher intends to go about in answering their research questions. It guides the researcher in planning and implementing the study in a way that is likely to achieve the intended goals. (Saunders, et al, 2009, p.136). There are two main approaches used in gathering and analyzing data: the qualitative and quantitative method. This study uses quantitative method as the major approach. This is because the research was designed to find out the number of female lecturers who found it difficult progressing in their careers with work-life balance practices and those for whom a combination of the two brought about a progression in their career. However, to help to get a clearer picture of the research problem, qualitative approach was employed in the form of face-to-face interview.

The investigative survey was used for the study. An investigative data helped to find out more about how work-life balance practices/policies affect the career progression of women. At KNUST, the relationship between work-life balance policies and performance among female lecturers at KNUST, the impact of family life on career progression and lastly investigate the challenges female lecturers face in combining work and family life. The research strategy used was questionnaires.

### **3.2 Questionnaire administration**

Questionnaires totalling up to 79 were given out to female lecturers in all departments at KNUST and a follow up was made by the researcher weeks after, to collect them.

### **3.3 Sources of Data**

This deals with the main sources from which data would be collected. There are two main sources of data; primary and secondary sources.

#### **3.3.1 Primary source of data**

This data will be collected from original source that is from the case study area KNUST. This will give the researcher first-hand information which has not been used before. The data will be gathered mainly through the use of questionnaires.

### **3.3.2 Secondary Data**

This ‘second hand’ data will be obtained from existing data that has been used before. This includes; journals, articles, books, thesis and reports. The use of this source will give the researcher more information into work-life balance practices and how they affect the career progression of women

### **3.4 Population and Sample Size**

KNUST has an employee population of Six Hundred and Ninety-Nine lecturers and One Thousand Six Hundred and Fifty-Five non-teaching staff.

The total number of female lecturers on KNUST Campus is eighty-nine (89). The sample size which is the research participants for this study, were all female lecturers a total of all 89 female lecturers were used.

### **3.5 Sampling techniques**

The purposive sampling technique was used for this research this is because female lecturers were a typical example/representative of women with work-life balance issues. The rationale for selecting this population and sampling technique was that all participants have experienced at least one promotion and are in a position to consider applying for further promotions.

They have a range of work experience spanning for a period of five years. By analysing the experiences, attitudes and perceptions of these females a collective



snapshot of how female lecturers balance work and family life and still progress in their career is provided.

### **3.6 Data analysis**

The data collected was analysed using the Statistical package for Social Sciences (SPSS). This program was adopted because of its simplicity and easier use in the analysis of data collected by representing data in figures. The results obtained were also presented using bar graphs and pie charts and cross tables.

#### **3.6.1 Reliability and Validity of the Measuring Instrument**

Saunders, et al (2009, p.156) define reliability as the extent to which data collection technique(s) will yield consistent findings, similar observations would be made or conclusions reached by other researchers or there is transparency in how sense was made from the raw data. Validity is the degree to which an instrument measures what it is intended to measure and whether it measures the concept accurately.

In this study, a thorough theoretical study of how work-life balance practices affect career progression was conducted. The factors to be considered were then converted into test items. Content validity can be determined by expert judgement. In this study, experts in the field of work-life balance practices were approached to evaluate the validity of the questionnaire. The high internal consistency obtained for the questionnaire, as explained above, hints that the items in the questionnaire are measuring the particular concept or construct it is

purposed to. To do ensure the validity, the interview questions are designed carefully, which relate to the topic of the theories used. Also, the researcher interviewed HR experts who were not respondents for the work and responses received, indicated that the work was valid. In order to make the study as reliable as possible, the researcher conducted in-depth interviews with different participants using stratified random technique. Finally, the researcher compared the different opinions of participants to do the analysis and discussions of findings.

### **3.7 Profile of the Organization**

According to the KNUST Student's Guide Handbook (2010), The University of Science and Technology (UST) succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1951. It was however, opened officially on 22nd January, 1952 with 200 Teacher Training students transferred from Achimota, to form the nucleus of the new College. In October, 1952, the School of Engineering and the Department of Commerce were established and the first students were admitted. From 1952 to 1955, the School of Engineering prepared students for professional qualifications only. In 1955, the School embarked on courses leading to the University Of London Bachelor Of Engineering External Degree Examinations. A Pharmacy Department was established in January, 1953, with the transfer of the former School of Pharmacy from Korle-Bu Hospital, Accra, to the College. The Department ran a two-year

comprehensive course in Pharmacy leading to the award of the Pharmacy Board Certificate.

A Department of Agriculture was opened in the same year to provide a number of ad hoc courses of varying duration, from a few terms to three years, for the Ministry of Agriculture. A Department of General Studies was also instituted to prepare students for the Higher School Certificate Examinations in both Science and Arts subjects and to give instruction in such subjects as were requested by the other departments. Once established, the College began to grow and in 1957, the School of Architecture, Town Planning and Building was inaugurated and its first students were admitted in January, 1958, for professional courses in Architecture, Town Planning and Building. As the College expanded, it was decided to make the Kumasi College of Technology a purely science and technology institution (KNUST Student's Guide Handbook, 2010).

In pursuit of this policy, the Teacher Training College, with the exception of the Art School, was transferred in January, 1958, to the Winneba Training College, and in 1959 the Commerce Department was transferred to Achimota to form the nucleus of the present School of administration of the University of Ghana, Legon. In December, 1960, the Government of Ghana appointed a University Commission to advise it on the future development of University Education in Ghana, in connection with the proposal to transform the University College of Ghana and the Kumasi College of Technology into an independent University of Ghana. Following the report of the commission which came out early 1961,

Government decided to establish two independent Universities in Kumasi and at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University and renamed Kwame Nkrumah University of Science and Technology by an Act of Parliament on 22nd August, 1961.

The University's name was changed to University of Science and Technology after the Revolution of 24th February, 1966. The University of Science and Technology was officially inaugurated on Wednesday, 20th November, 1961. However, by another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi. The University has Six Colleges which are independently headed by Six Provosts. The Provosts oversee the college in academic and administrative fields. The profiles of the Provosts are displayed in their respective colleges (KNUST Student's Guide Handbook, 2010).

### **3.7.1 The vision of the organization**

To be globally recognised as the Premier Centre of excellence in Africa for teaching in Science and Technology for development; producing high calibre graduates with knowledge and expertise to support the industrial and socio-economic development of Ghana and Africa. In summary, the vision can be stated as "Advancing knowledge in Science and Technology for sustainable development in Africa".(KNUST Student's Guide Handbook, 2010)

### **3.7.2 The mission of the organization**

The mission of KNUST is to provide an environment for teaching, research and entrepreneurship training in Science and Technology for the industrial and socio-economic development of Ghana, Africa and other nations. KNUST also offers service to community, is opened to all the people of Ghana and positioned to attract scholars, industrialists and entrepreneurs from Africa and other international communities. The mission of the organization is fulfilled through assisting students in understanding University policies and procedures, providing opportunities for involvement in decision making, developing and enhancing leadership qualities and through advocacy for students, resolving conflicts.(KNUST Student's Guide Handbook, 2010)

### **3.7.3 Organizational structure of KNUST**

According to the KNUST Students' Guide Handbook (2010), KNUST is headed by the Chancellor, followed by the Chairman of the University Council, the Vice Chancellor, Pro-Vice Chancellor, Registrar then the Governing body of the University (that is, The University Council).

### **3.8 Summary**

In this chapter the research design, as well as the profile of the organization have been presented and discussed. In Chapter four the results obtained from the empirical study are presented and analysed.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.0 Introduction**

In this chapter, the data collected are presented, analysed and the results interpreted. As earlier mentioned in chapter one, the study sought to investigate work-life balance practices and its effects on career progression among female lecturers at KNUST. The analysis is guided by the research questions designed for the study.

The presentation, discussion and analysis of data in this chapter are divided into three main sections: background data of respondents, the main data and results of unstructured questionnaires given to female lecturers at KNUST. 79 out of 89 questionnaires distributed were retrieved, giving 88.8% response rate. Data collected were analysed using the Statistical Package for Social Sciences (SPSS). The presentation of the data in this research is done by way of frequency tables, cross tables, pie charts and graphs. The questionnaire used for this research contained positive statements related to work-life balance practices and career progression. Most of the questions were asked with responses based on the level of agreement scale. This approach allocates weights to the frequencies of the responses. For purposes of analysis, a weight is calculated by adding percentages for strongly agree and agree as well as those for disagree and strongly disagree.



Whichever of the sums is greatest determines the general response. The following is a presentation of the data collected.

#### 4.1 Background data of respondents

This covers the background information of respondents (female lecturers at KNUST). It comprises nature job, job class, length of employment, age, rank and marital status, number of children and their ages. Table 4.1 presents the responses of respondents' background data.

**Table 4.1 Background data of respondents**

Scale		Frequency	Percentage
Marital status	Married	51	64.6
	Single	15	19.0
	Divorced	5	6.3
	Widowed	6	7.6
	No Response	2	2.5
Age	30-35yrs	15	19.0
	36-40yrs	37	46.8
	41-45yrs	17	21.5
	46-50yrs	8	10.1
	No Response	2	2.5

Number of children	One (1)	13	16.5
	Two (2)	19	24.1
	Three (3)	36	45.6
	Four (4) and Above	3	3.8
	None	8	10.1
Age group of children	5-10yrs	14	17.7
	11-20yrs	26	32.9
	21-30yrs	22	27.8
	31 and Above	7	8.9
	NA	8	10.1
	No Response	2	2.5
Rank	Assistant Lecturer	9	11.4
	Lecturer	41	51.9
	Senior Lecturer	20	25.3
	Associate Professor	4	5.1
	Doctor	1	1.3
	No Response	4	5.1

*Source: 2012 field survey*

From Table 4.1, 51 of the respondents, representing 64.6% are married, 15 (19.0%) are single. The remaining 16.4% (13) of the respondents are either divorced, widowed or did not want to give any responses. This shows that majority of respondents are married.

The above table also gives a data representation on the ages of female lecturers on KNUST Campus. 15 of them representing 19.0% are within the ages of 30 – 35yrs. 37 representing 46.8% within the ages of 36 – 40 yrs. 21.5% representing 17 of female lecturers, are aged between 41- 45, 8 of them thus a percentage 10.1% are aged between 46-50 and 2 representing 2.5% gave no response.

As shown in table 4.1, respondents with only a child were 13, two children were 19, 36 female lecturers had three children, 3 of them had four or more children, while 8 had no child at all.

Out of the 79 respondents, 32.9% had children aged between 11 and 20, 27.8% with children between 21 and 30 years, 17.7% with children from 5 to 10 years. Those whose children were 31 years or more represented 8.9%.

The table again shows KNUST has 9 Assistant lecturers, 41 Lecturers, 20 Senior Lecturers, 4 Associate Professors and 1 Doctor and 4 gave no response in relation to their rank.

#### **4.2 Main Data**

This section presents the main data related to the research questions of this research. It comprises subsections on work related question, work-life balance

policies/practices, effectiveness of work-life balance policies and challenges of respondents.

#### **4.2.1 Work-life Balance Policies and practices**

To deal with this question, the issues involved were sub-divided into three parts. The first part dealt with finding out if there are any work-life balance policies at KNUST. The second part was to find out if the work-life balance policies are implemented at KNUST and lastly if in their organizations the work-life balance policies implemented helps female lecturers to improve their performance.

##### **4.2.1.1 Work-life balance policies at KNUST**

From table 4.2 below, the researcher observed that a large proportion of respondents (38.0%) indicate that there are work-life balance policies in their organization, (32.9%) of the respondents only agree that there are work-life balance policies in their organization, (19.0%) of them are neutral in their responses, (5.1%) strongly disagree, (2.5%) disagree and (2.5%) did not give any response. This means that there are work-life balance policies at KNUST.

Majority of the respondents (70.9%) agreed that there were some work-life balance policies at KNUST. This confirms the existence and use of work-life balance policies in KNUST as was stated by the Assistant Registrar (HR Division), in an interview.

**Table 4.2 Existence of work-life balance policies at KNUST**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	30	38.0
Agree	26	32.9
Neutral	15	19.0
Strongly Disagree	4	5.1
Disagree	2	2.5
No Response	2	2.5
Total	79	100.0

*Source: 2012 field survey*

To provide more details, the researcher investigated the availability, awareness and implementation of these work-life balance policies at KNUST. The following was found out as presented in Table 4.3 below.

#### **4.2.1.2 Availability, Awareness and Implementation of Work-Life Balance Policies**

From the table below, 96.2% of female lecturers indicate that they are aware of a policy concerning part time work, 2.5% are not aware. 93.7% responded that the policy was available to them; none responded to the option of using part time work policy if it were available to them, 2.5% said it was not available and 3.8 gave no response at all. With the implementation of part time work policy, it can

**Table 4.3 Availability, Awareness and Implementation of Work-Life Balance Policies**

<b>Policy</b>	<b>Awareness</b>		<b>Availability</b>				<b>Implementation</b>			
	<b>Awa re (%)</b>	<b>Not awa re (%)</b>	<b>Avail able (%)</b>	<b>Unavaila ble but I can use if is available (%)</b>	<b>N/A (%)</b>	<b>No respo nse (%)</b>	<b>Implem ented (%)</b>	<b>Not Imple mented (%)</b>	<b>N/A (%)</b>	<b>No resp onse (%)</b>
Part time work	96.2	2.5	93.7	-	2.5	3.8	93.7	-	2.5	3.8
Job share	2.5	97.5	2.5	89.9	7.6	-	1.3	1.3	94.9	2.5
Flexi-time	72.2	26.6	72.1	17.7	8.9	1.3	72.2	-	25.3	2.5
Full time work	97.5	2.5	94.9	-	1.3	3.8	94.9	-	1.3	3.8
Compressed working hours	12.7	87.3	12.7	77.2	8.9	1.3	12.7	-	84.8	2.5
Study leave	100.0	-	97.4	-	1.3	1.3	97.4		1.3	1.3
Parental leave	-	100.0	-	91.1	8.9	-	-	3.8	96.2	-
Paternity leave	-	98.7	-	93.6	5.1	1.3	-	3.8	96.2	-
Maternity	98.7	-	96.2			3.8	96.2		3.8	



leave										
Child care arrangements	73.4	22.8	73.5	2.5	21.5	2.5	73.5	2.5	21.5	2.5
Sabbatical leave	100.0	-	97.5	-	-	2.5	97.5	-	-	2.5
Casual leave	97.5	-	96.2	-	-	3.8	96.2	-	-	3.8
Career breaks	2.5	96.2	2.5	89.9	6.3	1.3	2.5	1.3	94.9	1.3

*Source: 2012 field survey*

be seen from the table that 93.7% of respondents said part time work policy is implemented, 2.5% said it is not applicable and 3.8% gave no response. 2.5% are aware of policy on Job Share whiles 97.5% are not aware. For flexi-time policy, 72.2% of respondents indicate that they are aware of that policy whiles 26.6% said the opposite.

Full-time work policy had a high percentage of 97.5% of response in relation to its awareness and 2.5% indicate otherwise. The policy on compressed working hours received 87.3% awareness and 12.7% showing the opposite. There was a 100% response to the policy on Study Leave; a 100% had no idea on the policy on parental leave. 98.7% indicated that they were aware of policy on maternity leave. 73.4% of female lecturers at KNUST were aware of child care arrangements whiles 22.8% were not aware. There was a 100% response from respondents on the policy of sabbatical leave at KNUST. Casual Leave policy had a 97.5%

awareness from female lecturers and 2.5 were aware of career breaks policy while 96.2% were not aware.

From the data presented above, it is clear that majority of the female lecturers of KNUST are aware of the availability of all the work-life balance policies the institutions adopts. This affirms the findings of Mordi, Mmeh and Ojo (2013) who identified the list of work-life balance policies as shown in Table 4.2 above. However, not all of the respondents agree that all these policies are being implemented. In fact, only 12.7%, 2.5% and 1.3% of them stated that compressed working hours, career breaks and job share, respectively, were implemented.

To get an overall picture of the extent of implementation of work-life balance practices and policies in KNUST, the researcher found the following.

#### **4.2.1.3 Implementation of work-life balance policies at KNUST**

The table 4.4 below clearly shows that work-life balance policies are implemented at KNUST with 22 of the female lecturers representing 27.8% strongly agreeing to the above statement. Though at the same time, 22 of them are neutral in their responses to the statement, 21 agree that work-life balance policies are implemented in their organisation. 10 of them representing 12.7% strongly disagree, 2 of the female lecturers disagree and 2 gave no response.

From the information, it is shown that 43 (54.4%) of the respondents agree that work-life balance policies are implemented in KNUST. Though this represents the majority of the respondents, the percentage that does not agree, are neutral and

gave no response is significant (45.6%). The specifics are shown in Table 4.3 above. This also stresses why for some of these policies, have as low as 1.3% of respondents knew they were implemented.

**Table 4.4 Implementation of work-life balance policies at KNUST**

Response	Frequency	Percent
Strongly Agree	22	27.8
Agree	21	26.6
Neutral	22	27.8
Strongly Disagree	10	12.7
Disagree	2	2.5
No Response	2	2.5

*Source: 2012 field survey*

#### **4.2.1.4 Impact of work-life balance policies on performance**

While 37 of female lecturers at KNUST agree that work-life balance policies help them to improve their performance, 32 of them strongly agree to the statement. 5 of them are neutral in their response, 1 strongly disagrees, 3 disagree and one person gave no response to the above statement. This information is depicted by table 4.5 below.

This means that as much as 87.3% of respondents agree to the positive impact that the availability of work-life balance policies and practices can and does have on job performance. This finding confirms that of Yasbek (2004) and Jim Bird 1998 in Joshi et al, 2002), who established that the availability of such policies help to improve employees' performance.

**Table 4.5 Impact of work-life balance policies on performance**

Response	Frequency	Percent
Strongly Agree	32	40.5
Agree	37	46.8
Neutral	5	6.3
Strongly Disagree	1	1.3
Disagree	3	3.8
No Response	1	1.3
Total	79	100.0

*Source: 2012 field survey*

#### **4.2.2 Impact of family life on the career progression of female lecturers on KNUST**

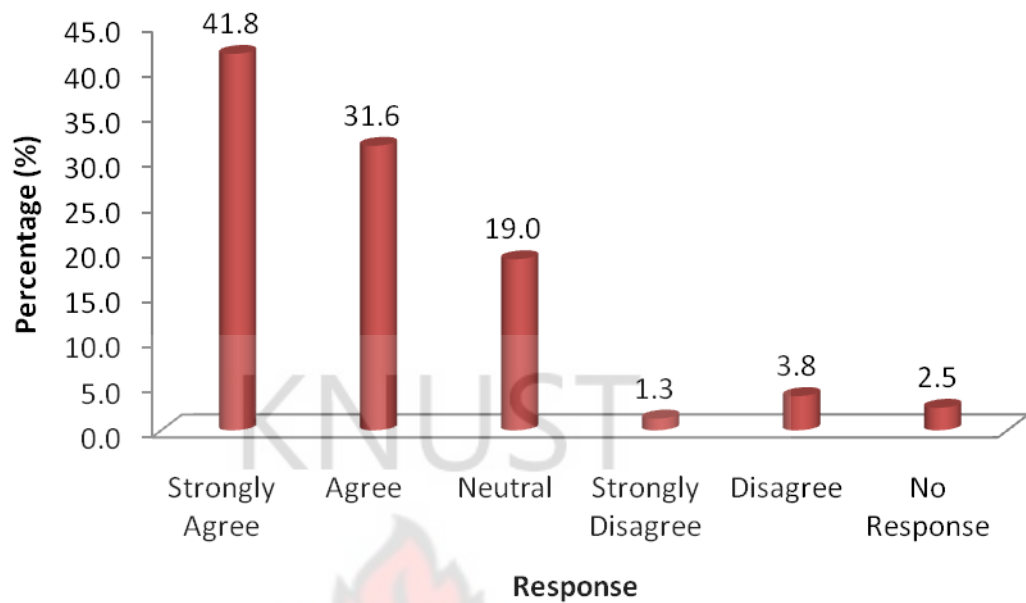
To deal with this objective, the issues were again sub-divided into two parts; the first part was to find out if the families of female lecturers have any impact on their careers. The last part deals with whether female lecturers are able to take up

other services besides lecturing and/ or going on promotions due to child bearing, as an impact the family created on their career. The responses to the questions are shown in tables 4.6, 4.7, 4.8 and 4.9 below respectively.

#### **4.2.2.1 Impact of family on career progression**

From figure 4.1 below, it can be observed that 41.8% of female lecturers strongly agree that their families have a great impact on their careers, 31.6% agree that their families have an impact on their careers, 19.0% are neutral about their responses, 1.3% strongly disagree with the idea that their families have great impact on their career, 3.8% disagree and 2.5% gave no response. Judging from the above, whatever impact that families have on the career of female lecturers is great.

Majority of respondents (73.4%) affirm the existence of an influence of family of female lecturers on their career. Astin (1984), Larwood and Gutek (1987) recognise this finding by agreeing that the pattern of women's career development is frequently affected by their family.



**Figure 4.1 Impact of family on career progression**

*Source: 2012 field survey*

#### **4.2.2.2 Ability of female lecturers to take further studies**

Still on the impact that their families have on their careers, below are the responses female lecturers gave to the statement about family's impact on their career. 49.4% agree that it is true, 21.5% disagree, 16.5% are neutral, 6.3% strongly agree, 3.8% strongly disagree and 2.5% gave no responses. This information is represented in Table 4.6.



**Table 4.6 Inability to take further studies due to child care/child bearing**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	5	6.3
Agree	39	49.4
Neutral	13	16.5
Strongly Disagree	3	3.8
Disagree	17	21.5
No Response	2	2.5
Total	79	100.0

*Source: 2012 field survey*

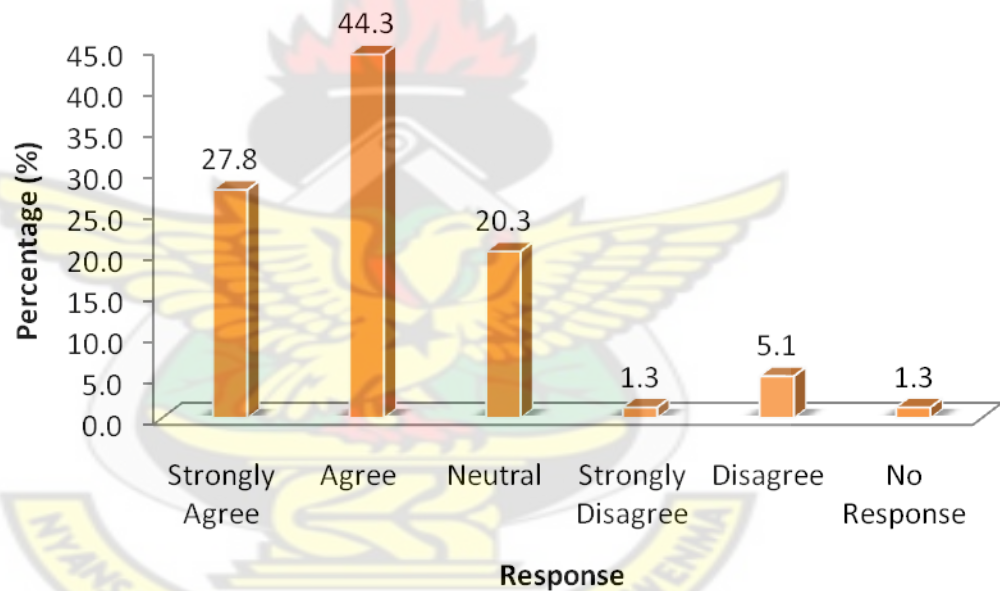
To arrive at an appropriate explanation to the high response to the fact that female lecturers are unable to take further studies due to child bearing, the age of their children were considered. The results are shown in Table 4.8 below.

**Table 4.7 I am not able to take further studies due to child care/child bearing  
against Age group of children**

		Age group of children						Total
		5-10yrs	11-20yrs	21-30yrs	31 and Above	NA	No Response	
I am not able to take further studies due to child care/child bearing (A)	Strongly Agree	2	1	1	1	-	-	5
		40.0 %	20.0%	20.0%	20.0%	-	-	100.0 %
	Agree	6	17	9	2	3	2	39
		15.4 %	43.6%	23.1%	5.1%	7.7 %	5.1%	100.0 %
	Neutral	2	3	5	3	-	-	13
		15.4 %	23.1%	38.5%	23.1%	-	-	100.0 %
	Strongly Disagree	2	-	1	-	-	-	3
		66.7 %	-	33.3%	-	-	-	100.0 %
	Disagree	1	5	6	-	5	-	17
		5.9%	29.4%	35.3%	-	29.4 %	-	100.0 %
	No Response	1	-	-	1	-	-	2
		50.0 %	-	-	50.0%	-	-	100.0 %
Total		14	26	22	7	8	2	79
		17.7 %	32.9%	27.8%	8.9%	10.1 %	2.5%	100.0 %

*Source: 2012 field survey*

As depicted by the cross tabulation above, female lecturers whose ability and availability to take up further studies is affected by the age of their children are mostly composed of those with wards aged between 5 and 30. However, the table shows that the effect is more felt by those with wards between 11 and 20 years of age. Per ‘common sense’ one would suggest that those who should be most affected should be those with very younger children. It is likely that the effect may have to do more with child bearing rather than child care. On the other hand, this research did not cover such assumptions.



**Figure 4.2 Inability to take further studies due to child care/child bearing**

*Source: 2012 field survey*

Figure 4.2 above represents, graphically, the responses presented in table 4.7.

The above finding is affirmed by Joshi et al (2002) as he quotes Jim Bird that many activities/demands of family like are non-negotiable, can be at random and hence causes a great impact on the career of female lecturers. This situation characterises female lecturers' work-life situations.

**Table 4.8 Inability to take up community services and/or go on promotions because of child care and other family issues**

Response	Frequency	Percent
Strongly Agree	6	7.6
Agree	38	48.1
Neutral	18	22.8
Strongly Disagree	9	11.4
Disagree	7	8.9
No Response	1	1.3
Total	79	100.0

*Source: 2012 field survey*

As shown in Table 4.7, 38 female lecturers representing 48.1% agree that due the impact of child caring and other family issues, they are not able to take up community services or go on promotion. 22.8% are neutral in their response,

11.4% strongly disagree that they are not able to progress in terms community services or promotion due to child bearing and other family issues. Only 8.9% disagree in their response, 7.6% strongly agree, and 1.3% gave no response.

#### **4.2.3 Relationship between work-life balance and performance among female lecturers at KNUST**

The relationship between work-life balance and performance among female lecturers at KNUST was what Research Question Three sought to find out. This question was answered using the responses given to whether or not work-life balance policies are implemented at KNUST. Responses are shown in table 4.10 below. The second aspect was to find out if the work-life balance helps female lecturers improve their performance. Responses are found in table 4.11.

From the table above, a percentage of 27.8 strongly agree and the same percentages are neutral that work-life balance policies are implemented in their organization. 26.6% agree that work-life balance policies are implemented in their organization, 12.7% strongly agree and 2.5% either disagree or gave no response.

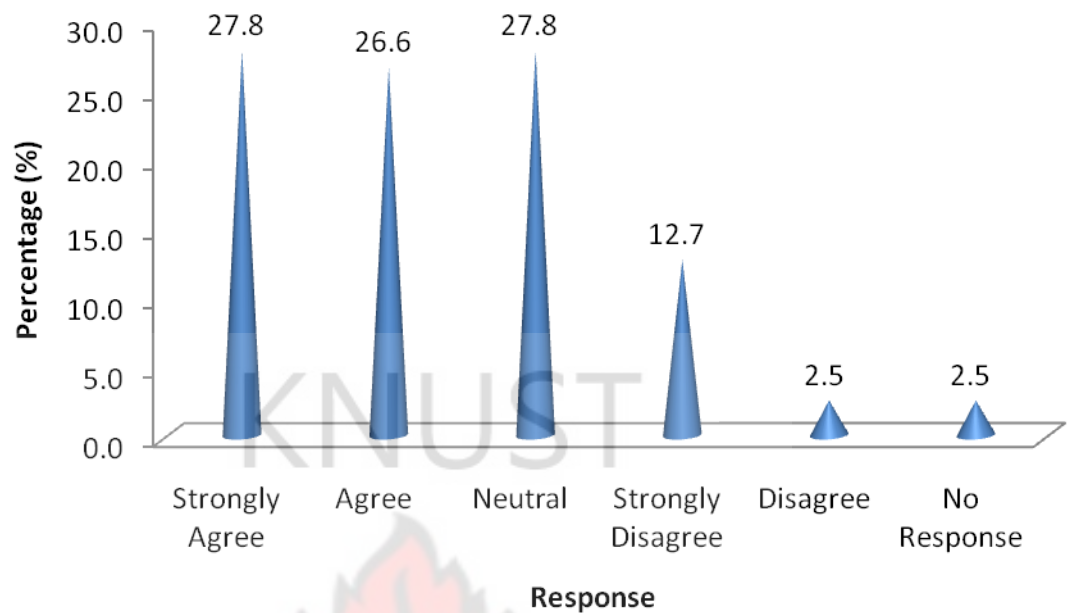
**Table 4.9 Implementation of work-life balance policies at KNUST**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	22	27.8
Agree	21	26.6
Neutral	22	27.8
Strongly Disagree	10	12.7
Disagree	2	2.5
No Response	2	2.5
Total	79	100.0

*Source: 2012 field survey*

The following graph gives a pictorial representation of these findings.





**Figure 4.3 Pictorial presentation: Implementation of work-life balance policies in my organization**

*Source: 2012 field survey*

According to Alderfer's ERG theory and Mac Clelland's Aquired Needs theory as quoted by Armstrong (1999), the implementation of work-life balance policies in any organization is a good for the employees because it gives them satisfaction and desire. He posits that the need to relatedness defines that people are not self-contained units. Thus individuals gains satisfaction at work, confirmation and understanding from significant others.

**Table 4.10 Work-life balance policies and performance at KNUST.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	32	40.5
Agree	37	46.8
Neutral	5	6.3
Strongly Disagree	1	1.3
Disagree	3	3.8
No Response	1	1.3
Total	79	100.0

*Source: 2012 field survey*

From table 4.11 above, the researcher observed that 46.8% of female lecturers agree that work-life balance policies in their organization, help them improve their performance, 40.5% of them strongly agree that work-life balance policies help them improve their performance, 6.3% are neutral about their responses, 3.8% disagree with the question and an equal percentage of 1.3 both strongly disagree and gave no responses to the question. This means that there is relationship between work-life policies and performance among female lecturers on KNUST Campus.

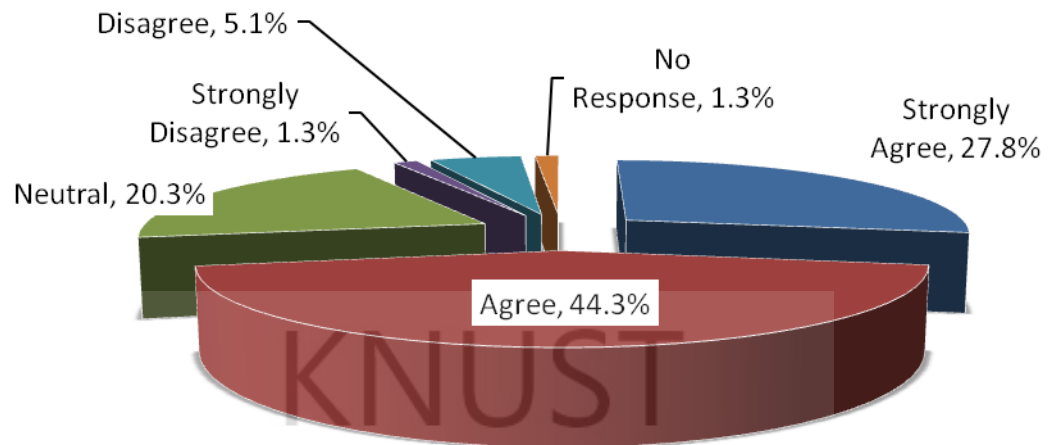
The above findings is supported by Jim Bird as quoted by Joshi et al (2002), when he says that one of the vehicles to help provide attainment of both personal and professional goal is the implementation of work-life balance programmes/training. He continues to say that when well-structured and facilitated, work-life balance will aid in career progression, even in an anti-change environment.

#### **4.2.4 Challenges female lecturers at KNUST face in combining work and family life**

Research question four was on the challenges female lecturers at KNUST face in combining work and family life.

The pie chart below shows that 35 lecturers representing 44.3% indicate that they face a lot of challenges in their careers as mothers, 27.8% strongly agree, 20.3% are neutral in their responses, 5.1% disagree, 1.3% strongly disagree and 1.3% gave no response at all. Below is a pie chart presentation of the above.





**Figure 4.3 challenges associated with multiple roles.**

*Source: 2012 field survey*

From table 4.12 below, 45.6% of female lecturers at KNUST agree that a part of the challenges they face, they are not able to get home early to prepare meals for their families due to the nature of their work. 22.8% are neutral in their response, 12.7% strongly agree to the above statement, 8.9% strongly disagree and 3.8% gave no response to the assertion that due to the nature of their work, they are not able to make time for their families.

A major challenge that confronts female lecturers is the health of their children. Table 4.13 that follows presents findings on respondents' responses regarding whether seeking medical attention for their children have any impact on their ability to attend lectures.

**Table 4.11 The effect of child care on lecture attendance.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	10	12.7
Agree	38	48.1
Neutral	16	20.3
Strongly Disagree	5	6.3
Disagree	9	11.4
No Response	1	1.3
Total	79	100.0

*Source: 2012 field survey*

Table 4.13 presents that 48.1% of them agreed that sometimes they have to sacrifice their working hours in order to take their children to the hospital. This clearly goes to show that it is really a challenge when your work has to be on the line due to ill-health of your child. Though 20.3% are neutral in their response, 12.7% strongly agree that sometimes they have to sacrifice their contact hours with students due to their child's sickness. However, 11.4% of female lecturers disagree with the fact that they miss lectures because of their child's ill-health, 6.3% strongly disagree and 1.3% gave no responses at all. This finding is affirmed by Joshi et al when he quotes Jim Bird that the non-negotiable demands of life for example a sick child can be a big challenge for female lecturers.

**Table 4.12 Family challenges and career progression (a)**

Response	Frequency	Percent
Strongly Agree	3	3.8
Agree	25	31.6
Neutral	33	41.8
Strongly Disagree	8	10.1
Disagree	10	12.7
Total	79	100.0

*Source: 2012 field survey*

The above table shows that majority of responded (41.8%) were neutral as to whether family challenges can be a hindrance to the ability of female lecturers to progress in their career. 35.4% (made up of 31.7% for agree and 3.8% for strongly agree) agreed that their career progression is affected by challenges they have with their family. The remaining 22.8% do not agree.

On the other hand it is realized that aside these family challenges, these lecturers are still able to make some career progression, though at a slower than normal pace. The following tables present findings that buttress this assertion.



**Table 4.13 Family challenges and career progression (b)**

Response	Frequency	Percent
Strongly Agree	9	11.4
Agree	29	36.7
Neutral	31	39.2
Strongly Disagree	5	6.3
Disagree	2	2.5
No Response	3	3.8
Total	79	100.0

*Source: 2012 field survey*

It is shown in table 4.15 that 9 female lecturers strongly agree to that they are able to make slow career progression irrespective of family challenges, 29 agree, 31 are neutral in their agreement or otherwise, 2 disagree whiles three would not want to give any responses. This shows that, on the overall, majority of respondents ( $29 + 9 = 38$ ) agreed that their career progression, despite their family challenges, is slower.

**Table 4.14 Supportive spouse and career progression**

Response	Frequency	Percent
Strongly Agree	12	15.2
Agree	39	49.4
Neutral	21	26.6
Strongly Disagree	3	3.8
Disagree	2	2.5
No Response	2	2.5
Total	79	100.0

*Source: 2012 field survey*

Despite enjoying slower career progression irrespective of family challenges, the researcher also sought to find out whether support from one's spouse could help improve the pace of career progression or otherwise. It was found, as shown in table 4.16, that 39 (representing 49.4%) respondents agreed that with a supportive spouse, they are able to progress on their career at a normal pace. 12 (15.2%) of them strongly agreed, 21 (26.6%) were neutral, 3 (3.8%) strongly disagreed, 2 (2.5%) disagreed and 2 (2.5%) did not want to give their responses. This clearly

shows that, irrespective of challenges from one's family, if they have supportive husbands, their progression in their career would be at the normal pace.

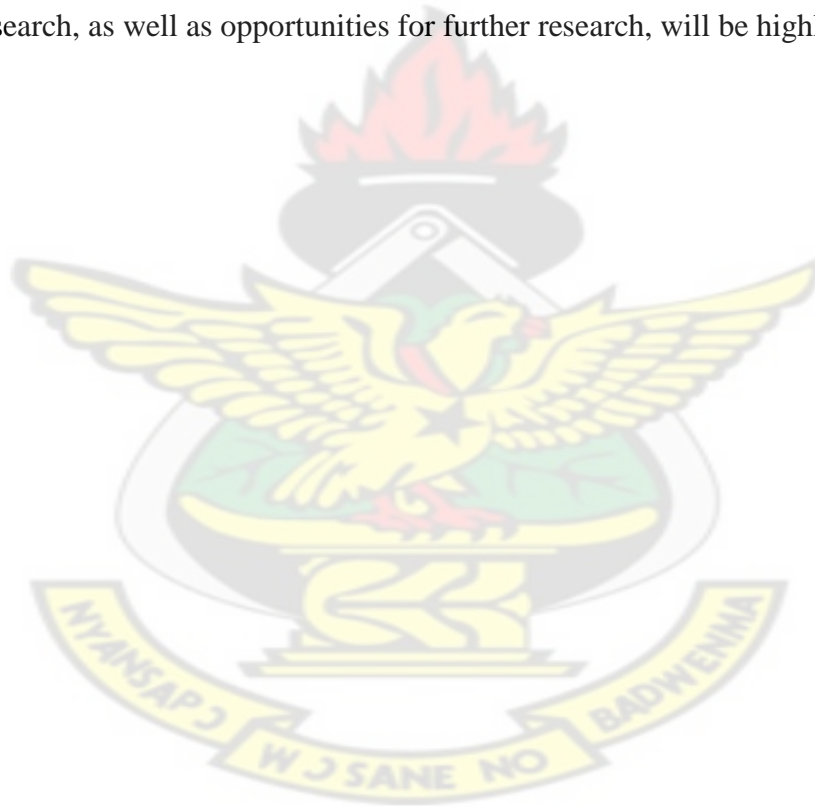
#### **4.3. Interview with Assistant Registrar – HR Department**

In an interview with the Assistant Registrar at the HR Department, the researcher found out about the policies at KNUST. There is Child Care policy available for all lecturers; that is KNUST Primary and JHS, which caters for the children of lecturers from two years till they complete their basic school education. The school is located on the campus of KNUST so lecturers can be as close to their children as possible. Sick Leave is also available to lecturers and is taken care of, through the use of the University Hospital again, located on the campus of KNUST.

There is also Maternity Leave which is granted three months after delivery. Casual Leave which is also a policy at KNUST gives lectures five (5) days with concrete reason since they will be leaving the students for a long time. Annual Leave which is also the other policy the HR talked about is usually given to lecturers during vacation so that it does not interfere with the academic work of students. Sabbatical Leave was also mentioned by the HR. She said the lectures who are given sabbatical leaves should have worked for about 2 years or more before they are granted the sabbatical leave. On the policy of Study Leave, Mrs. Asamoah said lectures are granted study leave with pay only after they have worked for 3 to 4 years or more.

#### 4.4 Summary

The purpose of this chapter was to analyse and interpret the data obtained from the research questionnaire. The analysis and interpretation was done according to the research questions and objectives set out in chapter one. The analysis done in this chapter indicates that most of the guidelines from the literature discussed in chapter two were adhered to. Chapter 5 will focus on various recommendations and concluding remarks, based on the abovementioned findings. Limitations of the research, as well as opportunities for further research, will be highlighted.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter deals with the summary of the research findings, conclusions and recommendations. In addition, the chapter offers suggestions for further research.

The researcher was interested in finding out whether female lecturers at KNUST are able to combine their career with family life effectively and still progress in their career. The population consisted of all female lecturers at KNUST. The total population for the study was 89. Questionnaire which was made up of 32 close-ended items was the main instrument used in the study. A five-point Likert scale was used in construction of the close-ended items. The researcher gave copies of questionnaires out to female lecturers at KNUST, and made a follow up days and weeks after, to collect them.

#### **5.1 Summary of Findings**

The major findings of the research are summarised below.

##### **5.1.1 Policies and practices concerning work-life balance at KNUST**

In finding out the policies and practices concerning work-life balance, a large number of female lecturers, 77 of them, representing 97.5% on KNUST admitted that there are work-life balance policies in their organization, which includes full

time work, part time work, flexi-time, study leave, maternity leave, child care arrangements, casual leave and sabbatical leave which they are aware of and knew they were implemented to help them in the discharge of their duties as lecturers and mothers at the same time.

### **5.1.2 Impact of family life on the career progression of female lecturers at KNUST**

The impact of family life on the career progression of female lecturers at KNUST was what research question two sought to find out. The option with the highest rating was strongly agree, which affirms the fact that the families of female lecturers have an impact on their careers, followed by agree, the neutral option, disagree and no response. Most of the respondents (55.7%) agreed that sometimes they are not able to either take up further studies or take up community services because of their families. Some of the respondents, 38, representing 48.1% said that they sometimes miss lecture because they have to send their children to the hospital. These challenges negatively affect their career progression.

### **5.1.3 Relationship between work-life balance and performance among female lecturers on KNUST**

Generally female lecturers at KNUST agree that there is a relationship between work-life balance practices and performance. Most of them are able to achieve a balance due to the fact that work-life balance policies are implemented in their organization and again, they achieve a balance because, the type of policies implemented, help them improve their performance. According to Mrs. Susana



Asamoah, the Assistant Registrar – HR Department of KNUST, policies concerning work at KNUST which includes Child Care Arrangements, Sick Leave, Casual Leave, Maternity Leave, Annual Leave, Sabbatical Leave and Study Leave, has a connection with the performance of all lecturers especially female lecturers because it allows them to have access to flexibility in the discharge of their duties.

#### **5.1.4 Challenges female lecturers on KNUST face in combining work and family life**

This question received a lot of responses indicating that truly, female lecturers at KNUST face a lot of challenges in combining work and family life. Female lecturers agreed that due to the impact from family, they are not able to go on promotion. Others also agreed that they progress in their career but at a slow pace as compared with female lecturers without children.

#### **5.2 Conclusion**

A number of revelations that came out of the study would add up to the knowledge on the subject of work-life balance practices and career progression among female lecturers. The responses given by female lecturers indicate that the many challenges they go through in combining both career and family life inhibit a progression in their career as well as affect their families. Even though work-life balance policies/practices exist in their organization, a more relaxed atmosphere would be a relief since the aim of obtaining the best of or ensuring the best of

performance from career mothers cannot be achieved if there is a poor balance between their family life and career.

The observation that heads of departments are doing very well in the monitoring the lifestyle of female lecturers in terms of their academic development, will help to keep them on their toes and ensure that female lecturers are up to the task. The notion that only an upgrading of one's self will lead to promotion, is very laudable because it gives no room for complacency among female lecturers.

Effective work-life balance ensures progression in one's career.

### **5.3 Recommendations**

The findings from the study and the conclusions from the study provides basis for a number of recommendations for consideration;

#### ***5.3.1 Leave and Flexible Work Arrangement***

It has been observed that about 72.1% of female lecturers face a lot of challenges in combining family life with their career. Based on this, it is recommended that female lecturers at KNUST should be given leave and flexible work arrangements to enhance their performance.

#### ***5.3.2 Opportunity for Further Studies***

Devoting more resources to improving “people management” practices within the workplace was also found to be of great benefit to female lecturers career at KNUST. It is recommended that female lecturers are given flexible/ample time in

upgrading themselves academically. That way, they are less stressed and more at ease in their profession.

### ***5.3.3 Encourage the Use of Support Systems***

One major finding made by the researcher was the rate of awareness, availability and implementation of work-life balance policies at KNUST. It is therefore recommended that employees (management of KNUST), encourage the use of the supports that are readily available and ensure that employees who could make use of such assistance do not feel that their career prospects would be jeopardized by doing so. Employers should give employees the explicit right to refuse overtime work. Providing employees with the ability to refuse overtime hours appears to be quite effective in reducing high role overload. This may reflect the increased ability of such employees to more easily schedule time with family or run errands.

### ***5.3.4 Make it easier for employees to transfer from full-time to part-time work and vice versa***

Part time work as a policy at KNUST is one that most respondents are aware of. It is therefore recommended that management of KNUST introduce a pro-rated benefit for part-time workers, guarantee a return to full-time status for those who elect to work part-time, and protect employee seniority when shifting from full to part-time work, and vice-versa.

### ***5.3.5 National Policy on Work and Family Life Balance***

From the research findings, it was realised that work-life balance practices and policies are essential for effectiveness of female lecturers as well as all other category of female workers. From this background, it is recommended that a National Policy on Work and Family Life Balance Practices be developed. With the setting up of the Gender Children and Social Change Ministry, it will be a step in the right direction for the ministry to vigorously start considering the issue. The Executive Director of the Alliance for Reproductive Health Rights (ARHR), Ms Vicky Okine, affirms this recommendation as she has appealed to the government and other stakeholders, including trade unions and the private sector, to come up with a policy that will promote a balance between work and family lives.

### **5.4 Suggestions for further research**

As the study progressed, the researcher realized that certain vital areas that the study could have embarked on could not be done due to time and other constraints. Further research could be carried out on a large scale in the Region or Country to find out the work-life balance challenges that other women in the corporate world face and how they still progress in their career.

Student researchers could also carry out research into why there are relatively more women in the academia.

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## APPENDIX

### QUESTIONNAIRE FOR STAFF

#### Preamble:

I am a final year Master of Business Administration student of KNUST. As part of the programme, I am required to write a thesis towards the award of an MBA degree. My topic is: “AN INVESTIGATION INTO WORK-LIFE BALANCE PRACTICES AND ITS EFFECTS ON CAREER PROGRESSION: A CASE STUDY OF FEMALE LECTURERS AT KNUST.” Consequently, you form part of the sampled employees. I would be grateful if you could spare 10minutes of your time to fill out this questionnaire for me. Your confidentiality is assured.

#### SECTION A

#### DEMOGRAPHICS

**INSTRUCTION:** Please tick the option that is applicable. Provide details where it is necessary.

1.	Marital status	Married	Single	Divorced	Widowed
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2.	Age	30 – 35yrs	36- 40yrs	40 -45yrs	45- 50yrs
3.	Number of children	1	2	3	4 and above
4.	Age group of children	5 -10yrs	11 – 20yrs	21- 30yrs	30 – and above
5.	Department	(please indicate your department)			
6.	Rank	Assist lecturer	Lecturer	Senior lecturer	Associate professor

**INSTRUCTIONS:** For the sections below, please tick under the figure that best suits your response to the questions, under the respective headings of strongly agree, agree, neutral, strongly disagree and disagree.

## SECTION B

### WORK-RELATED QUESTIONS

		Strongly Agree (1)	Agree (2)	Neutral (3)	Strongly Disagree (4)	Disagree (5)
7.	I have been a lecturer for more than five years.					
8.	It takes about 24hrs to prepare and deliver one lecture which is very stressful.					
9.	I do not have enough control over my					

	work schedule since I have to combine that with my family life.					
12.	I am always not able to meet deadlines.					
13.	I sometimes feel threatened by my male counterparts in the same department.					
14.	In my department, more males than female lecturers are promoted because their family demands are more than that of men.					

### SECTION C

#### WORK-LIFE BALANCE PRACTICES/POLICIES

		Strongly Agree (1)	Agree (2)	Neutral (3)	Strongly Disagree (4)	Disagree (5)
16	Work-life balance can be said to be a person's ability to combine the multiple roles in his or her life					
17	There are work-life balance policies in my organization					

18	Work-life balance policies are implemented in my organization					
19	Work-life balance policies in my organization help me improve my performance.					

#### SECTION D

#### FAMILY RELATED QUESTIONS

20	My family has got a great impact on my career.					
21	I face a lot of challenges in my career as a mother					
22	I am not able to take further studies (a) due to child care/child bearing					
22	Sometimes I miss lectures because I (b) have to take my child to the hospital					
22	I am not able to take up community (c) services/promotions because I always have to take care of my children and other family issues.					
23	With all the challenges from my family, I am able to progress in my career but at a slow pace.					
24	I have a very supportive spouse and					



	so I am still able to progress in my career at a normal pace.					
25	To deal with work-life balance challenges, I would send my kids to their grandmother so I can make time for other demands.					

## SECTION E

### WORK-LIFE BALANCE POLICIES

For the section below, please tick under the sub-heading that best suits your response to the statements below. Please tick under the respective headings of Aware (AW), Not Aware (NW), Available (AV), Unavailable (UA), Implemented (IM) and Not Implemented (NI).

	Work-life Balance Policies/Practices	AW (1)	NW (2)	AV (3)	UA (4)	IM (5)	NI (6)
26.	Full time work						
27.	Part Time Work						
28.	Job Share						
29.	Flexi Time.						
30.	Compressed						

	working hours						
34.	Study Leave						
32.	Parental Leave (care for sick parent)						
33.	Maternity leave						
34.	Paternity leave						
35.	Child Care Arrangements						
36.	Sabbatical leave						
37.	Casual Leave						
38.	Career breaks						
39.	Working from home.						