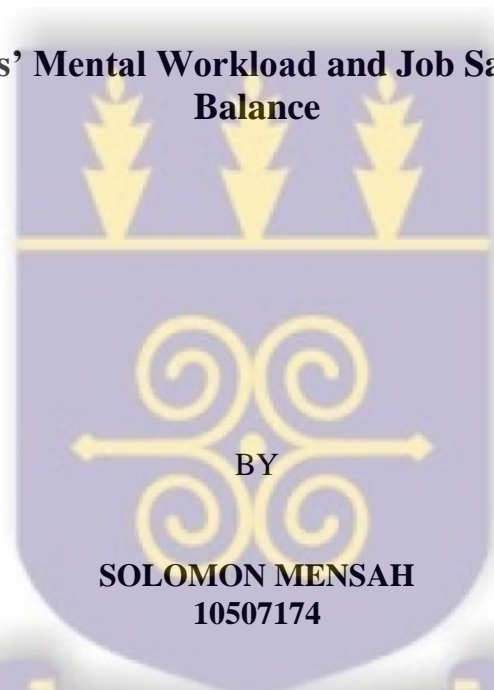


UNIVERSITY OF GHANA

**The Effect of Lecturers' Mental Workload and Job Satisfaction on Work Life
Balance**



**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF
PHILOSOPHY IN HUMAN RESOURCE MANAGEMENT DEGREE.**

May, 2016

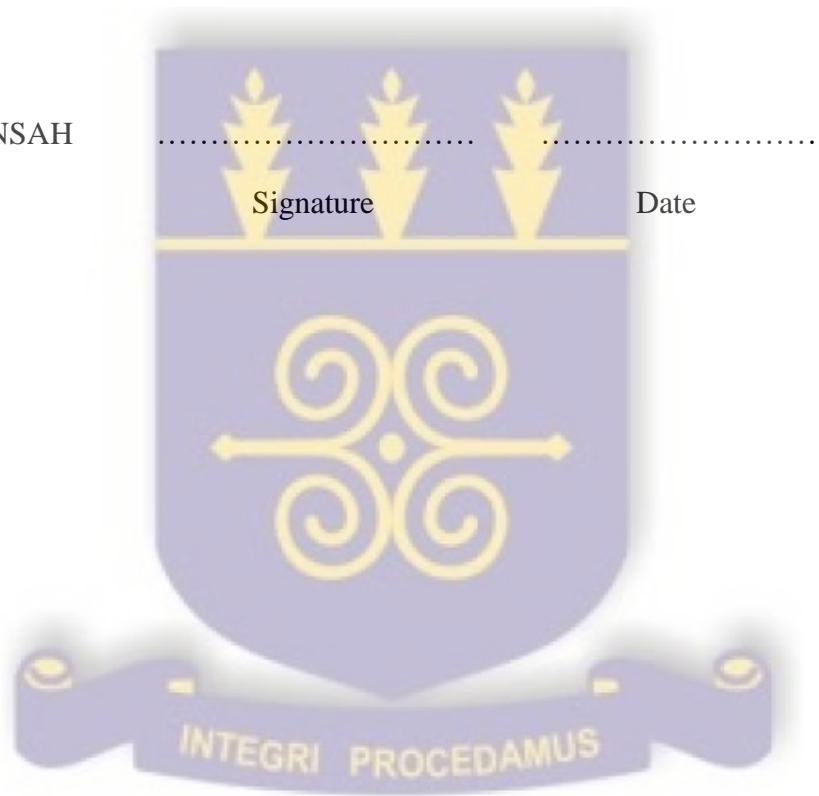


DECLARATION

I hereby declare that this submission is my own work towards the award of an MPhil in Human Resource Management and that, to my best of knowledge, it contains no material previously published or written by another person which have been accepted for the award of any other degree in any institution, except where due acknowledgement has been made to referenced materials.

SOLOMON MENSAH

(Student)



CERTIFICATION

Certified by:

DR. MOHAMMED-AMINU SANDA.....

Supervisor's Name

Signature

Date



DEDICATION

I dedicate this thesis to the Almighty God for his wisdom, knowledge, understanding and protection. It is through His unending mercy and grace that has brought me this far. I also dedicate this thesis to my dear Families, the (Mensah and Wilson) for their relentless support throughout my course of study.



ACKNOWLEDGEMENT

My sincere gratitude goes to the Almighty God for the protection, strength and wisdom He gave to me throughout my study. My second appreciation goes to my supervisor, Dr. Mohammed Aminu-Sanda, for his guidance, encouragement, comments and advice which made this thesis a success.

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LIST OF ABBREVIATIONS

WLB	Work Life Balance
MW	Mental Workload
JS	Job Satisfaction
WH	working hours
WLC	Work Life Conflict
STD	Standard
SPSS	Statistical Package for Social Science
ANOVA	Analysis of Variance.
FA	Factor Analysis
PCA	Principal Component Analysis.
NIRS	Near infrared spectroscopy method
OCB	Organisation citizenship behaviour
OSO	Organization Service Orientation.
NASA TLX	Task Load Index
PLIW	Personal Life Interference with Work
WIPL	Work Interference with Personal Life.
WPLE	Work/Personal life Enhancement
MSQ	Minnesota Satisfaction Questionnaire.
HRODD	Human Resource Organisation and Development Directorate
KMO	Kaiser- Mayer- Olkin

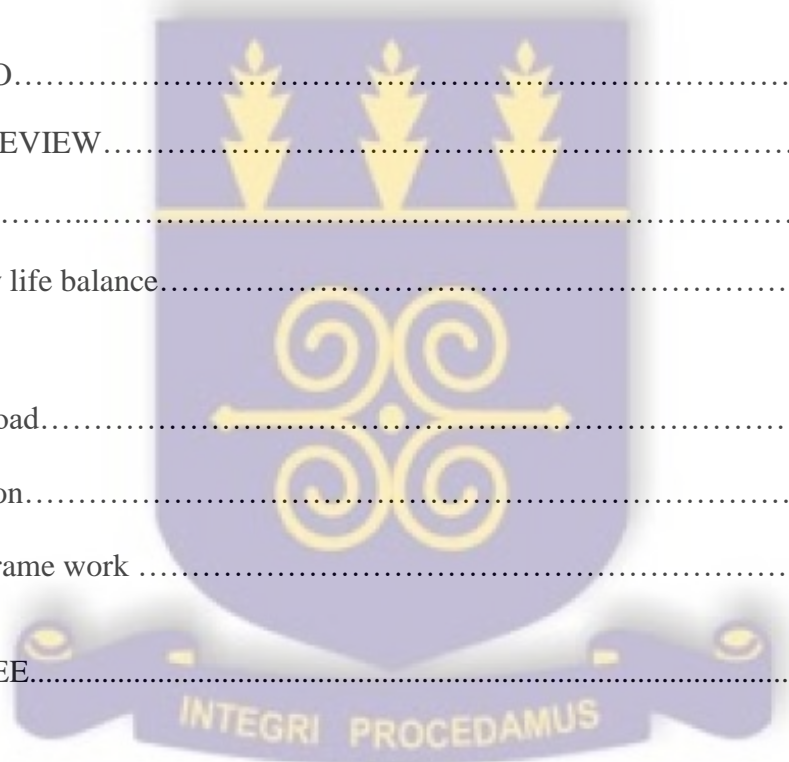
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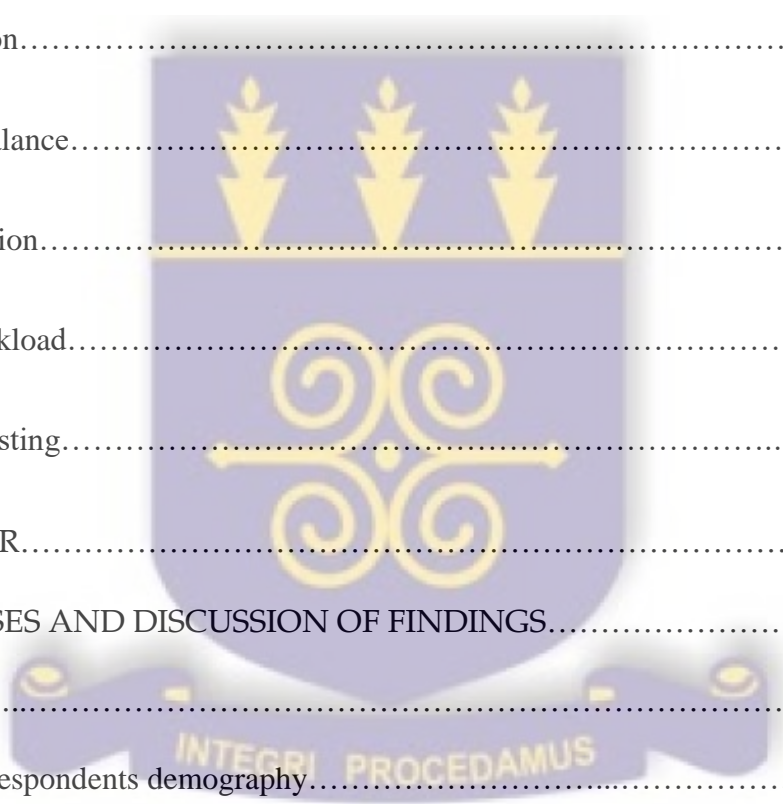
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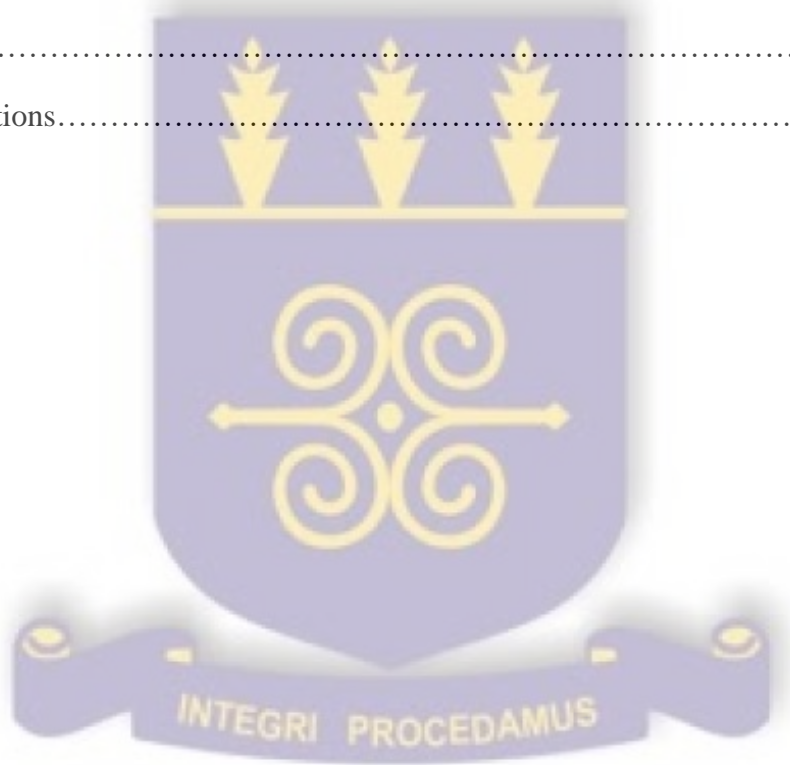
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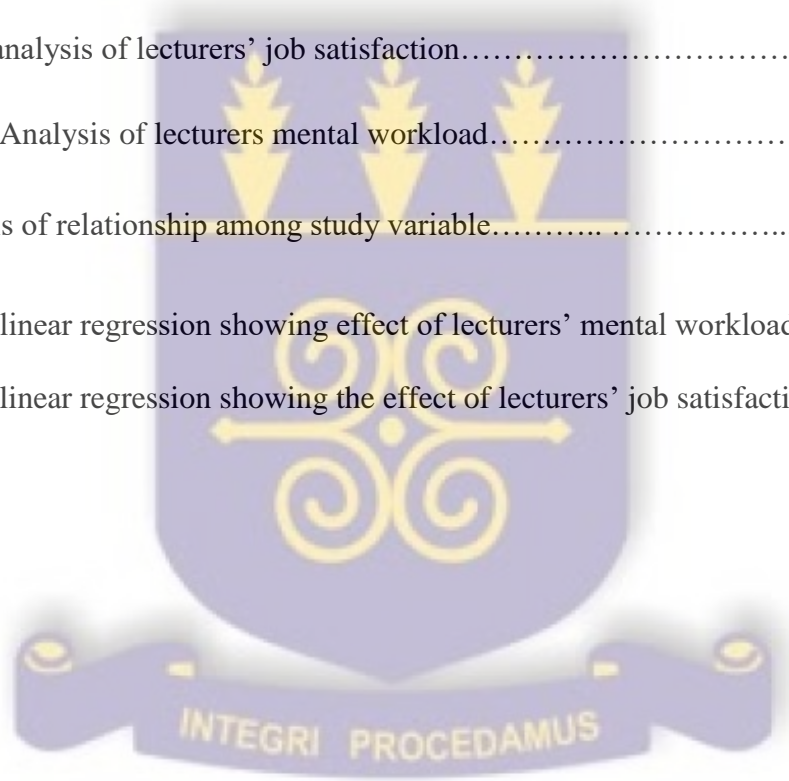
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ABSTRACT

Due to the nature of the work of University lecturers' they are likely to experience high mental workload and varied behavioral outcomes such as job satisfaction. These conditions may invariably affect how well they will be able to balance their work and personal lives concurrently. Notwithstanding these causal relationships, the working conditions of lecturers' can influence their work-life balance. As such, the purpose of this study was to assess the effect of University lecturers' mental workload and job satisfaction on their work-life balance.

The study adopted a quantitative approach and sampled 312 University lecturers from the University of Ghana, Accra. Statistical Package for Social Science (SPSS) version 22 was the main statistical tool used. Data was analysed by way of descriptive, correlation and simple linear regression. The findings indicate that mental workload has no effect on lecturers' work-life balance. Job satisfaction on the other hand had a negative effect on work-life balance.

As a result of these findings, it is recommended that University authorities should adopt work life balance policies to assist lecturers cope with their work and family lives whiles enjoying their work.



CHAPTER ONE

INTRODUCTION

1.1 Introduction

The first chapter comprises the background of the study, statement of problem, research questions, study objectives, hypotheses relevance of the study and the study disposition with the aim of highlighting and establishing the need for the study.

1.2 Background

According to Greenhaus, Ollings and Shaw (2003), work-life balance (WLB) may be described as the degree at which an individual becomes “equally engaged in and equally satisfied with” works that are outside his/her defined roles. It is evident that the above description appreciates the fact that the balance can either be positive or detrimental and further affirms the notion that participation in different functions can have both psychological and physical health consequences with varying degrees of impact of the person (Barnett et al., 1999). The Department for Education and Employment (2000, UK) identified that although the roles of women are significant, the issue of “Work-life balance” is not limited to women who are mostly seen in managing home and family affairs. The Department further suggests that some critical variables such as age, gender as well as the race of the participants should be adjusted so that all

members of the working class can combine their work demands with other duties without a negative work-life balance.

1.3 Global studies

In a study by Roberts (2007) to determine the source of the pervading problems in contemporary settings and possible results of work-life balances, he observed that the length of working hours has not changed and the complaints made about time demand have no relationship with the time frame within which work is actually done. He opined that, possibly, the increase in women involvement in the labour market, the intensification of work, increased job insecurity, and increasing works carried out during non-working hours have the propensity to have resulted in the prevalent frustration with present work schedules.

Helmle, Botero and Seibold (2014) focused on some selected firms to analyze the factors that impact on the perceptions of work-life balance, and found out that work life balance had a negative relationship with perceptions of work life balance. However, to a vast extent, there was a correlation between job participation, work flexibility, and permeability of communication and opinions of work life balance. They also observed that assistance from spouse had no effect on a person's perceptions of life-work balance; contrarily, there was a direct impact on a person's work-life balance.

According to Tomlinson and Durbin (2010) who studied Female part-time managers, equality, diversity and inclusion; they observed that managers who worked on part-time basis had previously held career portfolios when they worked full-time though these careers stalled as they began to work on part-time. Many that were career inclined became frustrated as they worked on part-time basis and as they experienced immobility. Interestingly, it was further observed that though they had worked in excess of their contracted hours, there was no rationalization of work when the working hours were reduced.

Grant, Wallace and Spurgeon (2013) examined the mental dynamics that impacted job-effectiveness, the well-being and WLB among remote e-workers, and had a detail understanding into the factors that impacted remote e-workers thereby developing certain valuable themes. It was observed that access to technology, work flexibility and the level of competence of individuals were the differentiating factors that existed for e-workers. Over-working and lack of time for recuperation were identified to have adverse effects thereby impeding well-being. The effectiveness of e-workers was seen to be highly influenced by the level of trust and the management style that was exhibited.

A study by Mäkelä, Suutari and Mayerhofer (2011) examined the lives of female expatriates: work-life balance issues, Gender in Management and identified that most often, females experience work conflict, but experienced satisfaction during transnational border assignments.

The experience was both on their personal life and their work-life and vice versa- this demonstrated how significant females find both sides. These experiences were identified to be influenced by life as well as their career advancement levels. In describing the experiences by expatriate female workers, four metaphors were used. These metaphors were categorized as airport, seesaw, stage, and harbor – to depict the balance between personal lives as well as the work experiences by expatriate female workers. Moore (2007), in the work conducted in the United Kingdom and Germany, looked at Work-life balance; focusing on persons who held managerial portfolios and general employees in Multi-National Companies. Moore observed that most of the work-life balance initiatives centered on the managers in those organizations. She opined that managers were more loyal to their organizations; nonetheless, the workers were able to exercise a sense of balance between work demands and their individual lives. Between the two groups, it was clear that neither of them demonstrated more positive sense towards their work, yet it was seen the workers make every effort mostly to attain personal satisfaction while the managers were seen generally to uphold the status quo of their organizations.

A study by Burnett, Gatrell, Cooper and Sparrow (2010) studied well-balanced families, and Gender in Management in UK and argued that policies that sought to promote work-life balance conditions had not attained well-balanced, or “gender-neutral”, work and family practices. This assertion was seen to be influenced by two reasons, with each having a link to gender. Firstly, the

policies that are designed to resolve work-life experiences are greatly gendered, and this has offered more mothers the opportunity to work more generously than fathers. This, he asserts, has been the results of the failure of organizations to fully accept the change regarding paternal parenting responsibilities. Secondly, it was observed that work-life balance initiatives limit its emphasis on paid works and childcare, failing to recognize family-related responsibilities which remain a major responsibility for the mothers. Baral and Bhargava (2010) also looked at work-family improvement as a mediating factor between organizational policies towards promoting WFB as well as productivity and found that the nature of a job has a positive relationship to every measure of job outcomes. Support from supervisors was identified to have significant positive impact on job satisfaction and cooperative commitment. There was no identified positive relationship that existed between work-life experiences and policies that enhance work-life balance. The job characteristics and the support from supervisors promote work-to-family enrichment was seen to be enhanced by the nature of a job and the support received from supervisors. By implication, work-to-family enrichment influences the links amongst job features and all related job productivities and between supervisor support and affective commitment.

Grady and McCarthy (2008) examined the experiences of mid-professional career working mothers at integrating work-life measures and reported that a complex relationship of work-related dynamics and personal factors shaped the meaning for these women amid competing

priorities of work, family and individual lives. Organization and co-ordination of multiple activities with support from various sources was fundamental to finding balance. Grady and McCarthy (2008) explain that a deep sense of mother-child relationship caused mothers to view their children as the utmost priority; however, job stimulation, challenges, the quest to achieve more and enrichment were paramount as they pursued their career goals. At the point of mid-career transition, time for personal self-care as new meaning in the work became more appealing to the respondents, family and self-evaluation. Studies by Doherty (2004) examined work-life balance interventions and its consequences for women. In that study, it was realized that the long working time that are required at managerial positions was a major barrier against women advancement. It shows that the business case which underpins management by diversity and a voluntary approach to work-life balance may only bring positive returns to women when the labour market is tight, and even with this, the returns for women in managerial positions are far exaggerated. However, a demand for same chances approach is also shown to be problematic as it amplifies the notion of women's "difference" to their male counterparts and the need to provide special attention to women. The business case looks more conditional in nature, and it is therefore contended that the most vulnerable employees be protected with strong floor of rights. In this context, it is opined that these rights should be established in industries where unions are overlooked. It is further contended that work environment needs to be made friendlier for male leaders to make the work setting congenial for better lives for employees.

In 2013, Gregory, Milner and Windebank examined work-life balances within economic meltdown and severity focusing on Australia as a case study. The study revealed that economic meltdown and severity resulted in wide changes in the labour market as well as different policies within different national locations, some but not all fit into existing welfare regime categorizations. Gregory, Milner and Windebank (2013) asked a wide array of questions to determine the type of initiatives that best advance employees' work-life balance. The research argued that legislative support was critical to ensuring restructuring structural deficiencies to resolve the issue about work-life balance. Forson (2013) examined "Contextualising migrant black business women's work-life balance experiences" and identified that women best managed work-life balances by both power relationship and the type of cultural and structural and interactions that characterized small business ownership. Deery (2008) in his study focused on the management of talent, retention approaches as well as work-life balance. He explains that his findings as emerging from this literature review focuses on job attitudes such as satisfaction at ones' job, and organizational commitment, a person's personal orientations; positive and negative affectivity, the influence of work-life balance on employees and lastly, the measure adopted to curtail high turnover rates.

According to Hyman and Summers (2007), it was evident that employees have been influencing work-life balance issues in the monetary services industry, and there are wide work-life balance

measures, documentation and quality where independent unions were given appropriate recognition. In all the cases considered, it was evident that the degree to which there was departure from the minimal legally accepted levels of provision was not great. However, Hughes and Bozionelos (2007), in their study to find out whether work-life was a source of turnover intentions and job satisfaction among employees observed that work-life imbalances in work-life were a major source of dissatisfaction for the participants and not merely an issue of concern. Furthermore, it was identified that the participants made a clear link between imbalances with work and withdrawal actions, including turnover and non-genuine sick absence. In a similar study, Marcinkus, Whelan-Berry and Gordon (2007) used women in their midlife as their sample to examine the link between social supports and work-family balance. Findings from their research indicate that in general view; women were seen to be given more personal social support than work-based social support and more instrumental than expressive support from all sources. Employee commitment, career accomplishment and job contentment was seen to have significant positive outcome with work-based social support. It was identified that job satisfaction, commitment to organization and actualization of career goals was positively related to work-related support they women received in relations to their work. Work-family balance is seen to have the tendency to partly reconcile the link between social support and work outcomes.

Walker, Wang and Redmond (2008) studied women and work-life balance in relation to owning home-based businesses and found that an attraction to home-based business ownership was largely motivated by the flexibility it offered to their lifestyle and the opportunity it offers to be able to balance work and family. Women were mostly identified to have preference for home-based businesses. However, gender was not seen as the major determining factor for engaging in home-based businesses. On the other hand, it was observed that dependents were the more a determining factor. Au and Ahmed (2014), in their study “Sustainable people management through work-life balance, a study of the Malaysian Chinese context”, within the contextual perspective focused on how macro-environment (government legislation and policy, societal values, and practices) and the firm environment (owner and leadership values, superiors’ attitude) work together to determine the overall work-life balance experiences amongst Chinese Malaysians. The results of their study revealed that the work-life within the Malaysia context has numerous shortfalls, these has resulted in the unsustainability of human capital within Malaysian firms. They explained that work-life balances presented the opportunity to most fathers to exhibit more paternal relationship with their families and also gave them some sense of right to paternity breaks. This was evident in cases where measures were not gendered. In other related studies, it was evident that fathers turn to use informal flexibility measures more broadly where this is available (measures with individual agency).

Rehman and Roomi (2012), investigated gender and work-life balance in their work: A phenomenological study focusing on women entrepreneurs in Pakistan, and realized that among other factors that motivates people to start their own businesses, one most significant determining factor is the desire to achieve work-life balance. They explained that they ensure a lot of flexibility from their own businesses, a great deal of control and freedom to manage their family and social affairs. According to these authors, there are certain factors such as lack of sufficient time, gender inequality, social and cultural norms as well as family responsibilities are the most major difficulties women encounter in their struggle to attain balance in a male dominant Islamic setting. Implementation of some key strategies such as planning strategically, organizing and role delegation are some of the key approaches employed by women to achieve work and family balance. McDonald, Townsend and Wharton (2013) identified four major themes which demonstrate discourse practice gaps. First, the demands facing this particular industry/sector were framed as heightened and unique. Second, employees' output was assigned priority, surpassing concerns for employees' welfare and lifestyle issues. Thirdly, welfare needs of employees' handled as personal and individual choices. Finally, the level of employee commitment was judged on the basis of their attendance to work.

Within the Australian context, Pocock, Charlesworth and Chapman (2013) investigated the relationship between work-family and work-life pressures and made the following findings.

There was an absence of coherence and integration among the several policies that focused on work/family and importance for a wider range of restructurings. It is found that there was no general improvement in gender equality, though flexibility rights were been gendered. Pocock, Charlesworth and Chapman (2013) explain that females workers turned to be rushed and heavily pressed for time as consequences as – who have been constructed as the work/family problem to be “fixed”.

McMillan et al.’s dyad conceptualisation of workaholism has been supported by Russo and Waters’ (2006) work, contrary to Spence and Robbins’ triad model. Precisely, it was identified that the subscale for measuring work involvement was plagued with low internal reliability and an unreliable factor structure. The findings affirm that a worker type has a significant relationship to work family conflict (WFC). Furthermore, the study recognized that relaxed and uninvolved workers experienced less work family conflict as compared to enthusiastic and workaholics who experienced more. Worker type was seen to moderate the relationship between schedule flexibilities and work family conflict. More precisely, it was found that accessibility to flexible scheduling played a major role leading to less WFC for enthusiastic workaholics, in contrast to their workaholic counterparts. Supervisor support played no significant impact.

1.4 Studies in Africa

Studies by Kargwel (2008) in Sudan present female managers' experience with family-work dilemma and examined the importance married female managers allocate to the support they received from their organizations commitments of their dual. The responses from the female managers surveyed indicated that they have accorded greater priority to their families as compared to the demands of their profession. It was found that as married women accord vast significance to their families, it turns to have a negative impact on their profession. This has caused many to rely on external hands (family members, nannies, cooks, servants and many others) to manage their family responsibilities. This has been attributed to why most women are not seen in top-management levels in most organizations. Within the Nigerian context, studies by Ibiyinka, Odunayo and Olubusayo (2014) on work life balance practices in Nigeria, revealed that there exist a great deal of divergence of employee perception about what constitutes work-life balances. This has resulted in a great gap of understanding between what corporates consider as work-life balance practices and what employee expectations are regarding the concept.

Studies by Potgieter and Benard (2014) in South Africa examined black employees' construction of work-life balance in a customer care setting. It found that continually the WLB is conceptualized as subjective and a wide valuation of fulfillment derived from several responsibilities that are essential to a person at a given period in time. In another study in South

Africa, Downes and Koekemoer (2011) looked at work-life balance measures: focusing on the challenges and benefits associated with using flexitime in organizations. Their findings were organized along four key themes. These themes are individual and general challenges, (the areas where organizations need to adequately enforce flexitime and the possible benefits that would be derived from its effective implementation) from the data being gathered. Employees' commitment and their rate of loyalty to the organizations they work for was identified as the defining factor for the level of benefits derived. Maintaining productivity, a shortage of critical resources and understanding flexitime were identified as some the challenges.

1.5 Studies in Ghana

Though work-life balance is carried out in some selected banking firms, yet it is observed that some of the measures that promote WLB are not in existence (Asiedu- Appiah, Dufie-Marfo & Frempong, 2013). Some of the respondent held divergent views about how work-life balance was effective in managing the levels of their stress. Female workers were identified to have positive response to work-life balance as compared to their male counterparts. Again, a good majority of the respondents also admitted having work-life measures had positively impacted on their work output. With these findings they made the following recommendation; they suggest that the present policies on work-life balances in the banking institutions be reviewed to enhance a correct reflection of the experiences of employees in the industry. This they assert can be

achieved by allowing all employees to have equal access to all work-life initiatives that are being provided with any form negative career results. Also, a study was conducted by Nywaledzigbor (2013) on the impact of social support and resilience on work-family conflict among Ghanaian women. It was discovered that the non-formal support had a negative and significant correlation with work-family conflict; resilience was also found to be negatively and significantly correlated to work-family conflict. However, the interactive effect of social support and resilience on WFC was not significant. Finally, Nywaledzigbor (2013) observed that the level of WFC was significantly high amongst women with younger children contrary to women who had older children. The implications are discussed in the context of reduction in overall productivity, development and progress of the women workers.

In a study by Sackey, Boahemaa and Sanda (2011) focusing on the 'Relational Impact of Job Stress on Gender Based Managerial Effectiveness in Ghanaian organizations demonstrated that male managers turn to experience less job stress as compared to their female counterparts. The study also discovered different occupational stressor between male and female managers, role conflict and alienation at work was seen as major occupational stressors to females while the males regarded blocks to career advancement as the major workplace stress causative factor. Though, the study observed that female manageresses experienced more workplace stress, it was evident that their level of effectiveness was significantly different from their male counterparts.

Studies by Aryeetey, Yeboah and Aminu-Sanda (2011), on work-family balance for female professionals in Ghanaian organization, demonstrated that discontent between work and non-work demands, such as family responsibilities, antecedents of stress that force professional females to quit their professions. Regarding different approach to work arrangement, flexitime, compressed workweeks and homeworking were identified as the most preferred types of alternatives work arrangements by the group sampled. They concluded that alternative work arrangements strategies are well-known by professional female employees within the Ghanaian context. However, these strategies such as compressed working weeks, telecommuting, and flexitime are not well implemented effectively in most organizations. They therefore suggest that organizations integrate these alternative work arrangements as a motivational tool to curtail or reduce turnover intentions of professional female employees. This they contend is not to enhance their work-life balances but to promote their work output for the general good of the organization they work for.

In their study on 'Learning towards enabling work- to- family conflict and family- to- work conflict in developing countries', Ofori and Ametorwo (2014) observed that formally employed male and female married persons had no significant divergence, and they also asserts that managers experience more of WFC than persons who are not in managerial capacities. Again, they observed that generally, work-to-family conflict was prevalent among formal workers who

are single and on other hand married formal workers experienced more family-to-work conflict.

In a related study, Sackey and Sanda (2009) conducted a research to identify the impact of work-related stress on the mental health of Ghanaian professional women. Their study found that female managers are exposed to number of occupational stressors which produce strain symptoms that has been a contributive factor for their ill-health experiences within firms. This finding was a the observation of a similar study that focused on examining the link that existed between the nature of job characteristics symptoms of stress, and its resultant health consequences (levels of depression, anxiety rate and physical symptoms) that was existent in Ghana among women in both lower and middle management positions in some organizations.

Sackey and Sanda (2011) also studied Sustenance of Human Capital, Social Support as a Managerial Stress Reliever for Women in Developing Economies and found that as female managers become exposed to occupation stressors they turn to experience ill-health which negatively impact their work output. Interestingly it was revealed that as female managers receive more organizational support from their superiors, occupational stressors declines. This helps the organization as they make meaningful contribution to work output.

Aside the role they play as lecturers at the various universities, lecturers are expected to perform other roles at home when they close and according to Sackey and Sanda (2011) in their work, they observed that support from married partners offers a more sense of security and stability at

home, invariably this delimits their chances of work-role conflicts that are mostly experienced by these women.

1.5.1 Problem Statement

Studies focusing on selected organizations globally examined the various themes in the area of work life balance. Some of the variables that have been looked at in relation to the topic include: work life balance of women entrepreneurs (Agarwall & Lenka, 2015), work life balance in time of crisis and austerity (Gregory, Milner & Wildebank, 2013), and work life balance and retention strategy (Deevy, 2008). Roberts (2007), examined WLB the source of the current challenge and the plausible outcome, elucidation of the evidence in England. Koubova and Buchko (2013) worked on work life balance: emotional intelligence as a crucial component of achieving both personal life and work performance in the USA.

Baral and Bhargava (2009), studied work improvement as a mediating variable between organizational interrelation for work-life balance and job outcome in India for both gender managerial employees. Greehaus, Collings and Shaw (2002) looked at the link between work life balance and significance of life among male and females in USA. Helmle, Botero and Seibold (2014) examined factors that influence perception of work life balance in owners of Copreneural firm on couples who owns sbusiness. Boles and Johnstone (2013) looked at role stress emanating

from roles, work family conflict and emotional fatigue among female and male employees in UK.

Sackey and Sanda (2009) studied the impact of workplace stress on the psychological health of professional women within the Ghanaian setting. They also looked at sustaining of human capital: by focusing on how provision of social support to women performing managerial roles in developing countries may serve as stress reliever. Work life balance – family /social support, Organizational support, work life among managers and employees, coping with work life balance, managerial stress were all centered on women. As highlighted in this section, the issue of mental work load and job satisfaction having effect on the work life balance of lecturers of the University of Ghana appeared not to have been explored in both the global, Africa and Ghanaian context and hence the need for it to be examined.

1.6 Purpose of the Study

The study sought to understand the effect of mental workload and job satisfaction on work life balance of lecturers of the University of Ghana.

1.7 Research objectives:

The following constitute the specific research objectives:

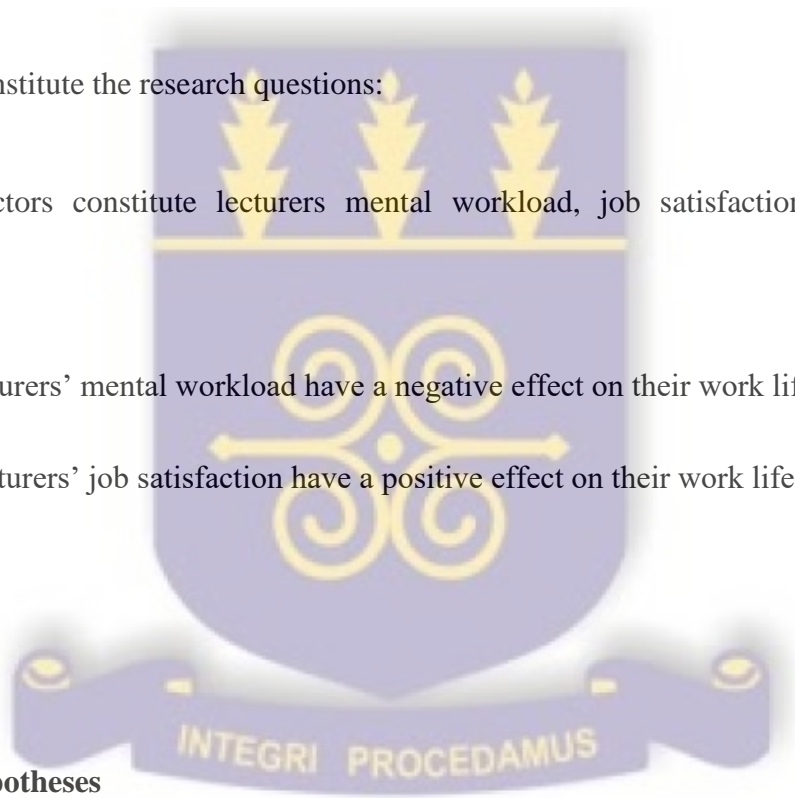
1. To examine the factors that constitute lecturers mental workload, job satisfaction and work life balance.

2. To find out if lecturers' mental workload have a negative effect on their work life balance.
3. To find out if lecturers' job satisfaction will have a positive effect on their work life balance

1.8 Research Questions

The following constitute the research questions:

1. What factors constitute lecturers mental workload, job satisfaction and work life balance?
2. Does lecturers' mental workload have a negative effect on their work life balance?
3. Does lecturers' job satisfaction have a positive effect on their work life balance?



1.9 Research hypotheses

The following constitute the research hypothesis:

H1: lecturers' mental workload will have a negative effect on their work life balance.

H2: Lecturers job satisfaction will have a positive effect on their work life balance

1.10 Significance of the study

The study sought to assess the effect of lecturers' mental workload, and job satisfaction on WLB and is therefore relevant on the basis of research, practice and policy guidance.

The findings of this research will help the University of Ghana authorities and Human Resource and organizational Development Directorate to be cognizant with mental workload and job satisfaction on WLB of lecturers. Furthermore, the University of Ghana Council's attention will be drawn to the significance of the adoption and implementation of a comprehensive work life policy specifically for the lecturers of the University of Ghana

1.11 Limitation of the study

The researcher could not cover all the departments of the four colleges of the university by virtue of time constraint. The university has a total of one thousand one hundred and sixty lecturers from assistant lecturers to professors and the researcher was able to reach out to 312 of which it would have been appropriate if all the 1165 lecturers' opinions were gathered.

1.12 Chapter Disposition

The present study is organized into five main chapters. The first chapter presents the introduction which entails the study background, problem statement, objectives of the study, research questions, research hypothesis, limitations of the study, significance of the study and organization of the study. The review of related literature is carried out in chapter two. The literature review presents the of definition of major concepts, theories underpinning the study, conceptual framework and empirical review of studies already conducted in the area of lectures mental workload, working hours and job satisfaction on work life balance.

The third chapter presents the research methodology. In this chapter, the research design adopted for the study is stated. It deals with the research design, population of the study, sample size and approach, the method of data gathering method and data analysis is duly presented. Chapter Four details the data analysis and discussions. This chapter deals with analysis of the gathered data and its discussions and interpretations. The summary of findings, conclusion and recommendation are provided in the chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the definition of key variables used in the study, empirical review, theoretical review and study framework.

2.2 Work -Family life balance.

According To Clark (2000) work- life balance may be described as “satisfaction and good functioning at work and at home, with a minimum of role conflict” (p. 751). A study by Greenhaus et al. (2003, p. 513) on work-family balance describes “the extent to which an individual is equally engaged in – and equally satisfied with – his or her work and family role”. Estes and Michael (2005) opined that the concept of work-life balance describes different approaches that are adopted by organizations. The concept may be conceived to mean any of the following practices by organizations; organizational support for dependent care, alternative work arrangements, and social or individual life.

In a study by Yadav and Dabhade (2008) to examine the work life balance and job satisfaction among women working in banking and education industries. Yadav and Dabhade (2008) found

that factors such as coworker support, conducive working conditions, intellectual stimulating roles, performance-related rewards and organization policies that promote employee well-being has the possibility of helping achieve work life balance among the study population. The focus of Yadav and Dabhade (2008) on educational and the banking industries form the scope of their study, as they sought to examine the working environment and women's opinion about the work-life balance and job satisfaction. Primary data for analysis was gathered through the use of formal standardized questionnaires and the exactness of the data collected for analysis were tested through standard deviations. Glendinning (1998) studied family life, health and lifestyles in rural areas: the role of self-esteem and certain characteristics contained in young people's accounts of family life were found to be associated with feelings of self-esteem, subjective wellbeing and health behaviors. Additionally, Glendinning (1998) explained that self-esteem had a significant relationship with self-assessments of health, however, this did not directly account for a health-relevant behavior, contrary to a prevalent assumption in health education. Glendinning (1998) ascertained that the various items on individual responses to specific work-family life experiences were constituted into composite variables that enable the overall responses on the various composite items to either reflect high, moderate or low levels of response to the entire study sample. Correlation analysis indicated that the quality of relations with parents was seen as crucial in what younger people considered as quality family life and along this line; the following items (control, setting boundaries, criticism and conflict) were

constituted as a composite variable to measure family life experiences, while (family support, sensitivity, acceptance and family-centredness) also constituted another composite variable for analysis.

Hennig, Stuth, Ebach and Hagglund (2012) studied employed women perception about work and family life reconciliation and made the following findings; they observed that employed women regarded the demands of work, the presence of children in the household and part-time employment as critical factor that impact on work and family reconciliation. Hennig et al.,'s (2012) from the results of their study revealed that there are cross-national variations in nations where their family policies focuses more on the integration of both women and men into the labour market and where the women consider the balancing of the demands of their jobs and domestic life higher than in nations where their family policies purpose to support the family. According to Hennig et al. (2012), their purpose was to examine the perception of employed women in some selected socially-oriented states within the European Union; (Denmark, Germany, France, Finland, Great Britain, Sweden and Switzerland) and also to ascertain why some women within some contextual locations are able to attain their career goals by combining their work-life and family-life effectively. Data for analysis to find answers to the objective was drawn from the International Social Survey Programme (ISSP 2005). At the individual level the

various country specific linear regression analysis were carefully applied to address the various questions, correlations at the country level as well as policy analysis equally examined.

Studies by Rajadhyaksha (2012) looked at work-life balance within South East Asian context: by focusing specifically on experiences in India. Their study made the following findings, that within the Indian companies issues of work-life measures focused on promoting gender equality, work flexibility, reduction of workplace stress, health awareness and childcare. In a similar study, Rajadhyaksha (2012) made a detailed countrywide examination on perception on WLB situations in the Republic of India. A qualitative research design was adopted by Rajadhyaksha (2012) for his study, and he used case studies of work-life measures offered by a sample of organizations in India. Both primary and secondary data was sourced for this study. Primary data was derived from the survey responses (interviews) of the participants while the secondary data was sourced from the websites of the sampled companies. Within the Australian context, Pocock, Charlesworth and Chapman (2013) investigated the connection between work-family and work-life pressures and made the following findings. There was an absence of coherence and integration among the several policies that focused on work/family and importance for a wider range of restructurings. They added that though flexibility rights were hugely gendered it has not turned out to improve gender equality and even has the capacity to perpetuate societal norms, gendered work settings as and other work practices and care. Pocock, Charlesworth and

Chapman (2013) explain that female workers are rushed and heavily pressed for time as consequences as – who have been constructed as the work/family problem to be “fixed”.

In their work, Pocock, Charlesworth and Chapman (2013) carefully assessed a set of new work/family-related measures. These included a paid parental leave initiative fully funded by government, less right to make request for favourable working conditions and to some extent the widening of legal protection to decrease discriminations against workers with extra family roles. New policies within the Australian setting that focused on work-family measures and their resultant impact on gender inequality were explored by these scholars.

Gregory and Milner (2011) studied fathers and work-life balance in France and the UK, policy and practice. They found out that having fathers taking up to work-family balance measures is largely as result the national fatherhood regimes, new organizational and the sector initiatives as well as the individual employees. They explained that work-life balances presented the opportunity to most fathers to exhibit more paternal relationship with their families and also gave them some sense of right to paternity breaks. This was evident in cases where measures were not gendered. Similar to other studies, it was realized that fathers used informal flexibility if it existed in their personal organizations. Different data collection was employed to gather primary information. Techniques such as questionnaire survey, analysis of case study, finally official

from both national and as well as sector-levels were interviewed. The purpose was to examine the role played by organizations to improve national work-life balance initiatives among employees with a specific focus on fathers.

Au and Ahmed (2014), in their study on “Sustainable people management through work-life balance, a study of the Malaysian Chinese context”, within the contextual perspective observed by focusing on how macro-environment (government legislation and policy, societal values, and practices) and the firm environment (owner and leadership values, superiors’ attitude) work together to determine the overall work-life balance experiences amongst Chinese Malaysians. The results of their study revealed that the work-life within the Malaysia context has numerous weaknesses, these has resulted in the unsustainability of human capital within Malaysian firms. More so, the researchers adopted an emic approach using phenomenological enquiry to investigate what factors impact and shape work-life balance experience among adult working Malaysian Chinese. With an emic approach, elements that are indigenous to a specific culture was useful to explore the uniqueness of the Malaysian context. Semi-structured interviews with six Malaysian Chinese working adults were conducted to understand their experience of work-life balance in the Malaysian Chinese context.

According to Au and Ahmed (2014), they explored the harmful impacts of external negative factors at both national as well as at firm level by ascertaining actions that impact Malaysian Chinese's welfare in the form of WLB practices in Malaysia and China. Ibiyinka, Odunayo, and Olubusayo (2014), studied work life balance practice a comparison of three sectors, and the findings revealed that the concept of WLB was differently perceived by the respondents to the study. The work-life balance practices that are initiated by corporations are viewed differently from what employees understood about the concept work-life balance. In that regard the paper makes some recommendation for effective implementation of work-life balance measures within the study area. The researcher adopted quantitative research methodology, precisely case study approach to examine work-life balance practices within the Nigerian Economy by focusing on Banking, Educational as well as the Public sectors (Ibiyinka, Odunayo & Olubusayo, 2014).

Kargwell (2008) conducted a research to investigate gendered problem of the work-life balance in Sudan and the results indicate that female managers interviewed give importance to their families first and secondly to their professions. Most married women depended on additional help from others to maintain their responsibilities as family women and also as employees to their corporations. The attention most married women give to their children was seen to impact their career progression negatively and was also a factor for the low numbers of women in top management positions in most organizations. According to Kargwell (2008), the method used for

his study was case study, using a qualitative approach and triangulation of methods. These include: interviews, observations, analysis of texts and documents and autobiography. In-depth interviews were carried out with both male and female managers totaling 48 from the Health and Educational ministries in Khartoum, the national capital of Sudan. Out that number 26 and 22 were male managers and female managers respectively, who occupied top and middle management positions. The narrative style (story-telling) was adopted for analysis of data gathered through interviews. According to Kargwell (2008), the study was underpinned by two distinctive objectives. The first was to ascertain the relationship female managers had with family-work dilemma and the other, was to examine the commitment levels of female managers as they played two critical roles as family persons and the perceived organization support they received.

Asiedu-Appiah, Aduse-Poku, and Acheampong (2014) also conducted a research on female lecturers career advancement in Ghana, and concluded that family-life has an adverse impact on the career advancement of female lecturers. Even with this finding, the study did not measure to what extent negative impact it has on family-life. They observed that academic furtherance had a direct and critical link to career advancement in most if not all organizations. It is therefore important to initiate effective work-life policies that will adequately offer female lecturers the chances to pursue career advancement. It is observed that further studies by female

lecturers will eventually lead to career advancement and will serve as a factor for job satisfaction and also bring about reduce turnover rates (Asiedu-Appiah, Aduse-Poku & Acheampong, 2014). The study sampled 89 female lecturers across one of the four public universities in the country through the use of a standardized questionnaire. The questionnaires were administered by the researcher to the female lecturers and were retrieved weeks after.

Albertsen, Rafnsdóttir, Grimsmo, Tómasson and Kauppinen (2008), studied work hours and work-life balance and found that the association between larger numbers of working hours and lower levels of work life balance was strongly supported among women. Albertsen et al. (2008) also found that working hours is negatively related to work-life balance and also negatively impact on the well-being of children and on satisfaction in marriage.

The findings from Albertsen et al's (2008) were not comprehensive on men, while for gender-mixed groups, a link between overtime work demands and less level of WLB was strongly supported. Again, the kind of influence employees experienced with work schedule was associated with how effective the work balance were in other related studies. According to Albertsen et al's (2008) drawing conclusions were difficult to make because of the problems with methodologies in the various studies. Alternative work interventions such as reduced

working hours with wages, work rotation through shifts, and increased influence on work showed a significant positive relationship with work-life balance.

Miheli (2014) conducted a study on work-family interface, job satisfaction and turnover intention and concluded that while work-family improvement had significant and positive relationship to a person's satisfaction at their jobs; as contrary to family-work enrichment. A similar way, work-family conflict turned to have a positive relationship with job satisfaction. It was observed that work-family interface and turnover intentions were slightly mediated by job satisfaction. The findings of the study demonstrated how work-family and work-life conflict could negatively influence job satisfaction. The findings showed that there is an indirect relationship between work family enrichment and work-family on turnover intentions. According to Miheli (2014), the study sought to examine the influence of work-family and family-work conflict and enrichment in promoting job satisfaction and its resultant impact on turnover intentions in a transition country. Frone et al.'s (1992) two-item scale was employed to examine conflict between work and family. The items assessing work-family conflict were: "How often does your job or career interfere with your responsibilities at home, such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or child care?" and "How often does your job or career keep you from spending the amount of time you would like to spend with your family?" The variables measuring family-work conflict were: "How often does your home life interfere

with your responsibilities at work, such as getting to work on time, accomplishing daily tasks or working overtime?” and “How frequently does your family life retrain you from giving the amount of time you would like to dedicate on career-related activities (Miheli, 2014).

Baral and Bhargava (2009) examined work-family improvement serving as a mediating variable between the interventions of organizations to enhance work-life balance and work outcomes. It was found that job outcomes had a positive relationship with the characteristics of a job. Individual job satisfaction and affective commitment was influenced by work-family and the kind of support they received from their supervisors. There was no identified significant relationship between work-life benefits and work-life balance policies or measures and any other related job outcomes measures. Supervisor support and job characteristics played vital role to bring about work-family enrichment. Work-to-family enrichment played a relationship between the characteristics of a job and all forms of job outputs, and also between supports from superiors. According to Baral and Bhargava (2009), they sought to ascertain the role played by work-family improvement in the relationship between the various initiatives by organizations to promote work-life balances and job outcomes. The study hypothesized that interventions by organizations to enhance work-life balance will have a positive relationship to job outcomes and the improvement in work-to-family will facilitate these relationships. A structured standardized questionnaire was used to gather primary data from 216 employees who held managerial

portfolios in four organizations in India. The organizations were manufacturing and Information Technology oriented in their setup. Baral and Bhargava (2009) adopted multiple regression for the analysis of data.

Downes and Koekemoer (2011) researched on “*Work-life balance policies: Challenges and benefits associated with implementing flexitime*” revealed four main themes (individual and general challenges, the aspects organisations need to implement flexitime effectively and the benefits that would follow its implementation) from the data. There was an identified variation of work-life balance to both the degree of loyalty and the level of commitment by employees to their organization. The study noticed that the ability to maintain productivity, unavailability of essential resources and understanding flexitime were some of the challenges observed. An exploratory research approach was used by Downes and Koekemoer (2011). They used non-probability purposive approach and voluntary samples were drawn from the financial sector. Both semi-structured interview guides and content analysis were used to analyze and make deductions from the data gathered. Flexitime work-life balance was being implemented in these organizations. Thus, the general focus of the study was to report on the challenges and the successes that were associated with the implementation of such alternative work-life policy.

Burke (2010) studied gender in management and found that men also benefit highly from interventions from organizations towards promoting work-family life balance as do other studies

that focused on women in both managerial and professional capacity. From the above finding, it presupposes that organizations stand the chance to benefit tremendously from both males and females who occupy managerial portfolios. This is because they are offered the opportunity to live effectively as both employees and family persons. According to Burke (2010), the purpose was to provide a reflection on the Gender in Management.

Lirio (2014) examined taming travel for work-life balance in global careers; and discovered how the generation born from 1965 to 1980 (“Generation X”) experienced “work-life balance” through executing personal discretion over travel and substituting in technology. The concept of travel discretion is explained in three ways; mutual flexibility by global managers and organizations, organizations tamed the demands of the nature of work in diverse locations and the time zones. Lirio (2014) indicated his purpose as to comprehend how global managers from the generation born from 1965 to 1980 (“Generation X”) cope the demands of global business travels and a how they live active family lives. A model was developed of how travel within a global career could be improved for a balanced work and family-life respectively. A qualitative research design was employed by Lirio (2014) as the study focused on different practices of work-family concerns within a global perspective. To gather data to test the objective of the study, Lirio (2014) engaged in-depth interviews with 25 Gen X global managers in dual-career families (“GlobalGen Xers”) pursuing international careers from the USA and Canada.

Doble and Supriya, (2011) studied Student life balance and recognized that the effect of stress cannot be limited to the possible negative impact on academic performance but can also affect the life of the student. According to Jogaratnam and Buchanan (2004), it is important to explore the sphere stress and the extent to which stressors are present in the lives of students. The power of introspection according to Doble and Supriya, (2011) is underscored here. Students must be able to identify from the onset of crisis and adopt appropriate coping styles. The following strategies; (talking to relatives, friends and peers, keeping their thoughts and emotions under control or pursuing other activities which include walking, talking to the tutor, crying, praying etc) can be adopted by students to ease the level of stress they experience during their academic years. Data was collected from 612 college students pursuing professional education in Chennai (Doble & Supriya, 2011). Convenience sample approach was used to collect the data from the respondents. Out of the total sampled size, there were 365 males (representing 60%) and 247 females (constituting 40%). The study gathered data from students of all levels. A majority of 523 of the students sampled were undergraduate students, 65 postgraduate students and 24 Doctor of Philosophy students (Schwab, 1980). Schriesheim et al. (1993), psychometric requirement was critical to ensure the validity of items.

According to Hyman and Summers (2007), it was evident that employees have been influencing work-life balance issues in the financial services industry, and there are wide work-life balance

measures, documentation and quality where independent unions were given appropriate recognition. In all the cases examined, analysis revealed that the degree of departure the barest legally approved minimum was not too wide. The purpose of this article according to Hyman and Summers (2007) was to assess the mechanisms adopted by the various organizations to improve upon work-family balance measures. In four case studies, semi-structured interviews helped to gather data from employees, human resource managers, representatives from trade union and line managers. Survey responses were also gathered from a total of 17 institutions in the financial services sector.

Walker (2008) looked at family-life in the 21st century and concluded that there existed some level of complexity and dynamism between family relations as well as family lives. Though admitting the surges in both social and economic conditions, he also admits the existence of a strong psychological and a sense of care within the family setting, this is evident in the care accorded to children for them to ensure they are healthy, education, attain the opportunities life presents and satisfaction. He opined that families cannot be compelled legally to promote harmonious social life, however, there could be legislations and policies that will encourage the process of creating a harmonious social lives. Diversity and social continuity should be respected.

Agarwal and Lenka (2015) studied work-life balances of women entrepreneurs. They observed that work-life balance was a major challenge to females in executive positions. They further explained that handling family responsibilities as well as their work-related responsibilities brings about role conflicts. To avoid the conflict of roles there was the need to enhance a balance between their personal life and work-life. Most women start their own business with the goal of gaining more work flexibility and balance in their personal life. As women become entrepreneurial, they turn to make contribution to the economy of the state by creating employment and innovation. The purpose of the study, according to Agarwal and Lenka (2015), was to review and conceptually explain the WLB of women entrepreneurs. The methodology used for the study was secondary data collected and some selected papers were analyzed to prepare a conceptual framework depicting the work-life balance of women entrepreneurs.

A study by Marcinkus, Whelan-Berry and Gordon (2007) focused on the link between social support to the work-family balance and work outcomes for women in their midlife. The study concluded that the receipt of individual support was higher than work-related support as well as instrumental than expressive support from all sources. It was identified that job satisfaction, commitment to organization and actualization of career goals was positively related to work-related support the women received in relations to their work. Work-family balance is seen to have the tendency to partly reconcile the link between social support and work outcomes. The

aim, according to Marcinkus, Whelan-Berry and Gordon (2007), was to study the connection of a network of social support for women in their midlife with their attitudes toward work-family balance and work outcomes, including job satisfaction, commitment to their organization and career actualization.

Doherty (2004) researched on the implications of work-life balance policies for women showed that the business case which underpins diversity management and a voluntary approach to work-life balance may only deliver positive benefits to women when the labour market is tight, and even then, there is an overestimation of benefits of women in management positions. Attempts to introduce equal opportunity for both male and female demonstrates some problems and emphasis on the issue of women's "difference" to males and thus the call for special attention. Doherty (2004) explains that in the contingent nature of the business case, it is argued that strong organizational rights are required to make the work setting congenial for the most vulnerable employee. Emphases in industry were that trade unions are apparently "voiceless". Doherty (2004) further contended that the work setting needs to be made more conducive for both male and female employees to be able to live a well-balanced life. He added that a lengthy definition of diversity shifted the focus from discrimination issues as they applied to diverse groups. Two approaches commonly referred to as the "pull" (DM) and "push" (EO) methods were adopted as strategies. An additional research was made during the 18 months period of the group activity

and results confirmed that little progress was made by hospitality companies with respect to developing formal EO or DM policies of action. Doherty (2004) again explains that the groups noted long hours of work as one key challenge to the progress of women and embarked on a project to deal with the issue in from 2000 to 2001 (Doherty, 1999).

A study conducted by More (2007) revealed that although the vast percentage of the company's WLBP's focused much attention employees who held managerial roles and consequently the managers demonstrated a great deal of commitment to the organization, the workers are better able to achieve work-life balance. Interestingly, none of the group displays a more positive attitude to their work; however, the managers were bent on maintaining the trend of activities while the workers focused achieving individual job satisfaction. More (2007) adds that the article is based on a two-year-longitudinal ethnographic research, examining how workers and managers of Anglo-German MNC maintained the best desirable WLB. This was carried out through detailed interviews, observation of participants and some archival explorations with the goal of identifying similarities and the differences between the two work groups.

2.3 Mental Workload

Mental workload is simply referred to as the resources or capacity one needs to carry out the demands of his/her work. According to Backs and Ryan (1992), is it the difference between the

capacity of the information processing system needed to carry out a task to meet the set targets and the capacity available at any point in time.

Bos, Donders, Koos, Velden and Gulden (2013) tried to better understand age variations, 33 lecturers from one faculty were sample to determine sources of mental workload. Through focus group interviews, Bos et al. (2013) found that among the participants, interplay of aging was evident in employees' actions and how they reacted. However, there was a vast similarity between the factors that caused workload. The duration of individuals at work may also be contributive factor to their reaction to workload. Interaction among colleagues and the level of students' autonomy was observed as the most positive work characteristics. On the other hand, organizations' posturing as getting the very best out of people' and 'the feeling that overtime appeared inevitable' were seen to increase the workload of employees. Employees complained that they feel stretched between meeting the 'greedy' aspirations of their organizations and their formal work demands. Bos, et al. (2013) explained that though employees do their best for promotion opportunities, these opportunities remain little. Though the various age groups had different interpretation to the clear demands associated with supervisory portfolio, this remained endearing to most employees.

Omolayo and Omole (2013) examined the impact of mental workload on work performance among two categories of workers academic and non-academic staffs within a university community. The studies by Omolayo and Omole (2013) revealed that female workers were more susceptible to mental workload than their male counterparts. They also realized that academic qualifications and age had no relationship with job performance. However, they observed that there was a strong relationship between the duration of work on the performance of the employees. However, their research found that academic and non-academic employees experienced different levels of mental workload. Omolayo and Omole (2013) explained that the study sample was constituted by 50 academic staff as well 50 non-academic. Out of the total sample size 32 were females and the rest were males. The study adopted Multiple Resource Questionnaire (MRQ) and Perceived Work Performance Scale (PWPS) to gather data from research participants. Pearson correlation, independent t-test and Univariate Analysis of Variance were tools used for the data analysis. Results from the test of research hypotheses revealed that there is no substantial association existing between mental workload and job performance.

Masusku and Muchemwa (2015) examined stress levels, symptoms and common stressors for lecturers at a certain Christian university in Zimbabwe and found that most of Solusi University lecturers are stressed and others exhausted as indicated by a frequency of 50%. The most common stressors were increased workloads, need to hit targets/deadlines, and long working

hours, as indicated by the mean scores of 2.6667, 2.6250, and 2.9167 respectively. Lecturers were heterogeneous in their response with regard to increased workloads, as shown by a standard deviation of 1.00722. Finally, there was no significant difference in responses when it comes to gender, age, faculty, as well as workload. According to Masuska and Muchemwa (2015), a modified University and College Union model stress questionnaire was distributed to 36 full-time lecturers at the university. The software analyses tool; Statistical Package for Social Sciences (SPSS) Version 16 was used to analyze the primary data collected from participant as well as Analysis of Variance (ANOVA).

Berry and Cassidy (2013) also researched on the levels of emotional labour amongst lecturers in the university as compared to other professions. The findings showed that lecturers showed significant and high levels of emotional labour than other professions like mental health nurses and both frontline and back office workers. The level of emotional labour among university lecturers was highly influenced by age and their duration of service. A qualitative research design mad the following finding that increased workloads, declining level of their job autonomy, lack of certainty of the future and job satisfaction as the underlining factor for increased workload among lecturers. They adopted mixed-methodology design with 61 sampled university lecturers for their study. Mann’s Emotional Requirements Inventory (MERI) was the scale for used to measure emotional labour of the sampled lecturers.

In another study, Olatunji and Akintola (2012) investigated how the gender of University Lecturers influence the level of stress they experienced and they observed that infrastructural inadequacies in the University heightened their stress levels among lecturers. Workload was seen as a major stressor among both male and female lecturers. According to Olatunji and Akintola (2012), stratified random sampling techniques helped them to select 100 lecturers from the Faculties of Ekiti State University who participated in the study. Broadly, the study was descriptive research. “Lecturers stress prevalence measuring scale (LSPM) was used to data collection from the respondents.

A study conducted by El Shikieri and Musa (2011) sought to identify the factors that cause occupational stress and how affect they affect performance in organizations in a private university in Sudan. The findings showed that workers had high degrees of stress on their jobs. More so, job stressors had a negative effect on the overall health of employees as well as on their satisfaction, performance and commitment. According to El Shikieri and Musa (2011), a sample of 150 employees including both males and females with varying educational qualifications were randomly selected for the study. A standardized questionnaire designed to capture demographic data, job stressors including as role conflict and ambiguity, non-involvement in decision making, absence of authority, work demands, unpleasant working environment and interpersonal

relationships, and statements about the effect on organisational performance were responded to by the respondents. A three and four-point scales were used for the questions. To determine the level of stress among the sample size, the questions were grouped and scored. Data output from the use of Statistical Package for the Social Sciences were presented descriptively.

In a similar study, Khan, Aqeel and Riaz (2014) sampled college lectures to determine the relationship that existed between job stresses with job attitudes. They established that there was a significant negative relationship between job stresses with job performance, satisfaction at jobs, and life satisfaction while positively significant related with turnover intentions. The study by Aqeel and Riaz (2014) was cross-sectional and the sampling approach was purposive.

Bell, Rajendran and Theiler (2012) examined academics' ability to balance work and personal life, and overcome work-life conflict. Their findings proved work-life conflict was high among academics who perceived high levels of job threat and increased pressure from their jobs, this consequently decreased work-life balance among these academics. The study also examined the well-being of academics against the impact of job stress. A sample of 139 academics participated in this study. There was an affirmation that, perceived job stress had negative influence on the work-life experiences of academics at the same this heightened conflicts between their academic work and the social life. Comparing the influence of perceive job threat stress and job-pressure

stress on work-life conflict and work-life experiences among the sampled group, the former predicting variable played a major role as against the later. In other words perceived job threat stress was a far more predictor to work-life balance and work-life conflict. The finding therefore demonstrated that perceived job threat stress contributed negatively to the well-being of academics.

Another study was done by Basahel (2012) to study how individual interactions are affected by both physical and mental workloads, as well as gender, on cognitive performance. The study found that this research had created an entirely new explanatory scheme that depicts in general that physical actions are helpful for undertaking on cognitive roles (visual and auditory), particularly at low levels of workload interactions, while other workload interactions lead to worse performance on cognitive tasks. However, Basahel (2012) explains that with the introduction of physical activity, that there is an equal performance of both the medium level of the mental workload and the low mental workload condition. More so, an analysis of the low mental workload showed that there is no variation between the performance of low and medium physical workloads. It was thus generally suggested that physical workload results in a better performance in these medium-demand conditions up to the higher level in the low-demand condition. According to Basahel (2012), he used various techniques to examine the impact of work demands on the performance of task again: performance measure, physiological parameters

and brain activity (Near-Infrared Spectroscopy (NIRS) method) and subjective assessment tools. Finally, this study translates the experimental studies setting into a field study to validate the model.

Omar, Mohd and Ariffin (2015) examined employees workload, role conflict and work-balance balance on an enforcement agency in Malaysia and found that workload was one of the main factors affecting employees work-life balance, followed by role conflict. The two factors however had significant negative relationship with the work-life balance of employees. Omar et al (2015) explained that an increase in role conflict and workload reduces employees' satisfaction with respect to their work-life balance. It was suggested that to improve the work-life balance of employees, organizations must consider the workload given to employees and also lessen role conflict.

Mohammadian et al. (2015) studied mental workload of teachers and its correlation with their quality of life and found mean of mental work load among the teachers with different work hours per week showed significant positive correlation. The study sought to determine the rate of mental workload on teachers and its relationship with work life balance. Results showed that the mean of mental work load between the teachers with two jobs and single job was significantly different ($P < 0.05$). Among the mean mental workload and dimensions of QOL (activity

limitation due to emotional problems and also social performance and general health) were significant negative correlation ($P < 0.05$). Mental workload mean scores was higher among teachers, which can negatively impact the teacher's life quality and also the quality and quantity of their education (Mohammadian et al., 2015).

Studies by Siakwa (2014) assessed stress and their attendant managing approaches adopted by senior members in the University of Cape Coast and found that senior members scarcely faced the challenges that are cause by stress. Pain of different sort, problems with sleep and feelings workload were the most stress relate effects on senior members of the University. According to the findings, senior member of the University found the following activities as stressful, interpersonal relationships, research work, teaching and professional development. According to Siakwa (2014) the respondents to the study adopted coping strategies such as confronting, distancing, self-controlling, seeking social support, accepting of responsibility, escaping avoidance, planned problem solving and positive reappraisal. It was suggested that the university link with industries to offer solutions to the problems of industries whilst equipping academic senior members with the needed research skills. The study by Siakwa (2014) adopted descriptive survey research design in determining the objective of the study. Convenient sampling techniques was used to gather primary data from a sample of 214 senior members. Research questionnaires served as the data gathering tool for the study. After data was analyzed, frequency

tables, mean scores and standard deviations which form fundamentals of descriptive statistics were developed to make present the analysis of the data. Inferential statistics were used to compare relationship among variables which included analysis of variance (ANOVA), post hoc multiple comparisons analyses (Tukey) and Pearson correlations.

2.4 Lecturers' Job Satisfaction

Illies et al. (2009) refers to job satisfaction as the behavior that influences ones' total behavior in relation to life and its satisfaction and also to the quality of service as added by Schneider and Bowen (1985). Job satisfaction according to researchers plays a key role when assessing employees' organizational outcomes such as commitment and extra-role behaviors. For instance Judge and Hulin (1993) indicate that job satisfaction has implications for employees' subjective well-being and general satisfaction in life (Judge & Watanabe, 1993). Job satisfaction can further be referred to as having a positive effect in relation to work (Mueller & McCloskey, 1990). It gives a succinct representation of how a person's job satisfies his/her wants, needs and expectation (Fisher, 2003).

Employee satisfaction (i.e. job satisfaction) has further been explained as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (Locke, 1976). Studies conducted by Pelit, Öztürk and Arslantürk, (2011) on the relationship between

empowerment of employees and their job satisfaction predicts that factors like relations with coworkers and physical conditions in the workplace have a positive link with job satisfaction whereas a negative exists with unfair payments. More so, the results from both correlation and regression analysis showed that both behavioral and psychological (dimensions of employee empowerment) have a significant relationship with the satisfaction of employees. Pelit, Öztürk and Arslantürk, (2011) employed questionnaires to collate data on the dimensions of empowerment (behavioral and psychological) and job satisfaction. A total of 1,854 respondents from a five-star hotel in Turkey were engaged for the study.

Studies by Tam and Zeng (2014) sought to assess the job satisfaction of employees in engineering firms at both country and firm levels. The results revealed the highest variables that influence the satisfaction of employees are the work they do, coworkers, and the operating systems whereas the least factors are promotion opportunities and other benefits. Respondents demographic on both work and academic levels had a negative but insignificant correlation with job satisfaction.

Verhofstadt, Witte and Omey (2007) looked at higher educated workers and discovered that employees who are very educated tend to be more satisfied compared to those who are not. The reason given for this finding is the fact that more educated employees usually get jobs that are of

better quality. A negative relationship was however found between highly educated employees and job satisfaction. Verhofstadt, Witte and Omeij (2007) explain the methodology used as the models are estimated. The effect of the level of education and job satisfaction which was analyzed in the first model was done using ordinal regression. Model two adopted OLS or binary logit to estimate the influence of the level of education on job quality. The third model presents the pure effect of the level of employees' education on their job satisfaction in the case where the indicators of quality of job are included as independent factors. Data was collated from Flemish youth in their initial jobs. Witte and Omeij (2007) indicated their aim for the study as clarifying the inconsistent results in relation to level of education and job satisfaction. The aim was to investigate whether or not there exist a positive association between the two variables. . Studies by Gonzales and Garazon (2006), on organizational service orientation, contact employee job satisfaction and citizenship behaviour proved that one is able to reveal the particular dimension which employers in the hotel industry can concentrate on in order to boost the satisfaction of employees on their jobs. The main objective of the research was to enhance the knowledge on the relationship between organization service orientation (OSO), job satisfaction and organizational citizenship behavior (OCB) of customer-contact workers. A total of 149 hotels were enrolled for the study and were given questionnaires. Each hotel was represented by one customer-contact employee and a manager. The data collated were further analyzed using Structural equation modeling (Gonzales & Garazo, 2006).

Sutherland (2013) studied how ones' employment status affects his/her job satisfaction. The results showed that there are variations of the job satisfaction of self-employed with employees and those without employees. Those with employees are thus noted to be more satisfied than those without employees. More so, there are also variations in the satisfaction of managers in small organizations and those in larger organizations. In the case of those who are self-employed, the individual's job satisfaction is positively and sometimes significantly related with the ten aspects of the job. In the case of the wage worker, the relation is uniform and positive. Sutherland (2013), furthermore is motivated by the concept of procedural utility, which emphasizes the salience of process related job aspects, the aim is to addresses three questions: first, "is job satisfaction different for the self-employed with no employees and the self-employed with employees?"; second, "is job satisfaction different for managers employed in smaller establishments and managers employed in larger establishments?"; and third, for both the self-employed and those in waged work, is job satisfaction overall correlated with satisfaction with ten identified job aspects' as the purpose of the work.

Findings from a study by George and Zakkariya (2015) that sought to compare job related stress and job satisfaction among bank employees found that there were variations in employees levels of job related stress and job satisfaction. More so, employees of private sector and new generation banks had higher levels of job related stress compared to those in the public sector.

Employees of public sector banks were also noted to have high job satisfaction compared to those in the new generation banks. The study collated data using questionnaires administered to 337 employees from public, private and new generation banks. In finding the varied levels of job related stress and job satisfaction, a one way ANOVA was adopted and the post hoc test was done to find out which sector differs significantly.



A study by Chen, Zhao, Liu and Wu (2012) sought to assess how conflict management enhances job satisfaction and innovation performance. The findings showed that there is a positive relationship between integrating compromising conflict management and job satisfaction. Integrating conflict management also had a positive effect on innovation performance while avoiding conflict management had a negative link with innovation performance. According to Chen et al (2012), the primary purpose of the research was to investigate how conflict management behavior influences job satisfaction and innovation performance in China. A total of 333 respondents were distributed to employees in China.

Bakar, Mohamad and Sharmeela-Banu (2015) examined that factors that affect the job satisfaction of female lecturers in private universities in Perak, Malaysia. The results showed that workplace diversity has the highest influence on job satisfaction of female lecturers. The implication is that female lecturers' job satisfaction can be influenced by factors such as variety

in ethnicity, level of education and job position. The quantitative method was adopted for the research and piloting was done amongst 30 female lecturers in selected universities in Perak.

2.5 Conceptual Frame work

During the literature review, it was realized that many theories were used to explain the concept of work life balance, mental workload and job satisfaction. The study therefore will be guided by a conceptual frame work.

The first theory is "spillover theory". The theory elaborates on the fact that when one is exposed to his/her working environment, there are behaviors, values and emotions that tend to influence his/her private life, hence indicates a direct relationship between work and family (Piotrkowski, 1979; Staines, 1980; Crouter, 1984; Evans & Bartolome, 1986).

Another one is "segmentation theory" (Payton-Miyazaki & Brayfield, 1976; Burke & Greenglass, 1987; Lambert, 1990) which posits that there is no link between work and family. Thus employees tend to separate their work life from their family life (Piotrkowski, 1979).

Another one is "role conflict theory" by Greenhaus and Parasuram (1986); Greenhaus and Beutell, (1985), Burke and Greenglass (1987). The theory holds that there is a mutual incompatibility between work and family and that success is not possible in one area unless there is sacrifice of the other (Friedman et al., 1998).

Parasuraman and Hancock (2001) in their dynamic and adaptive model explained that mental workload may be induced by task load imposed by human operators from external sources of the environment but this is not deterministically so since mental workload is also mediated by the individual response of human operators to the load as well as the level of their skills, tasks management strategies and other personal traits.

Also organizational support theory by Eisenberger et al., (1986) and social exchange theory (Blau, 1964) posits that when there is a sense of supportiveness by employees, it produces positive results towards the organization and enhances the initiative and participation of employees (Lambert, 2000).

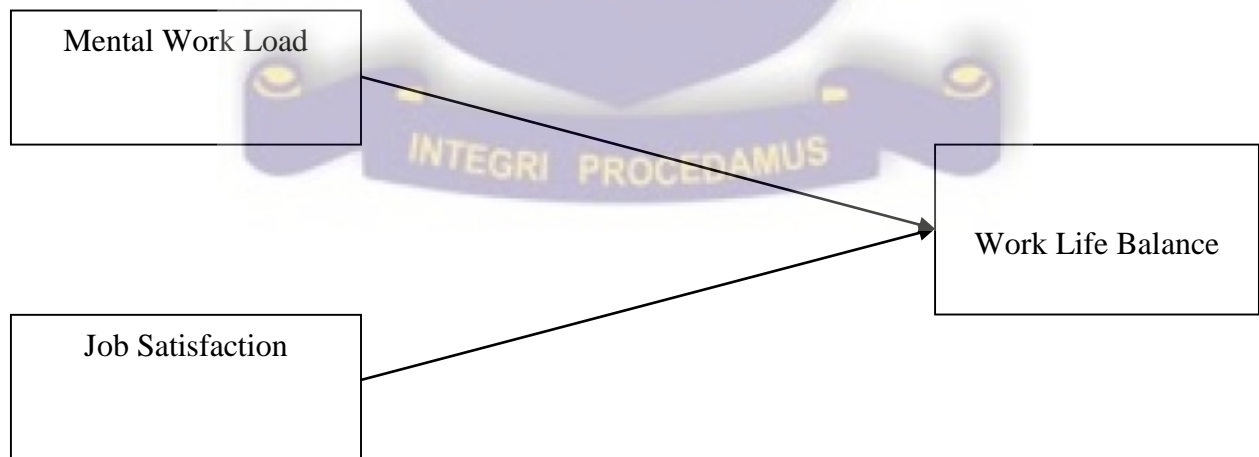
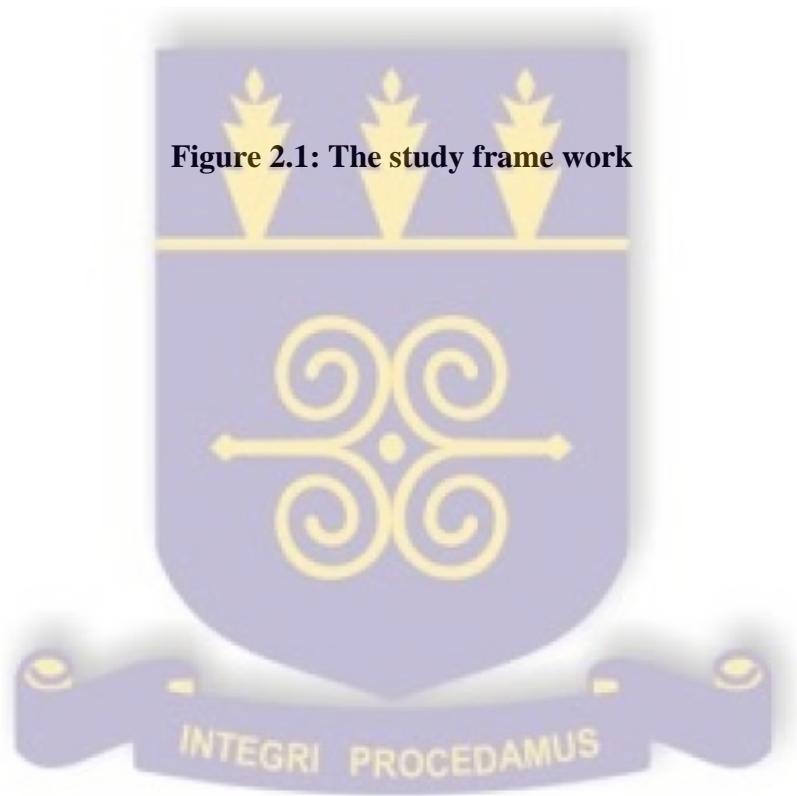


Figure 2.1: The study frame work



CHAPTER THREE

RESEARCH METHODOLOGY AND THE PROFILE OF UNIVERSITY OF GHANA

3.1 Introduction

This section deals with the methods and instruments adopted to collect data for the study conducted. On the other hand, methodology expounds on the diverse procedures adopted to collate and handle data during research. This section particularly comprises of the design of the study, the study population, sample and sampling techniques, methods of collecting data, techniques of data analysis employed and finally the profile of the study context (University of Ghana).

3.2 Research Design

The design of the research means the consistent arrangement of the study. It explains what kind of data is needed, who it will be collected from, as well as how it is going to provide answers to the questions asked. Primarily, the design of the research influences the extent to which causal claims can be made in respect to the impact of the intervention. Research design thus 'deals with a consistent problem and not a material problem' (Yin, 2009, p. 27).

Research methods, by distinction, expounds on the methods adopted to collect data. Either quantitative or the qualitative data approach or a mixed method approach. Some researchers call

it research strategy; Tashakkori and Teddlie (2003) basically term it research design. The research employs a purely quantitative design. As a general rule, the quantitative approach is used when a researcher seeks to conduct analysis based on statistics, use a large sample size or present an accurate view.

More so, the research adopts a positivist paradigm because it is objective in nature, uses research questions and tests hypothesis with the objective of either accepting or rejecting an assumption.

3.3 Population of the Study

Saunders, Goldenberg and Gallimore (2009) define the population of the study “as the complete set of cases from which a representative sample is selected.” Although the research is about lecturers, the objective population for the study comprises of all lecturers of the University of Ghana because they are directly involved in the teaching process.

The University of Ghana has academic staff strength of approximately one thousand one hundred and sixty five (1,165), one hundred and ninety seven (197) are Assistant lecturers, four hundred and ninety three (493) are lecturers, two hundred and eighty three (283) are senior lecturers one hundred and twenty five (125) are associate Professor and seventy two (72) are Professors (acting Head HRODD) University of Ghana. The total numbers of 192 who are assistant lecturers, 65 are female and 127 are males. Lecturers are 493 with 152 female and 341 males.

283 senior lecturers, 55 are female and 228 are males. 125 Associate Professor, 30 are female and 95 are males. 72 Professors 10 are females and 62 are males.

Table 3.0: Description of the population of the study.

Description of lecturers	Female	Male	Total
Assistant lecturers	65	127	192
Lecturers	152	341	493
Senior lecturers	55	228	283
Associate Professors	30	95	125
Professors	10	62	72
Grand total	312	853	1165

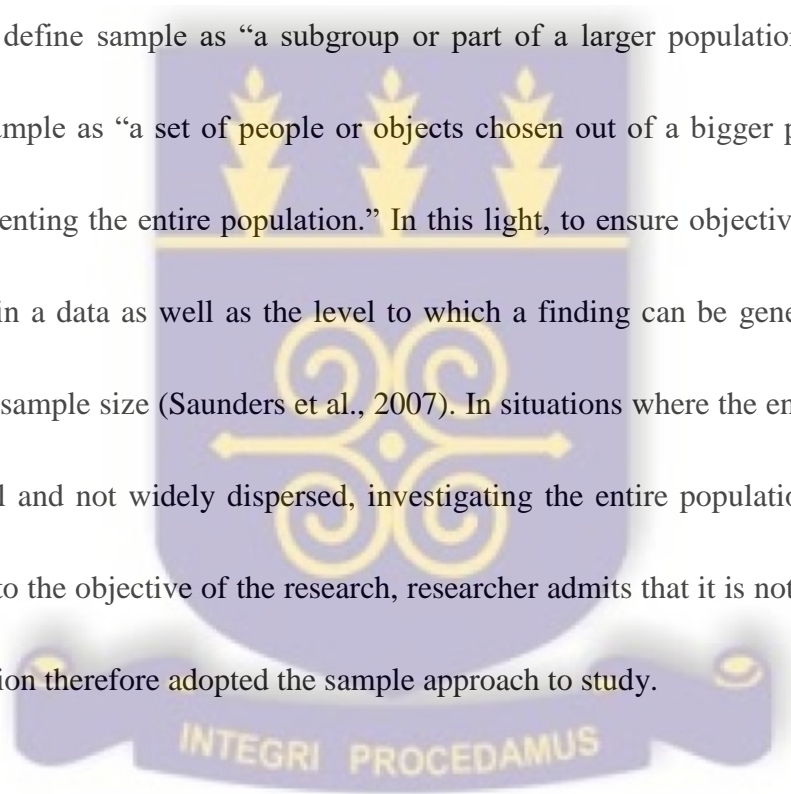
(Source: Acting HRODD UG, 2016).

3.4 Scope of the study

The research was conducted in the University of Ghana and specifically among the lecturers in the University. The University of Ghana operate the collegiate system made up of the College of basic and applied sciences, College of education, College of health sciences and the College of humanities. The study was however carried out within all the four colleges of the University of Ghana, among all the lecturers because they are directly involved in teaching the students.

3.5 Sampling

In research, sampling is particularly essential because it would be unworkable to survey the whole population, amidst budgetary constraints, time and how rapidly results is expected (Lewis, Brannen & Nilsen, 2009). Salant and Dillman (1994) described a sample as a collection of respondents chosen from the total population in order to conduct a survey. Saunders, Lewis and Thornhill (2007) define sample as “a subgroup or part of a larger population.” Also, Robson (2002) defined sample as “a set of people or objects chosen out of a bigger population for the purpose of representing the entire population.” In this light, to ensure objectivity to some level, have confidence in a data as well as the level to which a finding can be generalized is largely dependent on the sample size (Saunders et al., 2007). In situations where the entire population of the study is small and not widely dispersed, investigating the entire population is much easier. However, owing to the objective of the research, researcher admits that it is not possible to study the entire population therefore adopted the sample approach to study.



3.6 Sampling technique

The research employed a multistage sampling approach. While purposive sampling was employed to select the lecturers due to the kind of work they all do within the university, simple random sampling was used to select five (5) departments within the colleges due to time and

resource constraints. By this technique, twenty (20) departments in all were anonymously selected from the four (4) colleges in the University.

Afterwards numbers (0 & 1) were written on forty (40) pieces of folded papers according to the number lecturers in the various departments where (0) represented “not included” and (1) represented “included.” However, the (1 or yes) folded pieces of papers were ten (10) in number while (0 or no) pieces of papers numbered thirty. The folded pieces of papers were randomly picked by anonymous lecturers at the various department of the Ghana.

3.7 Sample frame and sample size

A sample frame is the target population from which the sample for a study is drawn. The sample frame of this research consists of all lecturers working in the various colleges of the University of Ghana.

Krejcie and Morgan’s (1970) sampling size determination table was employed in determining the right size of the sample for the employees working within the department. Krejcie and Morgan (1970) used the following formula to determine sampling size:

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

S = required sample size

X² = the table value of chi-square for one degree of freedom at the desired confidence level

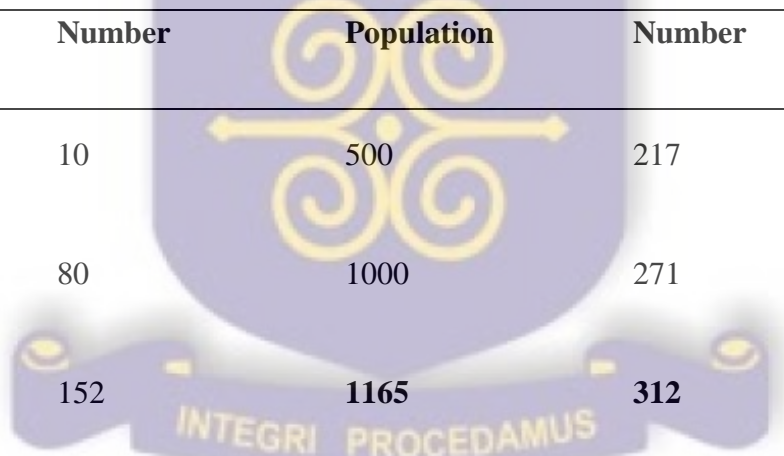
N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

Based on Krejcie and Morgan's (1970) table for determining sample size, for a given population of 1165, a sample size of 291 would be needed to represent a cross-section of the population.

Table 3.1: Krejcie and Morgan's (1970) table for determining sample size



Population	Number	Population	Number
10	10	500	217
100	80	1000	271
250	152	1165	312

N= 312

3.8 Method of Data Collection

Researcher adopted multiple methods of data collection. According to Denscombe (2008), in most social researches, multiple methods of data collection are encouraged, in situations where a single study can gather data from both primary and secondary sources.

Similarly, for this present research, data was collated from both primary and secondary sources.

The primary data collection method adopted were questionnaire made up of a structured questionnaire which were distributed to respondents. The secondary data was predominantly collated from avenues like journals, reports, policy documents, textbooks, related dissertations and the internet.

3.9 Instrumentation

The research adapted previously existing instruments to measure all three variables (mental workload, job satisfaction and job satisfaction).

The questionnaire will be made up of four sections, namely; demographics data, work life balance, mental workload and job satisfaction sections.

The first section, is the demographic section and was be made up of items like sex, age, position, highest education level and length of service. This section was designed by researcher based on the basic characteristics of lecturers of the University of Ghana.

3.9.1 Work life balance

Work life balance, was measured using scale a 15-item scale adapted from an instrument developed by Fisher-McAuley *et al.* (2003). The scale has also been adopted and used in a study by Hayman (2005), which adopted 15 out of the 19 items developed but still contain the three dimensions of the scale: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE).

3.9.2 Job satisfaction

The Minnesota Satisfaction Questionnaire (Weiss *et al.*, 1967) was used to assess job satisfaction. The 20 MSQ-short version items are rated on a 5-point Likert scale (1 “very dissatisfied with this aspect of my job”, 2 “dissatisfied with this aspect of my job”, 3 “can’t decide if I’m satisfied or dissatisfied with this aspect of my job”, 4 “satisfied with this aspect of my job” and 5 “very satisfied with this aspect of my job”). Item responses are summed or averaged to create a total score – the lower the score, the lower the level of job satisfaction. The scale reported a Cronbach value of ($\alpha = .87$).

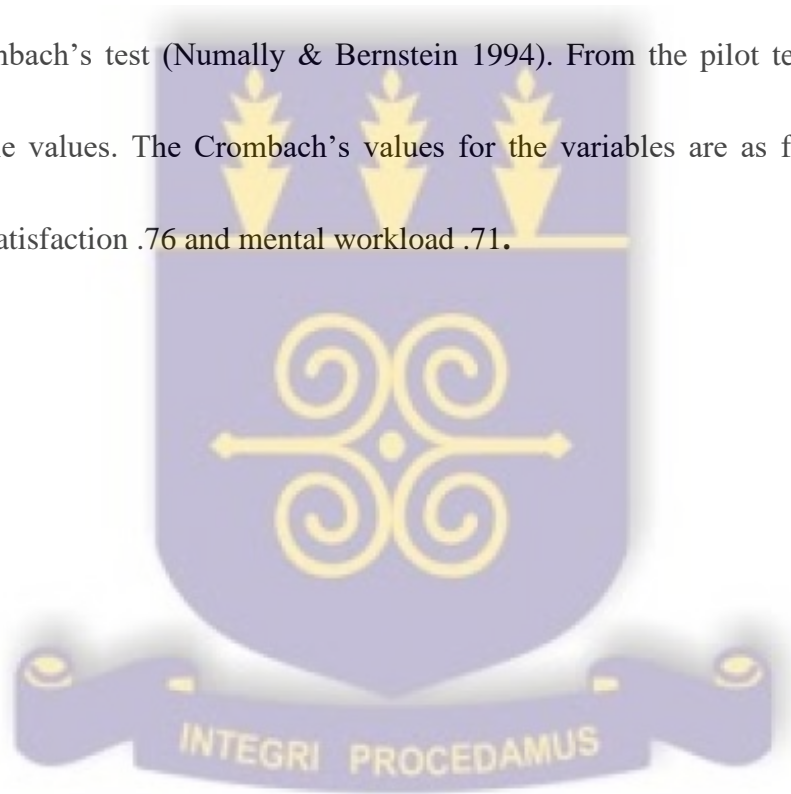
3.9.3 Mental Work Load

The correlation between the test and retest was .83; the items were rated on a 4 point scale, from low to high. Some of the questions were “how much mental and perceptual activity was required

in thinking deciding etc to do your work” and the response are “very low, low, neutral, high and very high” (Hart & Staveland, 1988)

3.10 Reliability testing

To ensure reliability, the researcher conducted a pilot test of the instrument using 20 academic staff (lecturers) selected from the University of Professional Studies and verified the instrument through the Crombach’s test (Numally & Bernstein 1994). From the pilot test all factors had acceptable reliable values. The Crombach’s values for the variables are as follows: work life balance .80, job satisfaction .76 and mental workload .71.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

A total of 346 questionnaires representing 29.8% of the total (1165) were sent out to lecturers of the University of Ghana. Out of the total number, 315 representing 27.1% was received, 3 representing 0.25% were rejected due to incomplete or not filling the questionnaire. 312 representing 26.8% questionnaires were very good and used for the analysis of the data.

4.1 Analysis of respondent's Demography

Descriptive statistics for the respondent's demography shown in table 3 below

Table 4.0: Descriptive statistics for the respondent's demography

Details	Frequency	Percentage (%)
Gender		
Male	252	80.8
Female	60	19.2
Age		
25-34	58	18.9
35-44	137	43.9

45-55	61	18.6
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Above55	55	25.6
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No of years worked

Less than 1 year	2	0.6
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1-3 yrs	50	16
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4-6 yrs	113	36.2
---------	-----	------

7-9 yrs	67	21.5
---------	----	------

50years and above	80	25.6
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Source: Field data (2016)

Table 3 above shows out of the total of 312 respondents, 252 were males, representing 80.8% of the respondents while 60 respondents were females representing 19.2 % of the respondents.

It can therefore be pointed out that the study participant had majority who are male.

Additionally, those who were within the ages of 25 to 34 years were 59; representing 18.9% of the respondents, 34 to 44 years were 137 representing 43.9 %. The ages 45 to 55 were 61 representing 19.6, while those above 55 years were 55 representing 17.6% of total respondents.

A total of 53% were below 44 years, indicating that the University has majority of lecturers being young adults.

Data with respect to the number of years worked showed those who have worked less than 1 year were 2 representing 0.6% of the total population; 1 to 3 years worked were 50 representing 16% of the respondents; 4 to 6 years worked were 113 representing 36.2%. Those who have worked for 10 years and above were 80 representing 25.6% for this University.

4.2 Analysis of factors that constitute study variable

In answering research question one (recall: what factors constitute lecturers work life balance, job satisfaction and mental workload) as highlighted in chapter one (1.7). Factor analysis was conducted. The KMO measure of sampling adequacy and Bartlett's test results of variables are shown in Table 4: below.

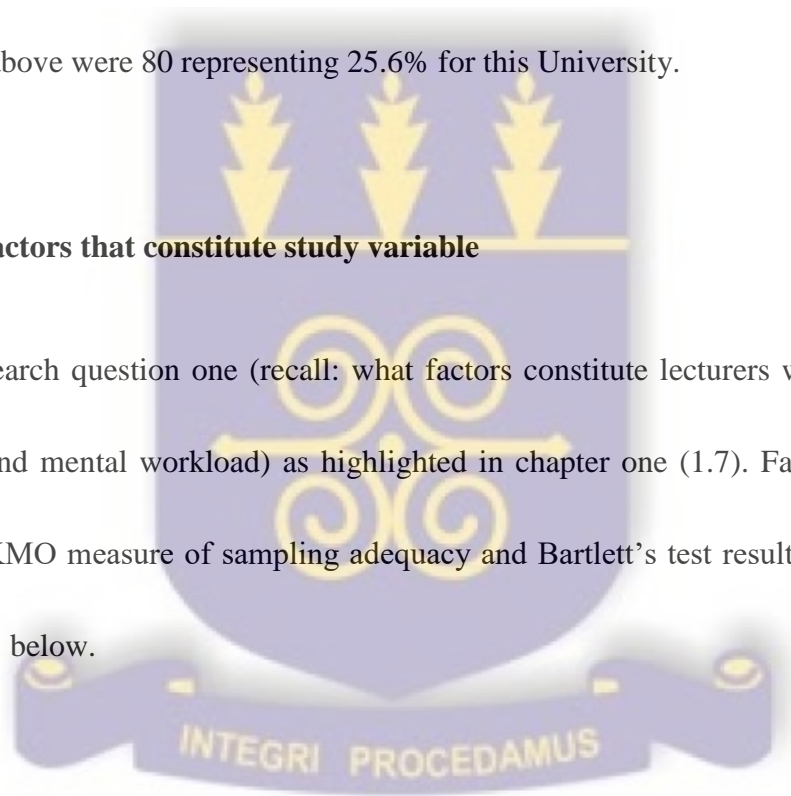


Table 4.1 KMO measure of sampling adequacy and Bartlett's test results of variables.

Variables	KMO	Cum. % Var	Bartlett's test of sphericity		
			X^2	df	Sig.
Work life balance	0.847	51.94	1294.902	105	0.000
Job satisfaction	0.694	65.43	1196.371	190	0.000
Mental workload	0.534	58.92	25.408	6	0.000

As shown in Table 4, above, the estimated KMO value for work life balance is (WLB) 0.847. That of Job satisfaction (JS) is 0.694 and mental workload (MWL) is 0.534, indicating that the correlation pattern for WLB, JS and MWL are above 5 as recommended by Field (2005). Furthermore, the estimated chi-square (X^2) value for the Bartlett's test for WLB is $X^2= 1294.902$, ($p = 0.000$), JS is $X^2=1196.371$, ($p = 0.000$), ($p = 0.000$) MWL is $X^2 = 25.408$ ($p=0.000$). The results from both the KMO and Bartlett tests indicates that it is appropriate to factor and analyze all the variables tested using principal component analysis.

4.2.1. Factor analysis of lecturers work - life balance

In answering question 1 (recall: what factors constitute lecturers work life balance, job satisfaction and mental workload) as highlighted in chapter one (1.7). Factor analysis was conducted for lecturers' work life balance as shown in Table 4.1 below.



Table 4.2: Factor analysis of lecturers work - life balance

Items	C1	C2	C3
My life suffers because of work	0.643	0.372	-0.188
My job makes life difficult	0.646	0.444	-0.099
I neglect personal need because of work	0.675	0.168	-0.201
I put personal life on hold because of work	0.722	0.049	-0.359
I miss my personal activities because of work	0.622	-0.018	-0.358
I struggle to juggle work and non work	0.563	0.425	0.188
I am happy with the amount of time for work and non work	0.417	-0.521	0.115
My personal life drains me of energy for work	0.172	0.371	0.234
I am too tired to be effective at work	0.450	0.370	0.234
My work suffers because of personal life	0.050	-0.070	0.699
I find it hard to work because of personal matters	0.281	0.180	0.638
My personal life gives me energy for my job	0.655	-0.186	0.172
My job gives me energy to pursue personal activities	0.562	-0.466	-0.067
I am in a better mood at work because of my personal life	0.656	-0.451	0.110
I am in a better mood because of my job	0.556	0.521	0.143

According to Kaiser (1977) an indicator should have a factor loading of 0.6 or above for it to have a predictive significance of lecturers work life balance, therefore Table 4.1 above shows factor analysis for lecturers work life balance. 9 factors had regression value above 0.6 and as such are predictive of lecturers work life balance of University of Ghana. These factors are: “my life suffer because of work” (R=0.643), “my job makes life difficult” (R= 0.646), “I neglect personal need because of work” (R=0.675), “I put personal life on hold because of work” (R=0.722), “I miss personal activities because of work” (0.622), My work suffers because of personal life(R=0.699) “I find it hard to work because of personal matters” (R= 0.638), “my personal life gives me energy for my job”(R= 0.655) “I am in a better mood at work because of my personal life” (R= 0.656) and total of 6 question on the other hand were below the threshold of 0.6 lecturers work life balance of University of Ghana.

From the table 4.1 above, 9 out of the 15 –item scale by (Hayman, 2003) which originally had 19 item (Fisher-McAuley, 2003) are actually predictive of work life balance of lecturers.

4.2.2. Factor analysis of lecturers Job Satisfaction

In answering question 1 (recall: what factors constitute lecturers work life balance, job satisfaction and mental workload) as highlighted in chapter one (1.7). Factor analysis was conducted for lecturers’ job satisfaction as shown in table 4.2 below.

Table: 4.3: Factor analysis of lecturers Job Satisfaction

Items	C1	C2	C3	C4	C5	C6	C7	C8
Being able to keep busy all the time	0.468	0.074	-0.564	0.070	-0.115	-0.274	-0.144	-0.036
The chance to work alone on the job	0.517	0.414	-0.308	-0.086	-0.270	-0.229	-0.032	-0.160
Do different things from time to time	0.559	0.178	-0.152	0.026	0.248	-0.028	-0.223	-0.271
To be somebody in the community	0.486	0.236	-0.130	-0.135	-0.237	0.203	0.334	-0.100
How boss handle his or her work	0.347	0.277	-0.065	-0.472	0.070	-0.355	-0.145	0.079
Super's decision-making competence	0.347	0.296	0.290	-0.090	0.417	-0.499	0.236	0.042
Do things not against my conscience	0.347	0.350	-0.068	-0.035	0.284	0.411	0.397	0.304
My job provides for steady employ.	0.365	0.234	-0.035	-0.409	-0.021	0.418	0.364	0.168
The chance to do things for others	0.405	0.332	0.332	0.096	0.162	0.003	-0.346	0.444
The chance to tell people what to do	0.421	0.050	-0.272	0.549	0.307	0.065	0.059	0.166
Do things that make use of my abilities	0.363	0.298	-0.166	0.038	0.151	0.326	0.023	-0.364
How company policies are practiced	0.346	0.514	0.042	-0.208	0.151	-0.044	-0.023	-0.067

My pay and the amount of work I do	0.453	0.605	-0.008	-0.084	0.036	0.015	0.128	0.188
The chance for advancement on this job	0.4150	.338	-0.226	0.239	-0.312	0.064	0.009	0.412
The freedom to use my own judgment	0.302	0.375	0.323	0.452	-0.340	-0.243	0.050	0.097
Try my own methods of doing the job	0.257	0.343	0.482	0.227	0.073	0.221	0.317	-0.294
The working condition	0.526	0.351	0.321	0.198	0.099	-0.017	0.015	-0.203
My co-workers get along with each other	0.592	0.223	0.143	0.025	-0.288	0.114	0.165	-0.239
The praise I get for doing a good job	0.475	0.399	0.334	-0.225	0.059	-0.059	0.004	0.005
The accomplishment I get from the job	0.292	0.088	0.380	-0.235	-0.239	0.095	0.516	0.079

According to Kaiser (1977) an indicator should have a factor loading of 0.6 or above for it to have a predictive significance of lecturers job satisfaction, therefore table 4.2 above shows factor analysis for job satisfaction. 1 factor had regression value above 0.6 and as such is predictive of lecturers Job satisfaction of University of Ghana. The indicator “My pay and the amount of work I do” (R=0.605), had regression value above 0.6 and as such is predictive of job satisfaction of lecturers of University of Ghana. 19 factors had regression estimate that are below the threshold of 0.6 and as such are not predictive of job satisfaction.

4.2.3 Factor analysis of lecturers Mental Workload

In answering question 1 (recall: what factors constitute lecturers work life balance, job satisfaction and mental workload) as highlighted in chapter one (1.7). Factor analysis was conducted for lecturers' mental workload as shown in table 4.3 below

Table 4.4: Factor analysis of lecturers' mental workload

Items	C1	C2
How much mental and perceptual act was required	- 0.099	0.915
How successful do you think you were in accomplish the goal	0.692	0.189
How hard did you have to work (mentally and physically)	0.574	0.292
How insecure, discourage, irritated stressed and annoyed	0.703	-0.295

According to Kaiser (1977) an indicator should have a factor loading of 0.6 or above for it to have a predictive significance of lecturers mental workload, therefore Table 4.3 above shows factor analysis for mental workload. 3 factors had regression value above 0.6 and as such are predictive of lecturers' mental workload of University of Ghana. The indicator "how much

mental and perceptual activity was required” (R= 0.915), “how successful do you think you were in accomplish the goal” (R= 0.692) “how insecure, discourage, irritated stressed and annoyed” (R= 0.703), all had regression estimate above the threshold. One (1) factor had regression estimate below the threshold of 0.6 and as such was not predictive of mental work load of lecturers of University of Ghana.

Out of Heart & Steveland’s (1998), 4-item NASA-task load index, mental workload scale, only three (3) are actually predictive of University lecturers’ mental workload.

4.3: Analysis of relationship among study variables

The Pearson correlation estimate among all the variables is shown in the table 4.4 below.

Table 4.5: Analysis of relationship among study variables

Variables	1	2	3
1. Work life balance	1		
2. Job satisfaction	-0.202** (0.00)	1	
3. Mental workload	0.00	0.079	1

(0.998)

(0.162)

* Correlation is significant at 0.05. ** Correlation is significant at 0.01 (2-tailed)

4.3.1: Analysis of the relationship between Work Life Balance and Mental Workload

In answering question two (recall: does lecturers mental workload have a negative effect on their work life balance, as highlighted in chapter one (1.7) with the objective of finding whether mental workload have a negative effect on their work life balance.

The following hypothesis was proposed.

H1 (Lecturers mental workload will have a negative effect on their work life balance).

To test the hypothesis (H1) the correlation between mental workload and work life balance was run and shown in table 4.4 above. To test this relationship, the correlation between mental workload and work life balance was measured. Table 4.4 above shows that there is no significant relation between work life balance and mental workload ($R = 0.00$, $p < 0.998$). In order to

examine the extent of the relationship, a simple linear regression was conducted and the coefficients are presented in table 4.8 below.

4.3.2: A simple linear regression showing the effect of lecturers' mental workload on their work life balance

Table 4.6: Simple regression of lecturers' mental workload on their work life balance

	Unstandardized		Standard		sig.	R ²
	Beta	STD error	beta	t		
(Constant)	29.853	4.853		6.152	0.000	0.000
Mental workload	0.001	0.338	0.000	0.003	0.998*	

Dependent variable: Work life balance, $p < .05^*$

It is hypothesized that lecturers' mental workload will have a negative effect on their work life balance. To test the effect, a simple linear regression analysis was conducted. The regression estimate was 0.00. Mental workload has no significant effect on work-life ($\beta = 0.000$, $N = 312$, $p < 0.998$). The regression result has a beta (β) value of 0.0 and a significance level of 0.998 which is more than 0.05. This shows that a unit increase in mental workload will result in a 0.000

decrease in work-life balance. In addition $R^2 = 0.00$ shows that mental workload does not explain any percentage of work-life balance.

4.3.3: Analysis of relationship between Work Life balance and Job satisfaction

In answering question three (recall: does work life balance of lecturers have a positive effect on their job satisfaction, with the objective to find out if job satisfaction will have a positive effect on the work life balance of lecturers,

The following hypothesis was proposed:

H2 (Lecturers job satisfaction will have a positive effect on their work life balance).

To test the hypothesis (H2) the correlation between job satisfaction and work life balance was run and result are displayed in table 4.5 above. To test this relationship, the correlation between job satisfaction and work life balance was measured. As shown in table 4.5 above, the test correlation between work life balance and job satisfaction shows there is a reverse correlation between work life balance and job satisfaction. The relationship was therefore found to be significant ($R = -0.202$, $p < 0.01$). This means that as work life balance increases, job satisfaction reduces. In order to find out the extent of the relationship a simple linear regression test was

carried out. The regression estimates are presented in table 4.5. The result contradicts with earlier studies by Miheli (2014) who found that work life balance has significant positive relationship with job satisfaction.

4.3.4: A simple linear regression showing the effect of lecturers’ job satisfaction on their work life balance

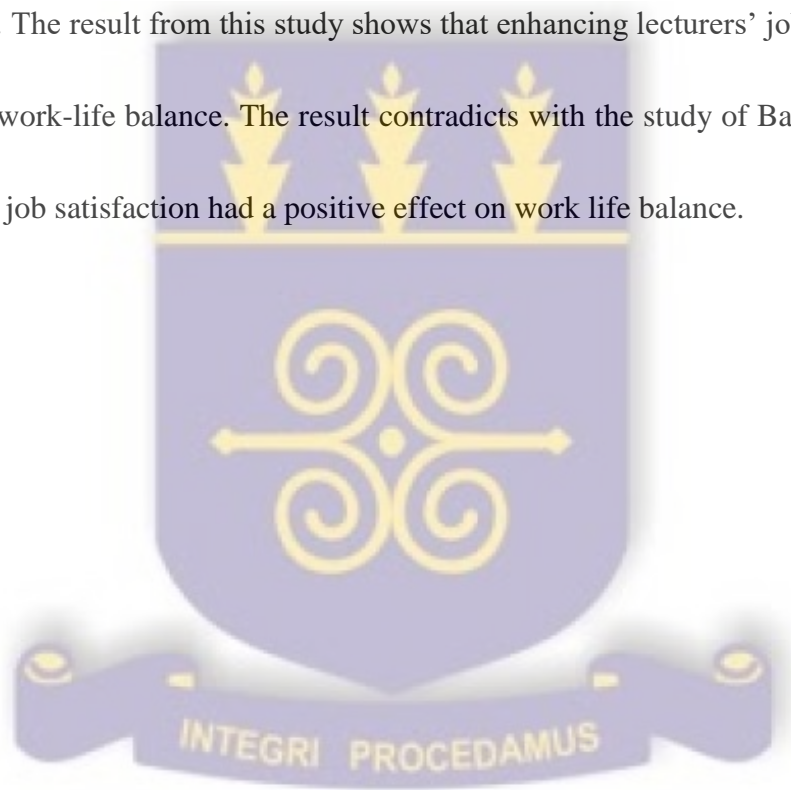
Table 4.7 Simple linear regression showing the effect of lecturers’ job satisfaction and work life balance

	Unstanderdized		Standard			
	Beta	STD error	beta	t	sig.	R ²
(Constant)	46.661	4.645		10.046	0.000	0.041
Job Satisfaction	-0.222	0.061	-0.202	-3.629	0.000*	

Dependent Variable: Work-life balance, p<.05*

It is hypothesized that lecturers’ job satisfaction will have a positive effect on their work life balance. To test the effect, a simple linear regression analysis was conducted. The regression

coefficient was negative as shown in table 4.6 above. Lecturers job satisfaction will have a significant negative effect on their work life balance ($\beta = -0.202$, $N = 312$, $p < 0.01$). The regression result has a beta (β) value of -0.202 and a significance level of 0.000 which is less than 0.01 . This shows that a unit increase in job satisfaction will result in a -0.202 decrease in work-life balance. In addition $R^2 = 0.041$ which shows that job satisfaction explains 4.1% of variation in work life balance. The result from this study shows that enhancing lecturers' job satisfaction will result in reduced work-life balance. The result contradicts with the study of Barker et al. (2015), who reported that job satisfaction had a positive effect on work life balance.





CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of findings

The study generally sought to understand the effect of mental workload and job satisfaction on work life balance of lecturers of the University of Ghana. In order to achieve this purpose, the study aimed at examining some specific objectives.

- ❖ The first objective sought to find out what factors constitute lecturers mental workload, job satisfaction and work life balance.

In order to find out the factors that predict work life balance, a factor analysis was conducted. Firstly, it was found out that 9 factors (“my life suffers because of work” , “my job makes life difficult”, “I neglect personal need because of work”, “I put personal life on hold because of work”, “I miss personal activities because of work”, My work

suffers because of personal life”, “I find it hard to work because of personal matters”, “my personal life gives me energy for my job”, and “I am in a better mood at work because of my personal life” predicted work life balance of lecturers of University of Ghana.

Secondly, factor analysis was conducted to find out the factors that predict lecturers’ job satisfaction. It was found that only 1 item “My pay and the amount of work I do” predicted job satisfaction of lecturers of the University of Ghana.

Thirdly, in order to find out factors that predict lecturers’ mental workload, a factor analysis was conducted. It was found out that only 3 items (“how much mental and perceptual activity was required”, “how successful do you think you were in accomplish the goal” and “how insecure, discouraged, irritated stressed and annoyed” predicted lecturers mental workload.

- ❖ Also the second objective sought to find out if lecturers’ mental workload have a negative effect on their work life balance. In order to examine the effect of mental workload on lecturers work life balance, a simple linear regression analysis was carried out. The analysis shows that mental workload has no significant effect on university lecturers’

work life balance. This implies that the amount of mental workload of University lecturers do not influence how balanced their work and personal lives are.

- ❖ Lastly, the third objective sought to find out if lecturers' job satisfaction will have a positive effect on their work life balance. In order to examine the effect of job satisfaction on work life balance of university lecturers, a simple linear regression analysis was used to measure the effect of job satisfaction on lecturers work life balance. There was a negative significant effect. The implication, therefore, is that improving lecturers' job satisfaction will lead to reduced work life balance of lecturers.

5.2 Conclusions

The study sought to find out the effect of lecturers job satisfaction and mental workload on their work-life balance. The study also sought to find out the factors that actually predicted lecturers' work-life balance, job satisfaction and mental workload.

- ❖ To begin with, 9 factors predict lecturers' work-life balance, 1 factor predicts lecturers' job satisfaction whereas 3 factor predict lecturers' mental workload. This shows that rather shortened scale can be used to predict lecturers' work-life balance, job satisfaction and mental workload instead of most existing long scales.

❖ In addition, the effect of mental workload on lecturers work life balance was examined. It was realized that mental workload has no effect on work life balance. This implies that whether lecturers will be able to maintain a balanced life or not does not depend on their mental workload. In other words, lecturers' mental workload does not influence their work-life balance. As such, whether a lecturer will be able to balance his or her work and life activities effectively does not depend on his or her mental workload.

❖ Lastly, findings of the study show that job satisfaction is negatively related to work-life balance. It can therefore be deduced that as lecturers get more satisfied with their tasks, it becomes difficult to maintain a balanced work. This finding seem to indicate that as lecturers become more content with their jobs, they may be unable to strike a balance between their work and personal life activities.

5.3 Recommendations

Based on the findings of the study the following are recommended.

- ❖ Based on the outcome of the factor analysis, which shows that lecturers' work-life balance, job satisfaction and mental workload can be predicted using fewer items, it is recommended that researchers may design shorter and focused scales to measure the constructs in order to reflect the working conditions of University lecturers.

- ❖ Since the findings indicate that mental workload has no effect on work life balance, it is recommended that should not be used to evaluate lectures' work-life balance. Other factors instead of mental workload may influence lecturers work-life balance, hence the need for Universities to conduct individual and environmental assessment of the factors that actually lead to work-life balance among lecturers rather than mental work-load.

- ❖ Since it is clear from the findings that as lecturers' job satisfaction improves, it becomes hard to maintain their work life balance, it is therefore important that Universities adopt proactive work life balance policies that will help lecturers to manage their work and social lives efficiently. Universities can adopt policies such as teleworking, job sharing and also provide accommodation for lecturers closer to their posts. Better still, Universities can create job opportunities for the spouses of lecturers closer to their duty posts to avoid the tendency of being too focused on their tasks to the neglect of personal life activities.

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Appendix

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RESEARCH QUESTIONNAIRE

**The effect of lecturer's mental workload, and job satisfaction on work life balance:
Synopsis**

This research is being undertaken to understand the effect of Lecturers Mental Workload and job satisfaction on Work Life balance. The aim of this study is to provide an understanding into how Lecturers cope with mental workload demand of their work and how satisfied they are with their job and personal life. This study will thereby provide an understanding on how lecturer's mental workload and job satisfaction will have effect on their work life balance. To undertake that, information provided will be used for the purposes of this research only and will be treated anonymously. I am therefore pleading with you to proceed to answer the questions thereof.

Thank You

Solomon Mensah

MPhil, Research Student

Contact: 0207892752/ 0277836651, E-mail: solomens2g@yahoo.com

SECTION A

DEMOGRAPHY

Please kindly answer the following by ticking (✓) the appropriate answer of your choice.

1. Gender:

- Male Female

2. Age:

- 18-24years 25-34years 35-44years
 45-55years Over 55years

3. Number of years spent in the lecturing profession:

- Less than a year 1-3 years 4-6 years
 7-9 years 10years and above

4. Number of working hours you do as a lecturer in current position:

- Less than 5hours 5-7hours 8 - 10hours 10-12hours
 over 12 hours

SECTION B: Lecturers Work Life Balance

The seven elements below give a description of how a Lecturer’s work life balance is affected. Please kindly indicate your assessment of each item from 1- never to 5- always estimates for each point by ticking (✓) the appropriate answer of your choice.

never	Rarely	Sometimes	frequently	always
1	2	3	4	5

5	My personal life suffers because of work	1	2	3	4	5
6	My job makes personal life difficult	1	2	3	4	5
7	I neglect personal needs because of work	1	2	3	4	5

8	I put personal life on hold for work	1	2	3	4	5
9	I miss my personal activities because of work	1	2	3	4	5
10	I struggle to juggle work and non-work	1	2	3	4	5
11	I am happy with the amount of time for non-work activities	1	2	3	4	5
12	My personal life drains me of energy for work	1	2	3	4	5
13	I am too tired to be effective at work	1	2	3	4	5
14	My work suffers because of my personal life	1	2	3	4	5
15	I find it hard to work because of personal matters	1	2	3	4	5
16	My personal life gives me energy for my job	1	2	3	4	5
17	My job gives me energy to pursue personal activities	1	2	3	4	5
18	I am in a better mood at work because of my personal life	1	2	3	4	5
19	I am at better mood because of my job	1	2	3	4	5

SECTION C: Lecturers Job Satisfaction

The twenty (20) statements below give a description of the lecturer's job satisfaction which they experience during their daily routine. Please kindly indicate your assessment of each item from 1- very low to 5- very high estimates for each point by ticking (✓) the appropriate answer of your choice.

Very dissatisfied	dissatisfied	Can't decide	Satisfied	Very satisfied
1	2	3	4	5

20	Being able to keep busy all the time	1	2	3	4	5
21	The chance to work alone on the job	1	2	3	4	5
22	The chance to do different things from time to time	1	2	3	4	5
23	The chance to be "somebody" in the community	1	2	3	4	5

24	The way my boss handles his/her workers	1	2	3	4	5
25	The competence of my supervisor in making decision	1	2	3	4	5
26	Being able to do things that don't go against my conscience	1	2	3	4	5
27	The way my job provides for steady employment	1	2	3	4	5
28	The chance to do things for other people	1	2	3	4	5
29	The chance to tell people what to do	1	2	3	4	5
30	The chance to do something that makes use of my abilities.	1	2	3	4	5
31	The way company policies are put into practice	1	2	3	4	5
32	My pay and the amount of work I do.	1	2	3	4	5
33	The chances for advancement on this job.	1	2	3	4	5
34	The freedom to use my own judgment	1	2	3	4	5
35	The chance to try my own methods of doing the job.	1	2	3	4	5
36	The working conditions.	1	2	3	4	5
37	The way my co-workers get along with each other	1	2	3	4	5
38	The praise I get for doing a good job	1	2	3	4	5
39	The feeling of accomplishment I get from the job.	1	2	3	4	5

SECTION D: Lecturers Mental workload

The five (5) statements below give a description of the mental work load lecturers go through during their daily routine. Please kindly indicate your assessment of each item from 1- very low to 5- very high estimates for each point by ticking (✓) the appropriate answer of your choice.

Very low	low	neutral	high	Very high
1	2	3	4	5

41	How much mental and perceptual activity was required (e.g., thinking, deciding, calculating, remembering, looking, etc to do your work	1	2	3	4	5
42	How successful do you think you were in accomplishing the goals of the task set up by your work? How satisfied were you with your performance in accomplishing these goals?	1	2	3	4	5
43	How hard did you have to work (mentally and physically) to accomplish your level of performance?	1	2	4	4	5
44	How insecure, discouraged, irritated, stressed and annoyed versus secure, gratified, content, relaxed and complacent did you feel during performing the task	1	2	3	4	5

