

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF WORK-LIFE BALANCE ON TEACHERS JOB
SATISFACTION AND COMMITMENT IN SENIOR HIGH SCHOOLS IN
THE KUMASI METROPOLIS OF THE ASHANTI REGION**

NAA ADJELEY BOYE

2023

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**A Thesis in the Department of Educational Leadership, Faculty of Education
and Communication Sciences submitted to School of Research and Graduate
Studies, University of Education, Winneba in partial fulfilment of the
requirement for the award of the Master of Philosophy Degree in Educational
Leadership.**

MAY, 2023

DECLARATION

Student's Declaration

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

Signature..... Date.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Supervisor: Dr. Lydia Osei-Amankwah

Signature..... Date.....

DEDICATION

To my parents, Mr. Godfred Adjei Boye and Mrs. Felicia Oforiwaa Moses.

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ABSTRACT

The study investigated influence of work-life balance on job satisfaction and commitment of senior high school teachers in the Kumasi metropolis of the Ashanti Region of Ghana. The objectives of the study were to find out the level of teacher' job satisfaction, to determine the level of teachers' commitment, to find out the common work-life balance mostly experienced, to establish relationship between work-life balance, job satisfaction and commitment and to find out whether work-life balance has influence on commitment and job satisfaction of teachers. Three research questions and four hypotheses were formulated to guide the study. Descriptive survey was adopted for the study. The population of the study comprised teachers of 14 senior high schools. Purposive sampling technique was used to select teachers who had taught more than 10 years. A total of 329 sample size was used for the study. The main instrument used to collect data was structured questionnaire. Factor analysis was conducted to reduce the bulk of the questionnaire items. The factor analysis achieved KMO values of 0.701, 0.611 and 0.832. Data were analyzed using descriptive statistics, Pearson product moment, correlation coefficient and simple regression. The study found statistically significant influence of work-life balance on job satisfaction. The level of job commitment was found to be high. It is therefore recommended that Ghana National Association of Teachers should organize sensitization programme for teachers on the need to balance work and life activities. It is again recommended that Ghana Education Service should increase incentives for teachers to inspire them to be more committed to the work.

CHAPTER ONE

INTRODUCTION

Background to the Study

Extensive scholarly works have been done on Work-Life Balance and this is traceable from the 19th century. The idea was first expounded by Welsh manufacturer and labour activist, Robert Owen in 1817 in the United State of America. The aim of this initial attempt was to emphasise on equal hours for work, recreation and rest (Lappegård, Goldscheider, & Bernhardt, 2017). Since then, researchers from different regions of the world have delved into the subject. In Ghana for instance researchers such as Asiedu-Appiah, Aduse-Poku, and Acheampong (2014) delve into Work-Life Balance practices and female lecturers' career progression. Again, Edwards Alexander Kyei, and Rita Oteng (2019) conducted a study as to how to attain Work-Life Balance and model the Way among Female Teachers in Ghana.

Coping with work, personal and family obligations could be difficult tasks among employees, the tendency to cope with the stress, strain and time issues about these obligations is highly demanding (Kuranga, Mustapha & Brimah, 2020). Educational institutions are now competing globally and there is continuous evolvement to meet the demands and expectations of several educational stakeholders. There is an increasing pressure to improve creativity and performance especially among teachers and the resultant impact of this scenario is overwork on the primary stakeholders (teachers) without recourse to family obligations and responsibilities, necessitating urgent attention to work-life balance.

The study adopted spillover theory which states that the satisfaction and happiness of an employee derived from life may exert a direct influence on satisfaction at the work setting and vice versa (Jang & Zippay, 2011; Cain, Busser & Kang, 2018).

The satisfaction and achievement from home experience affects the work environment and vice versa (Balmforth, & Gardner, 2006). The theory is relevant to this study since it explained how work-life balance affects commitment and satisfaction of teachers at work and vice versa.

Work-life balance is the degree to which an individual can simultaneously balance the temporal, emotional, and behavioural demands of both paid work and family responsibilities (Nwagbara, 2020). It is a situation in which employees give the right amount of time and efforts to work as well as personal life outside work (Uddin, Mamun, Hoque & Uddin ,2013) ‘work-life balance is about people having a measure of control over when, where and how they work, leading them to be able to enjoy an optimal quality of life. Work-life balance is achieved when an individual’s right to a fulfilled life inside and outside paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society’ (Ogechi & Nwaeke, 2019). Work-life balance is a requirement that covers all categories of workers, regardless of gender, age or employment status.

Teachers can no longer easily segregate work from the rest of life because work can take over people’s thought (Adebayo, 2016). This intensification of work makes finding a desirable balance between work and life outside work much more difficult. It is widely assumed that many teachers do not balance work and other life demands optimally. The stress-induced by this inability to manage competing demands needs to be addressed (Nwagbara, 2020). In senior high schools, teachers have additional responsibilities such as housemistresses and masters, heads of department, form masters and mistresses which make the work of teachers more challenging. In an attempt to effectively perform workplace responsibilities, the teachers have to consider work-life balance (Edwards & Oteng, 2019).

Teaching is demanding, and balancing work and family roles has become a challenging task for teachers (Crutchfield, Ritz, & Burris, 2013; Agha, Azmi, & Irfan, 2017). This consideration highlights a common need for reconciliation between work and private life.

Education is widely recognized as one of the indicators of development with one of the basic purposes to produce a trained human resource to overcome developmental impediments of a given country. To achieve this, there should be a satisfied teacher in the sector.

Teacher job satisfaction is a function of the perceived relationship between what one wants from teaching, and what one perceives teaching is offering teacher (Nwagbara, 2020). Job satisfaction is an essential indicator of how employees feel about their work and a predictor of absenteeism and turnover (Mohammad, Quoquab & Alias, 2011). Every organization tries to create a satisfied workforce to operate the wellbeing of the organization because a satisfied worker extends more effort to job performance. Educational institutions need to consider this variable to satisfy teachers to retain them on the job (Mustapha & Zakaria, 2013). Employers need to give attention to job satisfaction since people deserve to be treated fairly and with respect. A satisfied individual employee's effort and commitment are necessary for the success of the organization. It is no doubt that job satisfaction is a powerful force that spurs people on to enhance productivity and ensure the survival and continuity of all institutions (Adisa, 2019). Job satisfaction shapes the attitude of the individual towards his or her job while having positive attitudes towards specific dimensions of the job (Baş, 2002). Employee satisfaction can help to build the commitment of employees towards the organization (Al-Zoubi, 2012).

Teachers' commitment is teacher's free decision to be an essential part of given educational institution and to be actively involved in curricula and non-curricular activities (Wilinski, 2022). Teacher commitment is critical to retain and attract well-qualified personnel. In recent years, organizational commitment in schools has become a major preoccupation throughout many countries (Popoola, 2006). Research has indicated that factors such as gender and job satisfaction affect teacher commitment (Adenguga, 2013). Research has also shown that commitment arises from a combination of job challenges and responsibilities (Adisa, Oruh, & Akanji, 2020). Teachers who have high level of job satisfaction and commitment result in high productivity (Abdullah, Aremu, & Abogunrin, 2018). Job satisfaction is a reward that an employee aimed at resulting to productive activity apart from income (Mustapha & Zakaria, 2013).

Balancing the demands of work and the demands of personal life and family affects areas in life. Institutions have realized that as much as teachers are expected to perform, teachers also have their expectations from employers, especially issues about welfare (Nordenmark, Vinberg & Strandh, 2012). Work-life balance is very important when a school has to manage highly professional teachers because their high commitment and loyalty is needed for the success of the school. Nwagbara (2020) opined that work-life balance is a drive for the satisfaction of employees. Many feel the need for work-life balance which leads to retention of the valuable workforce, reduce work-family conflict, and reduce employee stress, job satisfaction and better life balance. Work-life balance can also affect the improvement of organizational commitment (Nwagbara, 2020). It is against this background that the study has been designed to investigate the influence work-life- balance on job satisfaction and job commitment of teachers in the Kumasi metropolis of the Ashanti region.

1.2 Statement of the Problem

Work-life balance is a vital tool that promotes effectiveness of teachers. Unfortunately, this important tool does not seem to be given the needed attention by teachers of senior high schools. Teachers' personal activities and family obligations perhaps do not permit them to prepare adequately for lesson delivery.

Personal observation seems to reveal that teachers spend long hours at work, marking, assisting in co-curricular activities and other assigned responsibilities thereby leaving some home activities unattended to. Some teachers seem to carry family issues to the work place which prevent them from focusing their attention on planned schedules for the day and eventually leave work uncompleted.

Literature searched revealed that improving the quality of work-life and maintaining a positive work-life balance remains a challenge to teachers (Borah & Bagla, 2016). Teachers are under pressure to balance the priorities of family and work (Abdullah, Aremu & Abogunrin, 2018). Teachers face greater challenge in achieving a balance between professional and personal life (Johari & Zulkarnain, 2018). It is based on these issues that the study has been designed to investigate the influence of work-life balance on job satisfaction and commitment of teachers in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Knowledge Gaps

Despite the numerous researches that have been carried out on the work-life balance, job satisfaction and commitment, several gaps need to be filled. Mensah (2011) established relationship among motivation, job satisfaction, and job commitment of teachers in selected senior high schools in the Ashanti region of Ghana. The study overlooked work-life balance as a variable. This study sought to fill this vacuum.

Kim 's (2014) study on work-life balance, employees' performance and affective commitment overlooked job satisfaction. This study incorporated job satisfaction as one of the variables.

Saeed and Farooqi (2014) examined the association between work-life balances job stress and job satisfaction among university teachers in Gujrat. The study overlooked commitment as a construct to measure. This study sought to fill these gaps in the previous studies.

1.3 Purpose of the Study

The purpose of the study was to investigate influence of work-life balance on teachers' job satisfaction and commitment in senior high school teachers in the Kumasi Metropolis of the Ashanti Region.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. to find out the level of teachers' job satisfaction in senior high schools in Kumasi Metropolis of the Ashanti Region.
2. to determine the level of teachers' commitment in senior high schools in Kumasi Metropolis of the Ashanti Region.
3. to assess common work-life balance teachers mostly experience in senior high schools in Kumasi Metropolis of the Ashanti Region.
4. to establish relationship between work-life balance, job satisfaction and commitment of teachers in senior high schools in Kumasi Metropolis of the Ashanti Region.
5. to find out whether work-life balance influence teachers' commitment and job satisfaction in senior high schools in Kumasi Metropolis of the Ashanti Region.

Research Questions

The following research questions directed the study:

1. What is the level of teachers' job satisfaction in senior high schools in Kumasi Metropolis of the Ashanti Region?
2. What is the level of teachers' commitment in senior high schools in Kumasi Metropolis of the Ashanti Region?
3. What work-life balance do teachers commonly experience in senior high schools in the Kumasi Metropolis of the Ashanti Region?

1.5 Research Hypotheses

The following directional hypotheses were tested to give direction to the study:

Hypothesis 1

Ho: There is no statistically significant relationship between work-life balance and teacher job satisfaction in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Hypothesis 2

Ho: There is no statistically significant relationship between work-life balance and teacher commitment in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Hypothesis 3

Ho: There is no statistically significant influence of work-life balance on teachers' job satisfaction in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Hypothesis 4

Ho: There is no statistically significant influence of work-life balance on teachers' commitment in senior high schools in the Kumasi Metropolis of the Ashanti Region.

1.6 Significance of the Study

The research will enable school heads to provide the necessary support teachers need to reduce dissatisfaction and low level of job commitment of teachers. The study will as well assist teachers to devise strategies that will help them experience a balanced life which will eventually impact on their job satisfaction and increase their commitment to teaching.

The study will contribute to knowledge by providing useful information relating to work-life balance in schools. Besides, the study will add to already existing literature on work-life balance, job satisfaction and commitment. The study will serve as reference material for other researchers who may undertake similar studies in future.

1.7 Delimitation of the Study

The study was delimited to work-life balance, job satisfaction and job commitment. The study covered public senior high schools in Kumasi Metropolis. Only teachers were used for the study. Areas such as the concept of work-life balance, concept of job satisfaction, classification of job satisfaction, intrinsic satisfaction, extrinsic satisfaction and commitment were covered. Findings were delimited to teachers in senior high schools in the Kumasi Metropolis.

1.8 Limitations of the Study

Only one instrument was used (questionnaire) to gather data from respondents. This might have affected the validity of the research findings. The research instrument was mainly closed-ended items, which limited responses from respondents and made it impossible to probe for further details. This is likely to affect the validity of the findings. The respondents were feeling reluctant to answer the items on the questionnaire with the fear that their responses may be published. This attitude might have affected the outcomes of the study.

1.9 Definition of Terms

For variables used in the study to be meaningful to readers, such variables are explained. Some of such terms are:

Work-life balance: a situation in which teachers give equal attention to work as well as personal life outside work.

Commitment: is the dedication of employees to the institution where they work.

Teacher commitment: is teachers' decision to willingly be actively involved in curricular and non-curricular activities.

Job satisfaction: is the happiness employees derived from life as a result of direct influence from the work setting.

Job dissatisfaction: is the unhappy state of employees which occurs as a result of poor work conditions.

1.10 Organization of the Study

The study has been organized into five main chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses, significance of the study, delimitation of the study, limitations and definition of terms. Chapter two looked at a review of theoretical and empirical literature related to the study. Chapter three describes the research philosophy, research design adopted for the study. It also includes population, sample and sampling techniques, research instrument, test for validity, pre-test, data collection procedure, data analysis and ethical issues. Chapter four presents result and discussion of field data. Chapter five provides an overview of the study, findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study. The literature covered the theoretical perspective on the work-life balance of teachers, teacher job satisfaction, and teacher job commitment. It also assessed empirical reviews on the issues. Literature was reviewed under the following areas:

- a. Concept of work-life balance
- b. Spillover Theory
- c. Benefits of Work-Life Balance
- d. Developing a better work-life balance
- e. Concept of Job Satisfaction
- f. Classification of Job Satisfaction
- g. Factors Influencing Job Satisfaction
- h. Relationship between Work-Life Balance and Job Satisfaction
- i. Teacher Commitment
- j. Factors Influencing Organizational Commitment
- k. Relationship between Work-Life Balance and Organizational Commitment
- l. Theoretical Literature Review
- m. Empirical Literature Review

2.2 Concept of Work-Life Balance

Work-Life Balance is a form of metaphor (Guest, 2002). The term “Work” can be referred to as paid work or employment” (Kumari, 2012). But this soon breaks down when we begin to take into account extra unpaid hours, the time to travel to and from work and more intractable problems of farmers, hoteliers and others who work from

home and where the border between home and work is very porous. Part of the interesting work from home, facilitated by improved technology, has helped to blur the border between home and work (Guest, 2002). In addition to this information communication technology have removed the temporal and spatial boundaries of work, allowing people to work anytime from anywhere (Uddin, Mamun, Hoque & Uddin, 2013). Work has evolved to be more knowledge-based, fluid, and intellectual, it has become harder to escape (Lockwood, 2003). Employees can no longer easily segregate their work from the rest of their lives because work can take over people's thoughts (Patterson, 2001). This intensification of work makes finding a desirable Balance between Work and Life outside work much more difficult. At the very least, the definition of work in the analysis of work-life balance is quite problematic (Guest, 2002).

Lockwood (2003) says "Life "is a balancing act, and in American society, it is safe to say that almost everyone is seeking work/life balance. However, the word "balance" implies a goal of equal participation in work and non-work activities and overlooks the diverse ways in which individuals manage the occupancy of multiple roles, not all of which involve balance (Hobson, 2014). In the English Language "balance" is a complex word with a variety of meanings. As a noun, a balance is a set of scales, a weighing apparatus, it is also the regulating gear in clocks. If we use the scales, then balance occurs when there is "an equal distribution of weight or amount" (Oxford English Dictionary); but in this context, the type of work-life balance sought by many may not imply equal weight on both sides. However, Balance also has physical and psychological meaning as 'stability of a mind or body". This version of the metaphor, whether it applies to body or mind is somewhat more appropriate since it implies the possibility of both external verification and human agency. Put in another

way, we can observe that someone has lost their balance, and we know that in given circumstances some people have better balance than others and may perceive that they have better balance (Guest, 2002). Guest (2002) further states that this gives rise to the need to recognize that balance can have both objective and subjective meaning and measurement that will vary according to circumstances and also vary across individuals.

Work-Life Balance concept is built on the idea that work life and personal life are complementary of each other in bringing perfection to one's life. According to Abendroth and Dulk (2011), Work-Life Balance is the harmonious interface between the different domains of life. Daipuria and Kakar (2013) stated that Work-Life Balance is seeking a balance between work from life and feeling comfortable with both work and family commitments. Agha, Azmi, and Irfan (2017) opines Work-Life Balance is about finding the right balance between work and life, and about feeling comfortable with both work and family commitments. Work-Life Balance is essentially the balance between three components, namely, paid work, unpaid work and personal time.

In a similar vein, Saikia (2011) defined the Work-Life Balance concept as the extent to which a person is involved and equally satisfied with their work and personal roles. The term "Work-Life Balance" is a contested term, with many alterations suggested, such as "work-life integration", Work-life interface", Work-life Masonic", Work-life reconciliation", or Work-life coordination" (Kumari, 2012).

The Concept of Work-Life Balance according to Hafeez and Akbar (2015) is defined as a perception of the appropriate estimate of work and way of life an employee need to experience. Again Guest (2002) opined that Work-Life Balance is the satisfaction and good functioning at work and home with lowest struggle. The concept of Work-Life Balance is based on the notion that paid work and personal life should be seen less

as competing priorities than as complementary elements of a full life. The way to achieve this is to adopt an approach that is “conceptualized as a two-way process involving a consideration of the needs of employees as well as those of employers” (Lewis & Beauregard, 2018).

On the other side of the continuum, work-family conflict is the concept that explains the need of individuals to perform multiple roles, for instance as husband and wife, parents, and friends in their social life. In the context of this study, work-life balance is deemed important to ensure the effectiveness of teachers in all institutions they are attached to (Punia & Kamboj, 2013). This is attributed to the fact that throughout their career, teachers will stumble into problems and challenges in achieving a balance between professional and personal life due to the lack of boundaries between work and personal life (Punia & Kamboj, 2013). A study by Beehr and Newman (1978) and Fisher (2001) revealed that the stronger desire for achievement may lead a person to try harder to improve their efforts in working life, at the expense of their personal life. Unfortunately, this will reduce the level of satisfaction and increase the level of stress experienced by employees. It is also worthy to note that only a handful of studies have looked into the work-life balance aspects among teaching professionals (Bell, Rajendran, & Theiler, 2012). Morris and Madsen (2007) asserted that studies in this field are crucial in contributing to strategic development policies, practices, programs, and interventions that integrate the aspects of work-life balance, particularly among those who are involved in the teaching profession. By having adequate empirical support on this, human resources professional can acquire a thorough understanding of the Work-Life Balance concept and identify measure as to how to ensure work-life balance among teachers are in place. The role of Work-Life Balance in predicting job performance has received much attention in the literature. Rego and Pina (2009) and

Harrington and Ladge (2009) reported that employees, who successfully fulfil the role and commitment of families, demonstrate more excellent job performance. Bloom and VanReenen (2006) in Johari, Tan and Zulkarnain (2018) stated that Work-Life Balance has proven to be the significant predictors of various organizational outcomes, including employee retention and productivity.

Striking a sense of balance among individual's work and personal life is a dilemma in today's workforce that they are not much concerned about their fundamental rights as well as their Work-Life Balance and are therefore more engaged in their professional life activities as compared to personal ones due to the increasing rate of inflation and unemployment. (Hafeez & Akbar, 2015). According to various Work-Life Balance surveys, more than 60% of the participants said that are not able to find equilibrium among their private and professional lives. They have to make tough alternatives even when their job and private life is not close to equilibrium (Hafeez & Akbar, 2015).

A simpler understanding of Work-Life Balance can be presented with the help of a balanced wheel of life which is commonly cited in work-life balance literature. Byrne (2005) presented the age-old concept of a balanced wheel of life and related work-life balance with it. Byrne (2005) suggested eight important sections of life as the eight spokes in a wheel. The sections are work, finances, spiritual, hobbies, self, social, family and health. According to Byrne (2005), all these eight sections of life are important for every human being and each attempt to achieve a balance amongst these different sections. Byrne (2005), thus treats all the eight sections with equal weight and importance, which might not be true with every individual. Overlooking this limitation of the model, the balanced wheel of life can be termed as the easiest way to understand the concept of work-life balance as this model looks into different segments of life.

The literature presents a slight indication of the influence of working hours on worker's satisfaction. Working hours are defined as indicate to the regulation to restraint employee's working hours. If a worker wants to do additional work, the manager will have to compensate the workforce as mandatory by the law. In a research Hanglberger (2010) talked about the effectiveness of Work-Life Balance, particularly about the working hours of a workforce and satisfaction of job. He finds out a positive correlation between them. In UK and Germany, the same study was also conducted and analyzed by Dieckhoff, Gash, Mertens and Gordo, (2016) to investigate the relationship of hours of working and their consequence on Work-Life Balance the results showing a conflict among high-performance practices and the policies of work-life balance and their results supported the research of Hanglberger (2010), which also a showed a positive effect of reduced working hours on the life satisfaction of a workforce.

Lack of Work-Life Balance, the dissatisfaction level of workers is increasing so the policies and programs related to Work-Life Balance which includes flexible work hours and environment, reduction in the load of work, and employee intention to leave a job are important because it is shown that if the need of the workers in respect of Work-Life Balance is met, they can show a superior level of job satisfaction (Akbar & Hafeez, 2015).

A study conducted amongst medical professionals by Shah, Hasan, Malik, and Sreeramareddy (2010) finds out the relationship of Work-Life Balance with job satisfaction. Holly and Mohnen (2012) wrote an article in which they studied the influence of working hours on workforce satisfaction, through panel data from German households (GSOEP) revealed that long working hours do not lead to a decline in the level of employee's satisfaction. Instead, rising working hours have positive effects on

workforce satisfaction to a certain extent. In 2009, nearly 60% of employees desired to trim down their working hours. The study suggests that, if workers overtime is properly compensated, satisfaction increases, and as a result working hour mismatch reduces.

Integrating and maintaining Work-Life Balance in our lives is the current need of the time available (Mukhtar, 2012). Work pressure is defined by Akbar and Hafeez (2015) as the accommodative reaction of a person which is the result of some of the action that puts an unusual burden on an individual. A study by Noor, Fatima and Sahibzada (2012) on work-life balance in different universities in Pakistan, had the finding of the study showing that due to intense workload in universities, employees turn out to be dissatisfied with their job, therefore, the study suggested that universities must build up such strategies that might facilitate their staff requirements so that they can maintain a balance between their work and life responsibilities to attain competitive advantage.

Workload refers to all activities involving employees' time spent in performing professional duties, responsibilities and interests at work, either directly or indirectly (Johari, Tan & Zulkarnain, 2018). In the context of teaching, a similar definition of workload is put forward by Johari, Tan and Zulkarnain (2018), who defined workload as the responsibilities given to teachers, either in the classroom or outside the classroom. Azita (2012) opined that workload is the amount of time spent by teachers in performing various tasks ranging from teaching and learning, co-curricular activities, meetings, and many more, that are related to official duties as a teacher during or after school hours. Sharifah, Suhaida and Soaib (2014) also defined Work-Life-Balance as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, teachers' workload not only requires their time in schools but

teachers also have to spend extra hours after work to be more effective and productive in their teaching profession. According to Easthope and Easthope (2000), intensified teaching workload includes the development of the teacher-student ratio. This is because teachers are continuously burdened with new tasks added to their job descriptions. This situation deteriorates job satisfaction and organizational commitment among teachers, which ultimately affects the quality of their job performance. This notion is corroborated by the empirical findings by Hassam, Tahir, and Muhammad (2011) study, which reported that long working hours due to extra workload may have an inverse impact on job satisfaction as this circumstance interferes with one's well-being at work and home.

The costly consequences of the work-life imbalance of employee towards organization arise by increased absenteeism, increased employee turnover, reduced productivity, increased disability costs, increased health costs, reduced job satisfaction, increased managerial stress, and impaired family and social relationships (Better Balance & Business, 2004).

2.3 Indicators of Work-Life Balance

Berridge, and Cooper (2003) described typical indicators of work-life balance as pressure of work, job involvement, work role ambiguity, work role conflict, workload, job stress, organizational commitment and turn-over intentions. Other indicators of Work-Life Balance include the employees having an opportunity to; exercise influence and control over their work situation (autonomy), experience security to develop good social relations at and through work, maintain good health, avoidance of negative stress and work in a safe surrounding.

The pressure of work; for those in work, have been intensifying in recent times. Factors such as the advances in information technology the need for quick response,

the importance attached to the quality of work, client services and its implication for constant availability and peace of change with its resultant upheavals and adjustment, all demand our time and can be a source of pressure (Guest, 2002).

According to Wickramasinghe and Wickramasinghe (2011) job involvement can be referred to as job participation, a degree to which an employee identifies with their work, actively participates in it, and derives a sense of self-worth from it. Saxena and Saxena (2015) related job involvement to the psychological identification of an individual with the work or importance of work in the individual's self-image. They indicated that it has a direct correlation with job satisfaction and also influences the work performance, sense of achievement and unexplained absenteeism. However, there is a significant difference in the level and extent of job involvement in different types of work (Khan, & Nemati, 2011). Goodman (2008) noted that job involvement is linked to importance of work in individual's daily life. This means if one gives importance to work, one is loyal to one's work as well as to the organization.

Work role conflict according to Belias, Koustelios, Sdrolias, and Aspridis (2015), is the contradicting roles carried out by an individual in an organization. Role conflict is the level to which a person experiences pressures within one role that is incompatible with pressures that take place within another role. Sharma (2015) opined that work role conflict reflects incompatible demands on a person, either within a single role or between multiple roles which can persuade negative emotional reactions due to the perceived inability to be effective on the job. The work role conflict arises when more demands is placed on the individual by the supervisors, colleagues, subordinates, family members and friends. In terms of work such type of stress could be more dominant due to lack of descriptions or unclear descriptions of individuals' role. The employee is then required to do a lot of the thinking and make good decisions.

Stress is often used to describe the body's responses to demands placed upon it, whether these demands are favorable or unfavorable (Ivancevich & Ganster, 2014). Job stress is one of the most important workplace health risks for employees in developed and developing countries (Rehman, Irum, Tahir, Ijaz, Noor & Salma, 2012). There are a number of workplace factors, called job stressors that make jobs stressful and difficult for a number of employees in services as well as teaching. Stresses arise as a result of poor interpersonal relationships at work, such as conflicts with the behavior of supervisors, conflicts with colleagues, conflicts with subordinates and conflicts with management policies. Job stress is also due to, long working hours, lack of organizational support and organizational change, lack of support from supervisors and colleagues, and much demands and pressures from management (Giauque, 2015).

Work role ambiguity is experienced by individuals experiencing lack of adequate information about their role and insufficient information about the process to accomplish their responsibilities (Srikanth & Jomon, 2013). Expectations need to be known, and knowledge of activities required to fulfil those expectations is also needed (Srikanth & Jomon, 2013).

Role ambiguity is a lack of clarity regarding the expectations for one's role, the methods for fulfilling expectations, and the consequences for effective or ineffective performance. Role ambiguity can be understood in terms of the outcome expected from individuals and the clarity of roles requirements that need to be fulfilled to meet expected outcomes. Marginson (2006) have found role ambiguity to be associated with lack of information on goals, poor conditions of work. Krasman (2010) mentioned that ambiguity originates from complexities exceeding an individual's degree of comprehension and from the outcomes of changes associated with increased demands. Therefore, it is quite understandable that individuals experiencing role ambiguity also

faces challenges in meeting their expectations which leads to dissatisfaction. (Trayambak, Kumar and Jha, 2012) indicated that work role ambiguity increases anxiety and dissatisfaction.

According to Ivancevich and Ganster, (2014) Stress is described as the body's responses to demands placed upon it; these demands are favourable or unfavourable. There are a number of workplace factors, called job stressors that make jobs stressful and difficult for number of employees in services (Rehman, et al.,). Stressors include interpersonal relationships at work, such as conflicts with the behaviour of supervisors, conflicts with colleagues, conflicts with subordinates and conflicts with management policies Job stress is due to organizational aspects, long work hours, lack of organizational support and organizational change, lack of support from supervisors and colleagues, and conflict with demands and pressures (Giauque,2015). According to Wangombe, Wambui, and Kamau (2014), interpersonal relationship has a strong positive direct effect on job satisfaction. He further indicated that employees need to co-operate with their fellow workers for a positive ambience at the workplace and also for healthy interpersonal relationship.

2. 4 Spillover Theory

The spillover theory is adopted for the study. The spillover theory states that the satisfaction and happiness emanating from an employee's life may assert a direct influence on the work setting and vice versa (Jang & Zippay, 2011; Cain, Busser & Kang, 2018). The theory further states that the positive and negative emotional outcomes in teachers work could greatly influence their personal lives. The satisfaction and achievement from home experience affect the work environment and vice versa (Balmforth, & Gardner, 2006). The theory is relevant to the study since it explains how

imbalances between work and personal life of teachers could affect their job satisfaction and commitment.

2.5 Work-Life Practices

To avoid conflict related to work and life, many organizations have introduced work-life balance initiatives that include flexible working arrangements; leave provisions, dependent care assistance and other supportive programs (Smith & Gardner, 2007). Flexible work arrangements and other policies are also thought to contribute to job motivation and dedication (Brummelhuis & van der Lippe, 2010). Researchers found several benefits of work-life balance for employers. McDonald and Bradley (2005) listed some of the availability of broader talent pool, earlier return of the employee to work after maternal leave, lower rates of absenteeism, positive employer branding, enhanced work-related performance, better employee retention, and reduced employee turnover. Byrne (2005) in his research, found several employee benefits like improved health of employees, higher degrees of job satisfaction, job engagement, and work productivity. The use of Work-Life Balance initiatives impacts lower levels of work-life conflict (Webber, Sarris & Bessell, 2010). Regardless of the positive effects of Work-Life Balance, large Croatian companies show a low understanding of the importance of work-life conflict (Mušura, Koričan & Krajnović, 2013).

Beauregard and Henry (2009) in their paper said that practices of work-life balance, adopted in several firms, to reduce the conflict of work and life amongst current employees help to increase the performance of their firms. The paper provided a little indication to guide the concept that, the practices of work-life balance improve the presentation of the firm by reducing the conflict of work and life. Finally, the paper suggested that the firms are required to modify themselves to reflect further routes so that their firm's Work-Life Balance practices can persuade their performance, including

enlarged cost savings, enhanced productivity, and reduced rate of turnover. Lewis and Humbert (2010) opine that this modification may fail to lead to actual experiences of Work-Life Balance on the part of workers. This may be because these policies are rarely accompanied by changes to workplace structures, cultures, and practices, which continue to be based on outdated assumptions about ideal workers and the way that work should be carried out. Specifically, employers continue to view those individuals who value work above all else and have fewer non-work obligations as the ideal worker (Dumas & Sanchez-Burks, 2015). Thus, the attainment of Work-Life Balance has been depicted by critical management scholars as “an eternally unfinished journey of “self-discovery” in which individuals’ modern-day identity is structured by the simultaneous desire and inability to achieve equilibrium between work and non-work roles. (Lewis & Beauregard, 2018).

Flexible working conditions are defined as the situation in which employees’ workforce are given enough freedom to make the decision as to how to carry out the responsibilities. Research indicates that flexible working condition has an additional impact on the satisfaction level of an employee (D’cunha, 2019). The Labour Act (2003) has made policy for all workers in the country of which Ghana Education Service is not left out. The police for workers are as follows:

Leave entitlement: In any undertaking every worker is entitled to not less than fifteen working days leave with full pay in any calendar year of continuous service. The expression “full pay” means the worker’s normal remuneration, without overtime pay, including the cash equivalent, of any remuneration in kind. Interruption of work by public holidays, sickness of worker: Public holidays and absence from duty due to sickness certified by a medical practitioner, and pregnancy and confinement, shall not affect the annual leave entitlement of a worker. Interruption of work by voluntary

communal work, civic duties and special leave: A period during which a worker is absent from his or her normal duties with the permission of the employer on account of the worker's participation in voluntary communal work, the discharge of civic duties or the granting of special leave with or without pay, shall not be counted as part of the worker's annual leave. Sick leave not part of annual leave. A period of absence from work allowed owing to sickness, which is certified by a medical practitioner, and which occurs after the commencement of and during annual leave shall not be computed as part of the leave. Leave to be uninterrupted. Every worker is entitled to enjoy an unbroken period of leave but an employer, in cases of urgent necessity, may following this section, require a worker to interrupt his or her leave and return to work. Where a worker is required by the employer to interrupt his or her leave in the circumstances specified in the policy. The worker shall not forfeit the right to the remainder of the leave but shall take the leave anytime thereafter. Maximum hours of work: The hours of work of a worker shall be a maximum of eight hours a day or forty hours a week except in cases expressly provided for in this Act.

2.6 Work-Life Balance and Gender

Work-Life Balance is the degree to which an individual can simultaneously balance the temporal, emotional, and behavioural demands of both paid work and family responsibilities (Hill, Hawkins, Ferris & Weitzman cited in Mohammad, Uddin, Mamun, Hoque & Uddin, 2013). Employees with less conflict between their work and family lives apply positive behaviours from their personal life to their work-life (Qu & Zhao, 2012). UNESCO (2003) refers to Gender as the roles and responsibilities of men and women that are created in our families, our societies and our cultures. UNESCO (2003) further stated that the concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men

(femininity and masculinity). Men and women both perform different roles. This leads to women and men having different experiences, knowledge, talents and needs. Meenakshi, Subrahmanyam and Ravichandra (2013) asserted that the past years have seen extraordinary changes in workplaces and families. Women have entered the workforce in unprecedented numbers and improved their earnings relative to men. At the same time, men have begun to share women's traditional family roles and men and women have both increased the time they spend with children. But even as men spend more time with their kids, the challenges of balancing a career and parenting duties are taking their toll.

It is in no doubt that Ehrhart, Mayer, and Ziegert (2012) is of the view that from the very dawn of human civilization, women have been playing very important role mostly in the family not only by rearing offspring and doing household affairs but also by generating income through handicrafts and many other ways. Recent changes in the workforce composition further contribute to the concept of work-life balance. Ehrhart, et al., (2012) further stated that as more women join the workforce and dual-income families become more common, both men and women face the need to balance between family and work life. The role of women is such important that ignoring their roles, no family and society can be progressed and prospered in a balanced and meaningful way. Considering their roles, they are called half of the body. But, with time, the nature and types of roles of women are changing in different societies and cultures. Undoubtedly a key economic development in the last 50 years has been the substantial and well-documented increase in women's labour force participation and mothers are now the primary or co-breadwinners in many families of the world. The Economist commented on this trend claiming, "Women's economic empowerment is arguably the biggest social change of our times" (Anna, 2010). Economic pressures over the last decade have

significantly increased the need for dual-earner families to the point that the majority of families now require two breadwinners to meet rises in the cost of living. Now, Women are entering into the labour force in large numbers, where the majority of them come from middle-class with children into the paid workforce, has either directly or indirectly affected virtually everyone in society as people's mothers, wives, sisters, daughters, and friends stepped out of the home into paid employment (Perry-Jenkins & MacDermid, 2013). Thus, the growing number of women in the labour force intensifies the realization that more individuals have to simultaneously manage two domains of life: family and work (Karimi, 2012).

Indeed, across nations and occupations, it is still mainly women who are responsible for the child and elderly care, household chores and other family-related issues and who, typically, regardless of hours worked in paid employment, work a "second shift" at home (Asher, 2011). As a result, conflict and strain often arise for individuals who participate in both of these areas, because role expectations are frequently incompatible (Posig & Kickul, 2004). Work interference with family is more of an issue than family interference with work (Grzywacz, Frone, Brewer & Kovner, 2006). Although men and women both experience inter-role conflicts, it is often more difficult for women to balance their work and home roles (Walker, Wang & Redmond, 2008). According to Doherty (2004), this difficulty then becomes the primary source of women's disadvantage in the corporate world and explains their concentration in low paid, part-time employment and their absence at the most senior levels of management (in business). Thus, the challenge of Work-Life Balance is a reality for every working woman, and it is an issue that is widely discussed in organizations and governments today. Women feel entitled to claim this balance, even if it requires formal intervention from institutions and governments. Yet it was not very long ago that work-life balance

was a whispered taboo or seen as an individual's problem to be resolved in private (Anna, 2010). For a long time, most women did not believe that they deserved a healthy balance between their work and their lives outside of work, let alone expect and receive formal policies supporting this balance. Even at present, in many cases, the term "Work-Life Balance" is not understood as well as recognized officially and socially. In this regard, Greenhaus, Collins, and Shaw (2003) say, being balanced means approaching each role both in work and family with an approximately equal level of attention, time, involvement, and commitment.

In the past, the issue of work and life balance was dismissed by organizations as a trivial problem not worthy of concern or action. Organizations throughout history have been built by men and for men (Meyerson & Kolb, 2000), and as men's roles in the workplace have changed little since the Industrial Revolution, the challenges women initially confronted when entering these male-dominated workplaces garnered little attention. So, what is the status of the Work-Life Balance of female teachers working in the educational institutions from the standpoint of different factors in respect of family influence the work-life balance, as well as organizations, influences the Work-Life Balance.

The stress created from being pulled in multiple directions has negative consequences for psychological and physical well-being (Kinman & Jones, 2008). When women are spread too thin attempting to satisfy all of the competing demands on their time, they are not able to complete any task to the best of their ability causing all their roles to suffer. Productivity at work is affected and the quality of women's relationships with friends and family is harmed. This psychological stress stemming from their inability to give hundred per cent at work and home can also produce problems for women's physical health. Poor nutrition, lack of exercise, and high levels

of stress that result from poor Work-Life Balance can cause physical symptoms such as fatigue, headaches, insomnia, and back pains, and sometimes lead to more serious illnesses including heart conditions that result in long-term consequences for women and their families (Kinman & Jones, 2008). Better Work-Life Balance creates high levels of employee satisfaction. It provides a solid return for the organization as well as the workforce. Work-Life Balance programs can help by reinforcing decreasing absenteeism, limiting late comers, powering up productivity, promoting participation in training, contending with competition and engaging the emerging labour market (Better Balance & Business, 2004). Work and Life Balance not only affects working women and their friends and families, but it is also relevant to organizations from a business standpoint. Women now make up half the workforce, and if organizations want to compete in the globalized marketplace, they have to maximize their use of the available talent pool. Work-Life Imbalance takes a toll on women's job satisfaction and commitment to the organization (Kinman & Jones, 2008). If women do not receive adequate support from employers in managing their work and home demands, they are more likely to opt for part-time work or leave paid employment entirely. This has significant business costs associated with absenteeism and turnover, and ultimately limits women's full participation in the labour force preventing organizations from hiring the best person for each job (Todd, 2004). Poor Work-Life Balance has negative implications for organizations in the global economy, as well as for individual women and their families' need for ensuring Work-life Balance of female employees Organizations today face heightened competition on a worldwide basis, employees are experiencing increased performance pressures, and hours spent at the workplace may be increasing (Bouwmeester, Atkinson, Noury & Ruotsalainen, 2021). High-performance organizations have raised their expectations regarding time, energy and

work commitment. These expectations may be particularly difficult for women to meet since women still perform the bulk of household tasks (Uddin, Mamun, Hoque & Uddin, 2013).

2.7 Benefits of Work-Life Balance

Work-Life Balance includes practices that can increase the autonomy and flexibility of employees in the process of balancing different requirements (Bonney, 2005). Some recognized benefits of work-life balance policies for employees include improved work-life balance, a reduction in the impact of work on the home and family life, reduced stress levels, autonomy to make decisions regarding work-life balance, increased focus, motivation and job satisfaction knowing that personal life and work commitments are being met, decreased health care costs and stress-related illnesses: With increasing organizations focusing on the high cost of health care, work or life programs are becoming an intelligent choice to facilitate lowering the number of health care claims (Kanchana & Hamsaveni, 2020).

Meenakshi, Subrahmanya and Ravichandran (2013) think that without creating a work-life balance a person is not able to take time to enjoy the life they have worked for. They are not available to friends and family members, and often take their stress out on the ones they love. They can also suffer from illness and physical disorders that stem from prolonged stress such as heart disease, alcoholism, and even diabetes.

Again, maintaining balance encourages optimum working hours that ultimately enhance overall efficiency. It is a common fact that an increase in quantity tends to deteriorate quality. If the employee is not overloaded with work, he is motivated to shoulder responsibilities. He does not feel exhausted and is ready to perform every day. The workload does not kill his working spirit and he is eager to work. When someone works willingly, he attains satisfaction and a contented person is bound to succeed not

only at work but also in life. (Muthukumar, Savitha & Kannadas, 2014). Job requirements, such as mandatory overtime, shift work, on-call requirements, evening, weekend and holiday coverage often imposes on employees' time (Agha, Azmi & Irfan, 2017).

2.8 Developing a better work-life balance

According to Dhas (2015), to ensure making the best of one's time at work and home, good ideas need to be developed. These include: Analyzing the use of your time and deciding what's important; Set up a new daily regime ensuring the main things remain the main things; Leaving work at work; Turn off your cell phone, shut down your laptop and set a clear boundary between work and home. Ask your family to make you accountable to ensure you don't slip back into old habits. Saying "no" to stressful things will only cause conflict later on. This will allow you to focus on the parts of your life you care about and give them 100 per cent attention. Managing your time effectively by putting family events in a shared calendar and keeping a daily to-do list. Make sure you complete the important things and do not worry about the rest.

For the employer, Dhas (2015) further stated that to improve employees' Work-Life Balance flexi-hours, compressed workweeks, job-sharing, telecommuting and child-care support should be provided. These options allow employees to have more control over their lives, enabling them to be more productive. Finding a quality Work-Life Balance that suits the employee is important over your long-term career. Putting good plans in place now will ensure employees still enjoy their career for many years to come.

2.9 Concept of Job Satisfaction

Job satisfaction is an important issue for both public and private organizations and non-profit organizations because efficient use of production means depends on

personnel efficiency. One of the most important issues which will ensure personnel efficiency is job satisfaction. (Bektaş, 2017)

It results from an appraisal of an employee's experiences at work. Similarly, Balani (2018) is of the view that Job satisfaction is a mental feeling of favorableness which individuals have about their job. To the worker, job satisfaction brings a pleasurable emotional state that often leads to positive job attitudes. Additionally, Oshagbemi (2000) defined Job satisfaction as an emotional response that occurs as a result of the interaction between the employees' values concerning their job and the profits they gain from their jobs. Job satisfaction is also the amount of pleasure or contentment associated with a job. If a person likes his or her job intensely, they will experience high job satisfaction. If a person dislikes his or her job intensely, the person will not experience job satisfaction (Draflke, 2008).

Another concept offered for job satisfaction is the general attitude of the individual towards his or her job (Bektaş, 2017).). In addition to this, Gündüz (2005) stated that job satisfaction is the personal evaluation of the working conditions or the results obtained and the emotional pleasure gained from the job. Baş (2002) is also of the view that Job satisfaction is a kind of emotional reaction developed against the situations arising in the working environment. Therefore, it cannot be seen but only be felt. Hongying (2008) referred to job satisfaction as the overall attitude and views of teachers toward their working conditions and profession. Teachers are the most important resources in a school.

A satisfied worker is more likely to be creative, flexible, innovative, and loyal (Hanaysha & Tahir,2016). Achieving work-life balance yields benefits for both the employee and the employer. Exceptional organizations have leaders that create work environments where people can achieve work-life balance and wellbeing as they define

it for themselves (Spinks, 2004). Job satisfaction is an emotion, a feeling, an attitude and a matter of perception. It involves likes and dislikes as well as needs and wants which are internal and external to the employee. Higher financial benefits can be realized by organizations when the employees are committed. A satisfied workforce is essential for the success of organizations and their businesses.

Job Satisfaction also refers to the employee's general attitude towards his job and is used to describe how content an individual is with his or her job. Many organizations develop training programs and benefits packages to develop loyal employees. The longer employees work for the organization, the more valuable the employees become. Job satisfaction is the most important attitude in the field of organization behaviour (Pandey, 2012). Every organization tries to create a satisfied workforce to operate the wellbeing of the organization because a satisfied worker extends more effort to job performance. Total organizational performance depends on the efficient and effective performance of individual employees of the organization. Arif, and Farooqi (2014) further added that when an employee is satisfied with the job, he is motivated to perform the job with great effort. A satisfied individual employee and his effort and commitment are necessary for the success of the organization. Many organizational managers believe that salaries and financial benefits are a way to increase job satisfaction.

According to Al-Zoubi (2012), employees also agree that salaries will increase job satisfaction and as a result the level of individual performance also raised. Job satisfaction also increases employee motivation at work. Researches also examined that salary can affect job satisfaction when other job characteristics are positive. Employee satisfaction is used to describe whether employees are happy and fulfilling their desire and needs. Employee satisfaction can help to build the commitment of employees

towards the organization. Deshpande, Arekar, Sharma and Somaiya (2012), found that financial benefits, employee relations, work environment and role clarity are the factors that are used to measure job satisfaction of employees at work. Employee satisfaction is a factor in employee motivation and goal achievement. Naseem (2011) found that satisfied employees show excellent performance that leads to organizational success thus, resulting in improved financial success. Employee satisfaction increases the quality of work. Employee satisfaction leads to customer satisfaction because customer service eventually depends on the community that provide that service. The result of the study shows that employee satisfaction is a key factor in organizational success.

2.10 Level of Job Satisfaction

The level of job satisfaction depends on the extent outputs meet expectations. Therefore, job satisfaction depends on environmental conditions. In other words, one who cannot find what he or she expects cannot be satisfied (Baş, 2002). Job satisfaction shapes the attitude of the individual towards her/his job. In other words, while having positive attitudes towards specific dimensions of the job, individuals may develop negative attitudes towards some other dimensions of the job (Baş, 2002).

Many studies have been conducted to uncover the factors that influence the level of workforce job satisfaction. Abdulla and Djebavni (2011) found that salary is the topmost factors for job satisfaction, although other factors also considered as interpersonal relationship and employees' loyalty etc. Besides, Hanif and Kamal (2009) in their study argued that if institutions can formulate good policies for their staff related to their pay scales, working settings, this may direct to worker satisfaction as well as ultimately raised employee loyalty because the employee who is satisfied with their job are more likely to be helpful and attentive towards their students. The job satisfaction of a teacher is a very important area of study. As numerous studies have been

originating that job satisfaction influence the life satisfaction of individuals. Bontis and Serenko (2007) stated in their study that job satisfaction comprises of four main factors, these factors are training and development, pay satisfaction, manager satisfaction and apprehension.

Goetz, Hasse, Campbell, Berger, Dörfer, Hahn and Szecsenyi (2016) also stated four factors of which professional development, interpersonal relations, economic expectations and working conditions are the fundamental factors of job satisfaction. The job satisfaction of a teacher is a foundation of motivation that maintains an attempt in performing responsibilities necessary to become excellent teachers such as preparation of a plan of work, careful marking of assignments, and in-depth record-keeping to examine the progress of their students. The employees' level of job satisfaction may grow as they receive personal enrichment. Understanding the components of job satisfaction and comprehending that employees job satisfaction is so crucial and need critical attention, employees will identify different stimuli when defining their personal levels of job satisfaction (Armstrong, 2009).

2.11 Classification of Job Satisfaction

According to Rose, Kumar and Pak (2009), an employee is intrinsically satisfied if he receives no apparent reward except the activity itself, while extrinsic satisfaction is defined as the opposite concept (that is, an employee is extrinsically satisfied if he receives monetary compensation or other material rewards to modify his behaviour). Armstrong (2009) opined that intrinsic factors are related to the employees' position, the nature of work, specialization of tasks, and other factors that compose a job position are sometimes viewed as intrinsic factors. As a consequence of the importance of this concept, it emerges that also the main antecedents of job satisfaction have not to be ignored.

Noor (2011) conducted a study to identify the factors which affect the job satisfaction of teachers in secondary schools. The findings of the study illustrated that teacher satisfaction utilizing intrinsic and extrinsic components found demographic variables to be significant. Further, higher-ranking teachers are likely to assist the guidance of new teachers and the level of their job satisfaction enhance by numerous factors and once workforces are satisfied with their job, they feel motivated. However, a study was conducted by Nadeem and Abbas (2009), to investigate the association between the conflict of work-life and job-satisfaction. The findings show that job-satisfaction has a negative relationship with both work-family and family-work interference along with stress.

Top management ought to understand the significance of Work-Life Balance and its undesirable influence on job satisfaction. If there is proper planning for making the strategies regarding Work-Life Balance, then it will be fruitful for both the staff and for the institutions as well by reducing the conflict between workforce work and family life. There have been several studies into job satisfaction that investigate the impact of demographic characteristics such as age, gender, tenure, cadre and education but the evidence tends to be mixed, with positive and negative relationships sometimes identified for the interactions between the same variables.

Crossman and Zaki (2003) argued that satisfaction is not independent in all job facets and that satisfaction with one facet might lead to satisfaction with another. He also concluded that female employees were more satisfied than their male counterparts with their pay. Also, the findings suggested that those with lower educational level were least satisfied. But when the gender descriptor was studied in the USA different results were obtained. The result showed that females were least satisfied with their pay than male participants (Davison, 2014). Tasnim (2006) studied the determinants of job

satisfaction among female teachers of government-run primary schools in Bangladesh. Her findings showed that the perception of job satisfaction differed among male and females. Females were willing to enter into this profession while few males wanted to adopt the teacher's profession. It may be argued that the profession chosen by the researcher is the best to suit females in that society. By using demographic variables Wharton, Rotolo and Bird (2000) observed that workers are part of departments and departments are units of organizations that are in turn influenced by other social contexts, so job satisfaction varies with different cultures and societies and it is difficult to reflect the actual sources for job satisfaction (Habib, Khurshed & Idrees, 2010).

Intrinsic factors are also named personal factors. These factors are personal traits, capabilities, knowledge level and experiences. Moreover, a sense of success means one being determinant in his or her decisions and active at his or her job (Bektaş, 2017). Intrinsic job satisfaction factors include such components as a sense of success at work, relations with colleagues, job stability, customer relations and efforts to unearth one's skills. Intrinsic motivation tools are directly related to the job and results from the same. Factors such as the job itself, independence granted by the job, importance of the job for the individual, involvement in management, taking responsibility, opening space for creativity and enabling the individual to utilize her/his skills and capabilities constitute intrinsic factors. Intrinsic factors are accepted to be more influential on the personnel than extrinsic factors (Erciş, 2010). Individuals with intrinsic satisfaction can easily undertake responsibility in the organization and, the individuals who take responsibilities tend to make sacrifices for the organization (Xie, Zhou, Huang & Xia, 2017).

When the factors satisfying the individual is derived from the individual, it is called "intrinsic satisfaction" which differs depending mainly on the reason of

behaviour (Lee, 2017). When the reason for behaviour develops in line with the fields of interest, skills and capabilities of the individual, intrinsic satisfaction plays a bigger role. In intrinsic satisfaction, perceptions of the individual match his or her expectations and evoke the individual. In contrast, when the expectations of the individual do not match one's perceptions, the individual will be disappointed rather than satisfied. For this reason, various duties fall both to the personnel and the manager. Duties falling to the personnel are primarily to be aware of their skills and capabilities, to know themselves and to express their expectations clearly.

Extrinsic factors are the second title which is dependent on the working environment. These factors include the level of job difficulty, pay system, career opportunities, appropriate reward system and level of human relations. Meanwhile, extrinsic satisfaction refers to monetary and status-related gains obtained via a performance of the job and friendship, fellowship and prestige to be developed in the working environment. In other studies, extrinsic factors are named "extrinsic job value" and refer to the gains introduced from the outer world for the job (Wu & Ye, 2017). These are pay, monetary rewards and working conditions. These factors are also defined as external means influencing the emotions of an individual. If management utilizes these means on time, in place and at required levels, it will make positive contributions to job satisfaction. However, extrinsic factors should be utilized carefully (Bektaş, 2017). When the job satisfaction elements are produced by external sources, this is called extrinsic satisfaction. Extrinsic factors leading to specific behaviours are related to the environment outside the individual. Determination, willingness and skill of the individual to be successful are not sufficient alone for job satisfaction. Environmental factors to support these factors should also be highly qualified and quantified as some elements the individuals require and can only be met by the external environment.

These are a physically appropriate working environment, to be a part of a coherent team, to be appreciated by colleagues and superiors and being under project-oriented control rather than oppressive control. Intrinsic satisfaction can be achieved and maintained only via sufficient and efficient external means. In cases where external means remain insufficient or no longer exist, intrinsic satisfaction lowers and finally disappears.

Extrinsic factors refer to the adaptation of the personnel to the job via external factors. These factors are related to the goals such as receiving a reward, avoiding punishment and improving professional career. When an individual has an interest in a job, the individual thinks that he or she can obtain tangible or intangible gains from the concerned activity (Galie, 2008). A monetary reward system, job security, relations with superiors and relations with colleagues constitute an external reward system (Panagiotis & Petridou, 2008). Significant duties fall to the leader in ensuring extrinsic job satisfaction. The leader should find and utilize the best means for channeling the personnel on the job.

2.12 Factors Influencing Job Satisfaction

The influencing factors of organizational commitment are rich in the literature (Sypniewska, 2014; Kapur, 2018). Through research certain influential factors of job satisfaction in an organizational setting has been identified as follows; Job security, it is important for an individual to feel safe and secure in the work environment. Factors such as sensitivity, fragility and helplessness do not evoke job satisfaction. Occupational safety affects factors such as effective communication and good terms and conditions with superiors and subordinates, safe environmental conditions, safe condition of machinery, equipment and other equipment used by individuals for production and production, the supply of incentives and benefits and good wages

following obligations. Overall job satisfaction is slightly related to job security (Hong, Hamid & Salleh, 2013).

Opportunities to utilize skills and talents in a work environment, makes people feel satisfied when they have the opportunity to effectively use their talents and abilities. They have already received training in management or education, so when individuals have the opportunity to effectively use education and training, they have, they will feel satisfied. When people cannot use their knowledge, skills and abilities in a work environment, they will be dissatisfied with the work.

Personnel management is an important aspect of the organizational process. This is because people recognize that the human resources of an organization and the organization itself are synonymous. A well-functioning business organization usually sees ordinary employees as the main source of productivity. These organizations regard employees rather than capital as the central foundation of the company's business and suppliers. To ensure that goals are achieved, the organization creates a guarantee and support environment for employees through policies that promote employee satisfaction. The satisfaction of human resources has established a close relationship with motivated employees. Motivated employees can develop reliability or commitment to the company, thereby increasing efficiency and reducing turnover (Parvin, & Kabir, 2011).

Salary refers to the monetary benefits that the company gives to employees in exchange of the services they provide to the company. Monetary compensation and benefits are considered to be the most important areas of employees' work. When they think their wages and benefits are sufficient to sustain their lives, they will be satisfied with their work. When employees are promoted and get a salary increase, they will feel

great joy and satisfaction in their work. Compared with other important determinants, salary ranks first in determining job satisfaction (Neog & Barua, 2014).

Within the organization, employees need guidance, guidance and management from supervisors. The support of the supervisor is one of the important factors in retaining employees and their good performance. Supervisor's support is defined as the extent to which leaders and managers take care of employees' welfare and value their contributions (Neog & Barua, 2014). When employees feel that they are receiving support, care and assistance from their superiors, they will form a view that they are valued, listened to, and taken care of, so they are satisfied with their work.

Working conditions refers to the working environment in which one works, as influenced by factors such as working hours, physical aspects, legal rights and responsibilities etc. (Kabir, & Parvin, 2011). Poor working conditions can damage employees' health and put their safety at risk. Environmental working conditions affect job satisfaction because employees want their physical environment to be comfortable. Working conditions include office equipment, chairs, furniture, machinery, tools and others. Due to the conditions of the working environment, when the productivity level increases, employees are satisfied with their work. When hiring employees, he always wants working conditions that help improve his job performance. On the other hand, when employees do not find a comfortable working environment, they will not feel job satisfaction.

Teachers usually participate in various tasks in addition to work, such as taking care of the family, taking care of the home, participating in other activities, and so on. When a person feels that management work and other issues are not a burden for him, and can take care of all needs and requirements, he will be satisfied with the work; when his work provides him with enough space and time to manage all other When

needed and requested. On the other hand, when a person finds it difficult to manage work and other problems and feels stressed, they may be dissatisfied with their work. Other questions and concerns may become obstacles to your job duties.

Teachers have different levels of education, skills and abilities. Their education, skills and talents determine their attitude towards work. Individuals with higher education are dissatisfied with their work because they feel that they are performing repetitive tasks. Job requirements must be aligned with the education level of employees. The qualifications, knowledge, skills, and abilities acquired by individuals in educational institutions must be effectively used to perform their duties. When individuals cannot use their academic qualifications, they are not satisfied with their work.

Inter-personal relationship: Employees want to be treated with respect by those they work with. A hostile work environment with rude or unpleasant colleagues is one that usually has lower job satisfaction. Roch and Sai (2017) conducted a survey on co-worker's relationship and job satisfaction which showed that respondents had personally experienced a great amount of workplace discourtesy. Fifty percent also believe morale is poor where they work. Managers need to step in and mediate conflicts before they escalate into more serious problems requiring disciplinary action. Employees may need to be reminded what behaviours are considered inappropriate when interacting with colleagues.

According to Ansari and Chimani (2015), happy workers are very productive workers. Feldman (2010) opined that organizational level performance and individual level satisfaction are often connected theoretically to each other by assuming that individual level well-being leads to higher satisfaction. Satisfied employees perform average better than other workers (Asiedu-Appiah, 2013). Within the organization, employees need guidance, and management from supervisors. The support of the

supervisor is one of the important factors in retaining employees and their good performance. Supervisor's support is defined as the extent to which leaders and managers take care of employees' welfare and value their contributions (Neog & Barua, 2014). When employees feel that they are receiving support, care and assistance from their superiors, they will form a view that they are valued, listened to, and taken care of, so they are satisfied with their work.

Promotion happens when an employee makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility (Naveed, Ahmad & Bushra, 2011). Promotion can make a significant increase in the salary of an employee as well as in the span of authority and control. Promotion makes employees feel more effective on the job, hence more satisfied with their job. Employees are more satisfied with their job if they see a path available to move up the ranks in the organization and be given more responsibility along with its higher compensation. Employees are mostly encouraged to acquire more advanced skills that will lead to the chance of promotion. Some organisations often pay the cost of tuition for employees taking university course. The impact of wages raises, a result of promotion, is found to be more significant than fixed income on job satisfaction (Naveed, Ahmad & Bushra, 2011).

According to Nadeem and Abbas (2009), the employees who are dissatisfied with the opportunity available for promotion show a greater intention to leave the organization. Mafini, and Dlodlo (2014) established that greater the chances of promotion, higher will be the job satisfaction of employees. Apart from job satisfaction, the employee satisfaction is determined by satisfaction with promotion. When employees perceive that there are golden chances for promotion, they feel satisfied for the respective place in the organization.

2.13 Job Satisfaction and the School Organization

Measuring aspects of employees' job satisfaction is important and is achieved by performing regular evaluations on the intrinsic and extrinsic factors that affect employees' job satisfaction (Inayat & Jahanzeb Khan, 2021). Ali and Anwar (2021) identified intrinsic and extrinsic factors that served as emotional catalysts for employees' job satisfaction in an organization. The intrinsic factors are related to the employees' position, the nature of work, specialization of tasks, and other factors that compose a job position are some themes that may be viewed as intrinsic factors. Extrinsic factors that may shape job satisfaction are those components that reside outside the actual performance of work responsibilities. The work environment and culture are generally recognized as extrinsic factors that can play an integral role in employees' job satisfaction.

The ability of a leader to understand the sources of employees' job satisfaction is critical to the overall health of an organization. There are rippling effects throughout an organization when individuals verbalize their displeasure. Organizational commitment is destined to suffer from any individual criticism openly because it may lead to a situation where others may feel more inclined to join in the criticism. Organizations that contain critical masses of employees who are not satisfied are likely to form a work team that does not encourage members to perform tasks to their optimum ability. Employees' morale is usually the victim of low levels of job satisfaction and commitment. The level of morale is often linked to the amount of job satisfaction experienced by the employees. When opportunities for advancement are not available within an organization, individual employees become prone to mentally and emotionally separate from the organization and its mission (Lu, Lu, Gursoy & Neale,

2016). Job satisfaction may decrease when the individual finds that the salary benefits, or other rewards associated with the position are below expectation.

Job satisfaction is an imperative component to the success of an organization. As the organization strives to continuously improve its overall operations, the level of employees' job satisfaction present within workers is crucial to the achievement of organizational goals and objectives. Organizations that follow continuous improvement philosophies associated with total quality leadership may be expected to have higher levels of employees' job satisfaction than organizations that pursue more traditional operational methods (Sergiovanni, 2007).

The principles associated with continuous improvement philosophies allow for employees to receive a great deal of feedback about their work outcomes or standards. The manner in which the employee receives feedback does not necessarily lead to increased levels of employees' job satisfaction. Satisfaction levels are not going to increase if the employees are only informed of how well they performed. Equally important is to relate how employees can use established procedures to meet goals and objectives and improve their performance. Employees' job satisfaction levels are more likely to increase when the employees get feedback on their performance in relation to goals and objectives (Hassan, 2013).

2.14 Relationship between Work-life-balance and Job Satisfaction

In many organizations, human resource managers evaluate personnel practices to increase employee loyalty toward the organization. Besides, many organizations have begun to take a role in developing the quality of work-life programs. Sakthivel (2011) found that recognition was linked with Work-Life Balance, which leads to employee satisfaction and the effects of recognition for the employee contribution are reflected in their satisfaction. Work task and work-life are positively related. Pay is

related to mediating factor of Work-Life Balance which ends up in employee satisfaction. Benefits are highly correlated to Work-Life Balance. Better benefits programs lead to employee satisfaction. Today human resource has concluded that there is a strong relationship between employee satisfaction and business. As a result, the organization focuses on developing policies and programs on work-life issues. Employees feel more satisfied with their work and family when they enjoy the benefits of work-life balance programs provided by their employers.

Yutaka (2012) conclude that work-life balance programs have different effects on male and female employees. Male employees are satisfied with all the three measures such as job, Work-Life Balance program and employer. But female employees have a significant relationship only with employer satisfaction. Work-life balance provides a balanced relationship between personal and works life.

2.14.1 Job Dissatisfaction

Job dissatisfaction is referred to as the unhappy, negative feelings about work either from the employer or employee. Some of them can be poor work conditions, treatment given to workers, low level of salary payment, no scope of promotion on the job, lack of career advancement policies and many more. The causes and effects have been examined by scholars and most of them suggest the need for motivation to increase the morale of workers to effectively maximize productivity.

Dissatisfied employees make organizations dysfunctional in businesses, damaging their financial performance. Such employees, when unattended, do not have loyalty towards their organizations and therefore, making employees behave in a desired manner is extremely important for managers (Kumari, 2012). Employee's happiness from their jobs critically depends on the duration of working hours. Organizations are social systems where human resources are the most important factors

for effectiveness and efficiency and need effective managers and employees to achieve their objectives. Organizations cannot succeed without their personnel efforts and commitment. Job satisfaction is critical to retaining and attracting well-qualified personnel. Job satisfaction may be linked to performance, organizational productivity and other issues, including labour turnover. However, dissatisfied employees are prone to absenteeism and excessive turnover (Chen, Yang, Shiao & Wang, 2006).

2.15 Teacher Commitment

Ćulibrk, Delić, Mitrović, and Ćulibrk (2018) affirmed that the dedication of workers is an essential apparatus for effectively enhancing the execution of the institutions. In other words, commitment can be defined as a bond between a worker and the institution he or she works with. Akintayo (2010) defines Job commitment as the degree to which the employee feels devoted to their organization. It is also the affective response to the whole organization and the degree of attachment workers feel towards the organization (Akintayo (2010). The Longman Dictionary of Contemporary English defined commitment as the hard work and loyalty that someone gives to an organization.

Teacher commitment is comprised of three-dimension affective, continuance, and normative commitment. Affective commitment shows the extent to which the individual identifies with the organization (identification, involvement, and emotional attachment). Normative commitment described the extent to which an employee believes he or she should be committed to an organization and may be influenced by social norms. Robbins and Judge, (2010) opined that normative commitment is an obligation of an employee to remain in the organization for moral or ethical reasons. Continuance commitment describes an individual's need to continue working for the organization based on the perceived costs associated with leaving (Al Zefeiti &

Mohamad, 2017). Teacher commitment is critical to retain and attract well-qualified personnel. In recent years, organizational commitment in schools has become a major preoccupation throughout many countries. This has led to a considerable increase in the number of public policies and programs aimed at addressing the problem as well as many empirical studies of such. Popoola (2006) found that personal factors like age, sex, marital status, religion, length of service and level of education affect the organizational commitment of records personnel. In the same vein, Ajayi (2017) indicated that a significant relationship existed between gender and organizational commitment of workers in public sector organizations; and those women were more committed to their organizations than men. However, Ahmad and Abubakar (2003) submitted that gender has no significant correlation with organizational commitment among white workers in Malaysia. Employee job satisfaction is an important attribute that organizations desire of their staff (Oshagbemi, 2003).

Teachers' commitment refers to the teacher's free decision to be an essential part of given educational institution and to be actively involved in curricula and non-curricula activities (Wilinski,2022). Webrecruit (2015) reported some of the characteristics such as: Showing an appetite for the challenges of new difficulties: a very dedicated teacher seeks new challenges. A very dedicated teacher is always hungry for something new and is happier in schools that allow him to quench his hunger; Show a problem to solve a problem: no matter what the problem, a very dedicated teacher can find a way to solve it, even without any guidance from the leader; Show interest in leading: a very dedicated teacher knows what work needs to be done and how to carry out these tasks in the best possible way and presents his way of solving problems within the school; Demonstrate professional and professional achievement: a very loyal

teacher tends to be very happy with his or her work and career, and behaving with
Exceptions: A very loyal teacher tends to perform better.

Assuming that the small dedicated teacher can create many difficulties for schools in
the search for learning goals.

Webrecruit cited in Werang, Leba, Agung, Wullur, Yunarti, and Asaloei (2021)
noted some of the characteristics of less loyal teachers as people who paid little
attention to progress; less concerned about pleasing their superiors than before; hesitate
to commit to long-term projects; and perform the minimum work required. By
maintaining the vision of teachers' ability to shape their commitment to the teaching of
young people in their country, principals continue to play a very important role in
determining high or low teacher debt. In addition to the main role played by school
principals, accessible learning/literature has pointed out how emotional fatigue, as a
central factor in burnout, determines organizational decisions. Khan, Rasli, Yussof,
Malik, Khan, and

Khan, (2014) assessed the emotional fatigue of scholars and their expected
impact on their organizational commitment. Using the Maslach Burnout Inventory
(MBI) and the Meyer and Allen items from the questionnaire as a data collection tool,
it was found that the emotional fatigue and organizational commitment of scholars are
negative. Teacher commitment is highly valuable. Studies have showed that
commitment has a great influence on the successful performance of an organization.
The successful performance on the job as a result of committed employee identifying
with the goals and values of the organization, having a stronger desire to belong to the
organization and willing to display greater organizational citizenship behavior, a
willingness to go over and beyond their required job responsibilities.

2.16 Factors Influencing Organizational Commitment

The dynamic nature of the present work culture calls for organizational owners to pay much attention to factors that influence organizational commitment to maintaining higher-performing employees. Employee commitment in an organization is affected by several factors including rewards and benefits, training and development, conducive environment, organization structure, personal advancement opportunities, job satisfaction and commitment, increased stress.

The salary of employees affects their level of commitment to the company. Employees who receive minimum wages or low salaries usually hope to make more money through an employer promotion or salary increase or find a job in other places where they can make more money. They may not invest so much in the company because they think the company does not invest as much money in them through salary as they do in other employees. According to Bhavn and Swati (2012), highly paid employees will not leave the company easily because of fear of losing their “high” salary.

Parvin and Kabir (2011) posit that training can improve the skills of employees and improve their personal development and ability to perform functions better. Qualified workers are more committed to work than unqualified workers (Abdullah & Djebavni, 2011). The development of employees is provided by training, so there are more capable employees (Hunjra, Chani, Aslam, Azam and Rehman 2010). Through training programs, employees will be more confident and will view your company in a more positive way (Kabir, 2011). According to the research of Hunjra et al. (2010), the main purpose of these training programs is to improve the skills of employees.

Professional development is an important aspect of human development and the process of forming a personal professional identity. It covers the entire life of a person.

Career development begins with a person's early recognition of the various ways in which people can earn a living, and continues as he explores careers and finally decides which career he will pursue in the future, prepares his candidates for a job and development. It can and is likely to include career changes and employment. If the organization leader helps key employees define their career plans well, it will be a weapon to retain them and make them more determined.

Firm leadership skills, willingness and ability to promote ideal changes within the organization can reduce fear and anxiety, bring confidence and morale to employees, and improve organizational performance (Iqbal, 2010). Having a responsible leader is essential for establishing a shared vision, mobilizing all resources to realize this vision, and ensuring commitment to the vision of all organizational functions and departments (Chawla & Renesch, 2006). Good leadership depends to a large extent on the availability of loyal and responsible followers. If others who can influence successful outcomes do not support, the leader will not be able to implement the decision or plan. According to Farrington (2012), this kind of cooperation will make it possible to guarantee employees' commitment to the organization.

Organizational structure is an important factor affecting employee commitment. Too much bureaucracy always stifles organizational commitments. The flattened organization and a more flexible organizational structure will affect the loyalty and loyalty of employees to the organization. (Padmakumar & Gantasala, 2011). When employees get better and less bureaucratic structures, such as more guidance and leadership, the level of employee commitment will increase (Padmakumar & Gantasala, 2011).

Through career development opportunities in the future, employees will be more determined for the company. An employee who wants to be a manager will work

hard to show leadership and to impress those responsible for promotion to get an executive position. However, on the other hand, if an employee does not have room for promotion, when he is bored or dissatisfied with his current job, he can start looking for work elsewhere, which will lead to a lack of commitment (Agarwal & Swati, 2012).

Indeed, job satisfaction is one of the most frequently measured organizational variables, and is often referred to as the overall attitude or emotional response of employees to their work. Waleed (2011) explained that for him, job satisfaction is the way people think about and feel their multifaceted work experience. Rose, Kumar and Pak (2009) reviewed the relationship between job satisfaction and organizational commitment of workers and continued to report that there was a positive relationship between organizational commitment and job satisfaction after the study. Another study conducted by Tella, Ayeni and Popoola (2007) showed that job satisfaction has a significant relationship with emotion and normative commitment. A study by Sriyan (2010) also found that job satisfaction has a positive effect on employees' emotional and normative commitments.

Changes in organizational structure will put pressure on employees, so their morale and dedication to work changes. Change is inevitable, but your inability to cope with new ideas will create pressure. However, it has been observed that during the dismissal of employees, the most qualified employees will leave voluntarily. Containment activities are a nightmare for organizations and lead to stressful situations. The symptoms of stress vary widely. For example, employees become aggressive, treat them negatively, and lose interest in work. The immediate changes in the organization lead to low work enthusiasm, lack of motivation and dedication to work (Prateek, Babita, garwal, Kshama & Kshama, 2011).

2.17 Relationship between Work-Life Balance and Organizational Commitment

Work-life balance and organizational commitment both are important because they play important role in the organization's performance and family wellbeing. Sakthivel (2012) finds that there is a positive relationship between work-life balance and organizational commitment. Today's competitive environment demands a balanced personal and work life. The organization actively seeks to improve job satisfaction and organizational commitment as well as to reduce stress through work-life balance policies (Noor, 2011). Work-life balance is positively related to job satisfaction and organizational commitment and negatively related to intention to leave. Noor (2011) finds that Employees are happy to work in an organization that helps them to balance the needs of their personal life and the needs of work-life. Difficulty in balancing work and personal life affect job satisfaction, organizational commitment and more work turnover. Malone and Issa (2013) conducted a study on work-life balance and organizational commitment of women in the construction industry. The study aimed to outline the various variables that affect women's satisfaction and their job and employer, as well as their intention to remain with their employer.

The study concluded the following factors highly affect organizational commitment: job-fit to individual skills, flexibility and balance between work and personal time, feeling valued as an asset to their company and the existence of opportunities for advancement. Sakthivel and Jayakrishnan (2012) studied work-life and organizational commitment among nurses. The study revealed that nurses are able to manage their work and family effectively. They assumed that work interference on family is at the peak as compared to family interference on work. Finally, Sakthivel and Jayakrishnan (2012) indicated a positive relationship between work-life balance and organizational commitment.

2.18 Empirical Review

Nkulenu (2015) studied the impact of work-family conflict on the quality of work-life in Ghana. The study sought to find the relationship between Work- Family Conflict (WFC) and Quality of Work-Life (QWL), specifically, sex differences in Work- Family Conflict and the relationship between Work- Family Conflict and Quality of Work-Life. The study used a sample size of 172 employees. The study demonstrated that female employees experience work-family conflict more than males. Moreover, the researcher postulated that work-family conflict does not significantly correlate with the quality of work-life in Ghana. However, the study adopted a western culture scale and therefore does not reflect work-family conflict from the Ghanaian perspective even though respondents understood the scale. Moreover, the study departs from the present study because the researcher intends to investigate how Work-Life Balance leads to job satisfaction and commitment among senior high school teachers.

Ghareeb (2019) conducted a study on the relationship between Work-Life Balance and productivity in Ghana. The study aimed at examining the significance of Work-Life Balance and its relationship to productivity. The population of the study was employees from medium organizations in Ghana. A total of 240 employees were used as the sample size. The study resulted in a positive correlation between Work-Life Balance and productivity.

Markwei et al., (2019) studied the work-family balance of female parliamentarians in Ghana. The main purpose of the research was to find out the challenges female parliamentarians in Ghana face in an attempt to balance their profession and families. The study found that the rigorous nature of the work of parliamentarians made it difficult to achieve a healthy work-life balance, especially among females.

Obimpeh (2018) investigated to understand the sources, effects and strategies employed to manage Work-Life Balance by female administrators in public universities in Ghana. The study sought to investigate sources, effects and the strategies adopted to manage Work-Life Balance by female administrators in public universities in Ghana. A total of 74 respondents were sampled for the study. The study concluded that socio-cultural factors (marriage, family age and reproduction process) were the key sources of competing for work-life demands of female administrators in Ghana.

Asiedu-Appiah, Aduse-Poku and Acheampong (2014) studied Work-Life Balance practices and female lecturers' career progression in Ghana suggested that family-life exert a negative effect on the career advancement of female lecturers. They further concluded that combining family and work-life affect female lecturers' ability to pursue advance studies.

Agyampong and Owusu-Ansah (2012), studied Work-Life Balance among part-time masters of business administration students of the Kwame Nkrumah University of Science and Technology School of Business in Ghana, Kumasi. The study aimed at examining demographic and other characteristics that may be associated with increased burnout among working part-time masters of business administration students in Ghana. A sample size of 423 was used for the study. The study stated that part-time masters of business administration students' experiences burnout which is influenced by multiple inter-related factors.

Mwangi, Boinett, Tumwet and Bowen Dave (2017) conducted a study one Effects of Work Life Balance on Employees' Performance in Institutions of Higher Learning, a case study of Kabarak University. A sample size of 70 employees was used. The main objective of the study was to analyze the effects of work life balance on employee performance in Kabara University. The study revealed that work family

priorities conflict affected the performance of employees. The study, therefore, concluded that work life balance is an important aspect of work and family which should be embraced to improve employee's performance. The study therefore recommended that organization should come up with ways of balancing what employees do in their jobs and how they cater for their family needs to reduce and how they cater for their family needs to reduce.

Oteng (2017) examined Work-Life Balance of female teachers in Senior High Schools (SHS) in the Kumasi Metropolis. The purpose of the study was to investigate how senior high schools' female teachers in the Kumasi metropolis manage their work-life balance in terms of attaining career progression. A total of 195 female teachers were sampled for the study. The study demonstrated that senior high schools female school teachers have sources of support for Work-Life Balance.

Difference in Gender Commitment

Male staff outnumber female staff in senior high schools across the country. Unlike the basic schools where the difference is not huge. According to the World Bank Group (2015), number of female staff in senior high schools in Ghana stood at 24%, (2012) 25%, (2013) and 24% (2014).

Kumari and Jafri (2011) conducted a study on the overall level of organizational commitment of male and female teachers of secondary schools. The female teachers were reported to have higher commitment level as compared to the male teachers. It also indicated that the overall percentage of organizational commitment of female teachers, 59.04 was much higher than that of the male teachers (40.95).

Abdul-Nasira, Mensah, Ampnsah-Tawiah, Nkansah, and Sumanya (2014) conducted a study on workers in public and civic services in Ghana with a sample size of 343 males and females drawn from various ministries, departments, and agencies.

The results showed that male staff were more committed than their female counterparts investigated.

The influence of sex on staff commitment was investigated by Ofei, Delle, and Sumanya (2014) with a sample size of 323 participants. The analysis shown that male staff differed significantly in commitments from the female staff.

Zilli and Zahoor (2012) conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was discovered that female teachers have greater affective, normative and continuance commitment as compared to male teachers. The results revealed that the female teachers possessed significantly higher level of organizational commitment than male teachers.

2.19 Summary of Literature Review

The chapter generally considered the literature review of the relationship between work-life balance, job satisfaction and employee commitment. The researcher provided a conceptual overview of the variables. Work-life balance concept is built on the idea that work life and personal life are complementary of each other in bringing perfection to one's life. Work-life balance refers to the harmonious interface between the different domains of life. Some benefits of Work-Life Balance policies for employees include a reduction in the impact of work on the home and family life, reduced stress levels, increased focus, motivation and job satisfaction knowing that personal life and work commitments are being met. To develop better Work-Life Balance teachers need to use the time available wisely by deciding on what is important. This can be achieved by Setting up new daily regime ensuring the main things remain the main things. A satisfied individual employee effort and commitment are necessary for the success of the organization. A teacher satisfied with the job, is motivated to

perform the job with great effort. Teacher commitment is critical to retain and attract well-qualified personnel. Employees are happy to work in an organization that helps them to balance the needs of their personal life and the needs of work-life. Difficulty in balancing work and personal life affect job satisfaction, organizational commitment and moreover work turnover.

The spillover theory was postulated to explain the relationship that exists among the concepts. The theory is of the view that employee's working environment greatly influences a person's private life, showing a direct link or relationship between the two spheres of work and family.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter presents the methodology employed for the study. It describes the research paradigm, research design, population, sample and sampling techniques. Again, the development of the instrument, validity, pre-testing of the instrument, procedure for administering questionnaire, data analysis plan and ethical issues have all been described.

3.2 Philosophical Foundation

Positivist philosophy was adopted for the study. Positivism is the central philosophy of scientific research and underlies the quantitative research approach in social sciences. It represents logical and mathematical analyses of data and sensory experience (Macionis & Gerber, 2010). It entails numerical examination and interpretation to discover underlying meanings and patterns of relationships (Babbie, Halley & Zaino, 2007). The positivist assumes that the social world is concrete and objective and can be studied only through the utilization of methods that prevent human contamination of its apprehension or comprehension. Thus, the positivist paradigm is based on the philosophical assumption that reasoning is based on experience that ought to be the basis for understanding human behaviour, and therefore, the only legitimate means of extending knowledge and human understanding (Kivunja & Kuyini, 2017). The positivists believe researchers are independent of what is being researched and that knowledge is revealed and tested through direct examination of reality, which should be the core of every scientific endeavour (Boateng, 2014). Furthermore, the positivists believe that reality is objective and objectivity is always associated with quantitative

research based on the principles of the natural sciences and relies on the assumptions of an objectivist view of the social world (Saunders, Lewis, & Thornhill, 2012).

Coolican (2014) believes that positivism is objective but disregards human emotions. However, human behavior naturally comes with emotional responses. Although Positivism encourages researchers to disregard human emotion and behavior, there is no guarantee that this will occur at all times during studies. Again, positivists believe everything can be measured and calculated, they tend to be inflexible therefore see things as they are and tend to disregard unexplained phenomena (Ryan, 2018). In spite of the weaknesses of positivism, Kivunja and Kuyini (2017) posit that the positivism paradigm requires the use of scientific methods in investigating a research problem such that the findings can be generalized to similar settings in different contexts by inductive inferences. Based on the assertions of Boateng (2014); Kivunja and Kuyini (2017); Saunders et al. (2012), the study employed positivism paradigm. This was based on the premise that it is most appropriate for this kind of study since the researcher intends to conduct an objective analysis of striking a balance between work and the individual teacher's life hitherto referred to as "work life balance", corresponding impact on job satisfaction and commitment of teachers using quantitative methods to arrive at objective conclusions that will permit strong statistical generalizations.

3.3 Research Design

Descriptive survey design was adopted for the study. Cohen, Manion, and Morrison (2018) stated that descriptive survey entails the collection of data to test hypothesis regarding the present problem being studied. Descriptive survey design gathers data at a time with the aim of describing the nature of existing situation or ascertaining the relationship that exist between events (Cohen et al., 2007). Lodico,

Spaulding and Voegtle (2010) pointed out that descriptive research describes the behavior and collects people's views, opinions, attitudes and beliefs about current educational issues.

Descriptive research focuses on existing conditions or relationships, such as determining the main conditions, the nature of behaviors and attitudes, persistent views, ongoing processes, and developing trends (Fraenkel & Wallen, 2003). Descriptive survey design provides useful information for a large number of individuals (Fraenkel & Wallen, 2003). The design provides facts that can be found at the location and conditions that exist at a specific time (Fraenkel & Wallen, 2003).

Some weaknesses of the design are that, the respondents may not easily understand the questions and may provide answers that the researcher may not have anticipated (Fraenkel & Wallen, 2003). There is the possibility that respondents will provide responses that are convenient to them (Cohen, et al., 2007).

Despite the weaknesses, the researcher sees descriptive survey design as appropriate for conducting the research on work-life balance, job satisfaction and commitment because it produces a clear picture of situations and seeks to explain people's behavior based on the information gathered.

3.4 Population of the Study

Kusi (2012) further explained population as the large group to which the researcher wants to generalize the sample. The Kumasi Metropolis of the Ashanti Region was selected as the area for the study because in recent times, one hears public complaints about a number of teachers not reporting to work on time and not abiding by the code of ethics of the profession with respect to job commitment.

The target population for the study comprised all senior high schools and all their teachers in the Kumasi Metropolis. Statistics from Planning and Statistics office of

Kumasi Metro Education Directorate indicated that there are 17 senior high schools which comprised of 3 private schools, 14 public schools and 1864 teachers for 2020/2021 academic year. The accessible population comprised all the public senior high schools and 1844 teachers in the Kumasi Metropolis.

3.5 Sample and Sampling Technique

Purposive sampling technique was used to select public senior high schools and the Purposive sampling was deemed appropriate for the study because it concentrates on respondents with particular characteristics who are willing to provide information by virtue of knowledge or experience (Sibona, Walczak & White, 2020). All the 14 public senior high schools and teachers who had taught for more than 10 years were purposively selected for the study.

Each school's head teacher provided the researcher with the list of names of teachers who had taught for more than 10 years. The researcher than told that not all teachers were available. Some were on vacation due to the Transitional academic calander. The researcher purposively selected all the teachers who were than available. Below is the breakdown of the various schools, the total number of all teachers in each school and the number of teachers who had taught for more than years and participated in the survey.

Table 3.1 Distribution of Population and selected sample

Name of School	Total Number of Teachers	Respondents who have taught for more than ten years
T.I. Ahmadiyya Senior High School	174	30
Kumasi Anglican Shs	154	26
Kumasi Technical Institute	172	30
Kumasi Wesley Girls' High School	132	24
Adventist Shs, Bantama	128	22
Asanteman Shs	130	23
Islamic Shs	140	24
Kumasi Girls' Senior High School	128	22
Armed Forces Shs	130	22
Prince Of Peace Girls' Senior High School	10	3
Serwaa Nyarko Girls Senior High School	94	17
Kumasi Senior High Technical School	208	38
Opoku Ware Senior High School	179	36
St. Hubert Seminary Senior High School	65	12
Total	1844	329

Source: Field Data, 2021

3.6 Instrument for Data Collection

Questionnaire was the instrument used to collect data for the study. The questionnaire was developed from the literature review. Questionnaire saves time. It allows all respondents to respond to the same items (Fraenkel & Wallen, 2006). Questionnaire is one of the most affordable ways to gather quantitative data and it allows the researcher to gather information from a large audience (Choy, 2014). Some weaknesses of questionnaire are that some questions are ignored or left unanswered. The items cannot fully capture emotional responses or feelings of respondents (ACAPS, 2012). In spite of the weaknesses the researcher adopted the questionnaire because it enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis (Patel & Joseph, 2016).

The items on the questionnaire were mostly likert-type scale. According to Sarantakos (1998), likert-type scale allows responses to be ranked and it is easy to construct. Likert-type scale is quick, efficient and inexpensive methods for data collection (Amorim et al., 2022). A four-point Likert-type scale ranging from strongly disagree to strongly agree was used. The questionnaire was developed from the literature and it was based on the objectives of the study.

The questionnaire was divided into four sections. Section A, covered bio-data of respondents which involved the gender, age, academic qualification, number of years of teaching, rank and position of teachers. Section B dealt with the level of teachers' job satisfaction. Section C demanded responses on level of teachers' commitment. Section D asked respondents views on common work-life balance experienced by teachers in senior high school teachers.

3.7 Validity Test

To obtain a high degree of validity, my supervisor and some lecturers in the field of Educational Leadership were contacted to assess the items and determine whether the items measure the intended purpose (face validity). Then again, the experts found out whether the items covered all the possible aspects of the research questions (content validity) and the extent to which the items measure specific construct (construct validity) (Ary, Jacobs & Razavieh, 1990). The examination of the items enabled the researcher to reconstruct, reshape and delete those items, which were found to be unclear, ambiguous and misleading.

3.8 Factor Analysis

Kaiser-Meyer-Olkin measure (KMO) and Bartlett's Test of Sphericity tests were performed to test whether the sample is sufficient for the data and overall significance of correlations among all items on the measuring instrument respectively (Hair, Black & Babin, 2010).

3.8.1 Principal Component Analysis

The dimension reduction analysis was conducted in SPSS using the principal component method to extract the essential factors from the entire list of items. To achieve this, only factors with Eigen values equal to or greater than 1 were extracted and the varimax factor rotation method was used to identify items with high loadings on the extracted factors.

Table 3.2 Components from Job Satisfaction

Component name	Observed Eigen values	% of Variance	Cumulative %	Component score
My head communicates important information effectively	3.575	22.342	22.342	.827
Training programmes organised are relevant to the subject I teach	2.227	13.920	36.262	-.811
I have access to adequate tools and materials for teaching	1.965	12.284	48.545	.816
I have received all assistance I need from my staff	1.593	9.958	58.504	.857
I have good interpersonal relationship with the staff	1.548	9.676	68.180	.849
My basic salary commensurate my workload .	1.399	8.744	76.924	.908

Source: Field Data, 2021

The results in Table 3.2 shows that rotated component matrix provided six (6) items with eigen values greater than or equal to 1 that explained 76.92 % of the variation on teacher job satisfaction as the variable. The results implied that for a more reliable response from participants, the six items were used as the key focus.

Table 3.3 Components from Commitment

Component name	Observed Eigenvalues	% Variance	of Cumulative %	Component score
I find it very difficult to leave my job	2.236	17.202	17.202	.800
I pay attention to my progress as a teacher	2.032	15.631	32.833	.721
I feel obliged to maintain the reputation of the school	1.714	13.183	46.015	.745
I am always present and at work	1.582	12.173	58.188	.897
I have the ability to solve problems that come my way as a teacher	1.580	12.157	70.345	.772

Source: Field Data, 2021

For job commitment, five reported eigen values greater than or equal to 1 which also explained 70.34 % of the total variation. Therefore, these five items measured exactly the variable assessed.

Table 3.4 Components from work-life balance

Component name	Observed Eigenvalues	% Variance	of Cumulative %	Component score
I am able to manage time available to both work and personal activities	2.835	25.777	25.777	.902
Problems at work make me irritable at home	2.410	21.912	47.689	.827
I have a heavy work schedule.	1.552	14.109	61.798	-.833
I sometimes delegate my responsibilities at work to ease stress	1.465	13.317	75.116	.853

Source: Field Data, 2021

On work-life balance, four components with eigen values greater than or equal to 1 were identified as the most valid. These, explained 75.12 % of the total variation. The results showed sampling adequacy value (KMO) for all the three scale items, ranging between 0.611 to 0.832. The KMO values were described as mediocre and meritorious according to Kaiser (1974). This indicated that the data set did not fail the sampling adequacy test (KMO).

Table 3.5 KMO and Bartlett's Test

Scale	Kaiser-Meyer-Oklin	Bartlett's Test of Sphericity		
	Measure of Sampling Adequacy	Approx. Chi-Square	df	Sig.
Job satisfaction	.701	0.931	1	.003
Job commitment	.611	1.322	1	.000
Work-life balance	.832	2.140	1	.000

Source: Field Data, 2021

Table 3.5 shows that overall KMO measures of sampling adequacy produced values of 0.701 for job satisfaction, job commitment (0.611) and work life balance (0.832) respectively. This showed that all the data set passed the KMO test of sampling adequacy for the study, since their KMO values were all far greater than 0.611. This result conforms to KMO values ranging between 0.6 and 0.7 which were described as middling by Kaiser (1974). All the KMOs obtained from the three variables were far greater than 0.5, which indicated that samples were adequate for factor analysis. The Bartlett's test of sphericity had the highest significance value of 0.003 which was far below 0.05 as suggested by Hair et al., (2010) and Tabachnick and Fidell (2007). Therefore, the research sample was adequate for factor analysis.

3.8.2 Normality Test

Kolmogorov Smirnov^a test for normality was conducted. The results obtained from the normality test (P = 0.738, 0.068 and 0.65 > 0.05) showed that the data were normally distributed, since the P-values were insignificant, that is, they were all far greater than 0.05. This means that the data used for the actual study were normally distributed. Field's (2015) asserted that test statistics result from Kolmogorov Smirnov^a test must be higher than .05 for the data tested to be normally distribution.

3.9 Data Collection Procedure

The researcher collected an introductory letter from the head of Educational Leadership department, University of Education-Winneba, Kumasi Campus to seek permission from the heads of the schools to conduct the study. When permission was granted from the various heads of the schools, the head again introduced the researcher to the teachers and days were set aside for the data to be collected. The researcher then visited the various schools on the approved dates and briefed the teachers about the purpose of the study. The researcher explained the meaning of the various variables and gave the appropriate response to questions asked by respondents after which the questionnaire was administered. The respondents were given one week to complete the questionnaire. A total of 331 questionnaires were sent out to collect data from respondents and 329 were retrieved from the respondents putting the response rate at 99.3%. According to Bowling and Ebrahim (2005) a response rate of 75% is good in Social Science research.

3.10 Data Analysis Plan

The completed data were cleaned and edited for consistency. The data were then coded and fed into the computer using the Statistical Package for Social Sciences (SPSS) version 24 software. The data were analyzed using descriptive statistics such as means, frequencies and percentages to answer research questions one, two, three and inferential statistics such as Pearson Product Moment Correlation Coefficient was used to test hypotheses one and two. Simple regression was used to test hypotheses three and four.

3.11 Ethical Issues

The intent and purpose of the study was personally explained to respondents. The consent of the respondents was duly sought ahead of time. Participants were informed that they were free to participate or not to participate or withdraw from participation at any time. Participants were assured of the confidentiality of their responses. Aggregate views of participants were used and the data provided were kept under lock. Participants were further assured of anonymity of responses. Their names were further not associated with the responses. Also, they were made aware that, the study was purely for academic purpose.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of data gathered on Work-Life-Balance on job satisfaction and commitment of senior high school teachers in the Kumasi Metropolis. The purpose of the study was to investigate the influence of Work-Life-Balance on job satisfaction and commitment of Senior High School teachers within the Kumasi Metropolis. Questionnaire was the only instrument used to collect data. The first section of the analysis was the discussion of demographic data of respondents. The second section was the discussion of main data gathered on the three research questions and hypotheses.

This chapter has been grouped under five main sections. These are:

1. Demographic Data of Respondents
2. Job Satisfaction
3. Job Commitment
4. Work-Life-Balance
5. Hypotheses Testing

4.2 Demographic Data of Respondents

Demographic data such as gender, age, qualification, rank, years of teaching, designation of teachers were analyzed. The respondent's demographic data were required to enable the researcher know the category of respondents used in the study.

The responses are presented in tables 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

Gender of Respondents

Gender of respondents was analyzed to find out the number of males and females used in the study. Table 4.1 provides the results.

Table 4.1: Gender distribution of respondents

Gender	N	%
Female	121	36.8
Male	208	63.2
Total	329	100

Source: Field Data, 2021

Table 4.1 revealed that 63.2% of the respondents were males and 36.8% were females. This means that male respondents dominated in the study than their female counterpart.

Age of respondents

Respondents age was analyzed and the details are presented in Table 4.2.

Table 4.2: Age of Respondents

Age	N	%
30-35	95	28.9
36-40	87	26.5
41-45	97	29.5
46-50	28	8.57
51 and above	22	6.7
Total	329	100.0

Source: Field Data, 2021

Table 4.2 indicates that 28.9% were between the ages of 30 – 35 and 26.5% of the respondents were between the ages of 36-40. Respondents between the ages of 41-45 were 29.5%. Table 4.2 also revealed that 8.57% of the respondents were between the ages of 46-50. Only 6.7% of the respondents were 51 and above. The result means that majority of the respondents (29.5%) are between the ages of 41-45 years.

Highest Qualification

The highest qualification of respondents was further analyzed. This information was used to find out the level of education attained by teachers. Details are provided in Table 4.3.

Table 4.3: Highest Qualification of Respondents

Qualification	N	%
Diploma	1	0.3
Bachelor's Degree	223	67.8
Master's Degree	105	31.9
Total	329	100.0

Source: Field Data, 2021

Results in Table 4.3 reveals that 67.8 % of the respondents were bachelor's degree holders. 32% were masters' holders. Only 0.3% were diploma holders. The results means that majority of the respondents had bachelor's degree. This implies that teachers in the senior high schools had the basic qualification of bachelor's degree. The finding is in agreement with the Ghana Education Service policy that teachers in a senior high schools must have a minimum qualification of bachelor's degree. This implies that teachers have the requisite knowledge and skills to make a positive impact on their students.

Number of years of teaching

Another important aspect of personal data that was analyzed was the numbers of years teachers have spent teaching in the senior high school.

Results are provided in Table 4.4.

Table 4.4: Years of Teaching

No. of years	N	%
10-15 years	81	24.6
16-20 years	76	23.2
21-25 years	56	17.0
26-30 years	61	18.6
31-35 years	49	14.8
36 and above	6	1.8
Total	329	100.0

Source: Field Data, 2021

Table 4.4 indicates that 24.6% had 10-15 years teaching experience. 23.2% of respondents had 16-20 years teaching experience and 17% of respondents had 21-25 years teaching experience. Again 18.6% had about 26-30 years teaching experience. Only 1.8% of the respondents had over 36 years and above teaching experience.

Rank of Respondents

In the teaching service in Ghana, the professional status of teachers is indicated by their ranks. Information regarding the teachers' professional status is presented in Table 4.5.

Table 4.5: Rank of Respondents

Rank	N	%
Principal superintendent	152	46.2
Assistant Director II	97	29.5
Assistant Director I	59	17.9
Deputy Director	21	6.4
Total	329	100.0

Source: Field Data, 2021

Results in Table 4.5 shows that 46.2% of the respondents were principal superintendents, 29.5% of respondents were assistant director II. 17.9% of the respondents were assistant director I. Only 6.4% of the respondents were deputy directors Thus, from the analysis, majority of teachers are principal superintendents. The finding is in line with Ghana Education Service policy that every teacher in senior high school should have a minimum rank of principal superintendent.

Table 4.6: Designation as Teacher

Designation	N	%
Headmistress/Headmaster	9	2.7
Assistant Headmistress/Headmaster	10	3.0
Head of Department	32	9.7
Housemistress/Housemaster	39	11.8
Form Master/Mistress	235	71.4
Dining Hall mistress/master	4	1.2
Total	329	100.0

Source: Field Data, 2021

Results in Table 4.6 reveals that 71.4% of the respondents were form masters and mistresses. 9.7% of the respondents were heads of department, 11.8% of the respondents were housemasters or mistresses and 0.3% of the respondents were assistant headmistresses and headmasters. Only 2.7% of the respondents were headmistresses and headmasters. The least percentage (1.2%) of the respondents were dining hall mistresses/masters. The results shows that majority of the respondents were form masters and mistresses.

4.3 Analysis of main data based on questionnaire

4.3.1 Research Question 1: What is the level of teachers' job satisfaction in senior high schools in the Kumasi Metropolis of the Ashanti Region?

This deals with analysis and discussion on teachers' job satisfaction in senior high schools in the Kumasi Metropolis. Each respondent chose from a four-point Likert-type scale provided on the questionnaire. The rating options are 1 (Strongly Disagree) 2 (Disagree), 3(Agree) and 4 (Strongly Agree).

Level of Job Satisfaction

Respondents' views were sought on level of job satisfaction. The views are presented in Table 4.7

Table 4.7: Level of Job Satisfaction

Item	S/D		D		A		S/A		Total	Mean	
	F	%	F	%	F	%	F	%			
My head communicates important information effectively	18	5.5	52	15.8	186	56.5	73	22.2	329	100	2.95
Training programmes organised are relevant to the subject I teach	9	2.7	31	9.4	161	48.9	128	38.9	329	100	3.24
I am provided the needed teaching and learning materials.	67	20.4	160	48.6	90	27.4	12	3.6	329	100	2.13
I receive assistance I need from my staff	15	4.6	82	24.9	196	59.6	36	10.9	329	100	2.76
I have good interpersonal relationship with the staff	4	1.2	11	3.3	183	55.6	131	39.8	329	100	3.34
My basic salary commensurate with my workload	189	57.4	99	30.1	34	10.3	7	2.1	329	100	1.57

Source: Field Data, 2021

Overall mean = 2.66

Table 4.7 reveals that 56.5% of the respondents agreed that their heads communicated important information to teachers effectively, and 22.2% of the respondents strongly agreed that heads communicated important information effectively. On the other hand, 15.8% of the respondents disagreed with the statement. Only 5.5% of the respondents strongly disagreed with the statement. This means that majority of the heads communicated important information effectively to heads. This implies that teachers will work effectively since required information to work is always available. The finding is in agreement with Musah, Zulkipli and Ahmad's (2017) statement that effective communication plays a critical role in determining employees' job satisfaction.

From Table 4.7, 48.9% of the respondents agreed that training programmes organised by heads were relevant to the subject they teach, 38.9% of the respondents strongly agreed that the training programmes organized were relevant to the subject they teach, while 9.4% disagreed with the statement. Only 2.7% of the respondent strongly disagreed with the statement. This means that majority of heads organized training programmes that were relevant to the subject teachers taught. This implies that teachers will be equipped with the needed knowledge and skills to work. This will boost the confidence of the teacher and enhances teaching and learning process. This is in line with Vasudevan's (2014) view point that training positively affects job satisfaction.

As to whether teachers are provided with the needed teaching and learning material, 48.6% of respondents disagreed that they were provided with the needed teaching and learning materials, and 20.4% of the respondents strongly disagreed with the statement while 27.4% agreed and only 3.6% strongly agreed that they were provided with the needed teaching and learning materials. It could be seen from the results that majority of teachers were not provided with the needed teaching and

learning materials. This implies that the job satisfaction of teachers may decrease and this will lead to low output of work.

Again, 59.6% of the respondents agreed that teachers received the needed assistance from staff, 10.9% strongly agreed that teachers received the needed assistance from staff. On the other hand, 24.9% of the respondents disagreed that teachers received the needed assistance from staff. Only 4.6% of respondents strongly disagreed that teachers received the needed assistance from staff. It could be concluded that majority of the respondents receive the needed assistance from staff. This implies that teachers will deliver as expected and improve on their performances. This finding supports Neog and Barua's (2014) who were of the views that when employees feel they receive support, care and assistance from colleagues they will be satisfied with the work.

As to whether teachers have good interpersonal relationship with staff, 55.6% of the respondents agreed that they had good interpersonal relationship with staff, 39.8% of the respondents strongly agreed that they had good interpersonal relationship with staff, while 3.3% of the respondents disagreed that they had good interpersonal relationship with staff and only 1.2% of the respondents strongly disagreed that they had good interpersonal relationship with staff. From the analysis, it could be said that majority of the teachers have good interpersonal relationship with staff. This implies that teachers will cooperate with staff and this will ensure satisfaction and efficiency in the schools.

Table 4.7 again reveals that 57.4% of the respondents strongly disagreed that basic salaries did not commensurate with workload, 30.1% of the respondents disagreed that basic salaries did not commensurate with workload, while 10.3% of the respondents agreed that basic salaries commensurate with workload. Only 2.1% of the

respondents strongly agreed that basic salaries commensurate with workload. It could be deduced from the discussion that majority of the teachers believed that their salaries did not commensurate with workload. This implies that teachers will not be satisfied with what they earn at the end of the month and this will affect teaching and learning negatively. From Table 4.7, the overall mean response was 2.66 which correspond to “disagree” on the 4-point Likert scale used. This showed that the level of job satisfaction of teachers is low. The finding is consistent with Sekaran and Bougie’s (2010) study that indicated teachers in Tamale metropolis of Ghana were dissatisfied.

4.3.2 Research question 2: What is the level of teacher commitment in senior high schools in the Kumasi Metropolis of the Ashanti Region?

This question analyses and discusses responses on level of teachers’ commitment in senior high schools in the Kumasi Metropolis. Each respondent chose from a four-point Likert scale provided on the questionnaire. The rating option are 1 (Strongly Disagree) 2 (Disagree), 3(Agree) and 4 (Strongly Agree).

Respondents’ views were sought on their level of commitment. The views are presented in Table 4.8

Table 4.8: Level of Commitment

Item	SD		D		A		SA		Total		Mean
	F	%	F	%	F	%	F	%	F	%	
I find it difficult to leave my job	46	14.0	99	30.1	140	42.6	44	13.4	329	100	2.55
I pay much attention to my progress as a teacher.	7	2.1	16	4.9	154	46.8	152	46.8	329	100	3.36
I feel obliged to maintain the reputation of the school	7	2.1	20	6.1	172	52.3	130	39.5	329	100	3.29
I am always Present at work.	5	1.5	19	5.8	129	39.2	176	53.5	329	100	3.44
I have the ability to solve problems that come my way.	3	0.9	24	7.3	161	48.9	141	42.9	329	100	3.33

Source: Field Data, 2021

Overall mean = 3.19

Results in Table 4.8 reveals that 42.6% of the respondents agreed that they found it difficult to leave the job, 13.4% of the respondents strongly agreed that they found it difficult to leave their job. Only 30.1 % of the respondents strongly disagreed

with the statement that they found it difficult to leave their job. This means that majority of the respondents find it very difficult to leave their jobs. This implies that teachers are less satisfied with the job.

Data in Table 4.8 disclosed that 46.8% of the respondents agreed that they paid much attention to their progress as teachers, 46.2% of the respondents strongly agreed that they paid much attention to their progress as teachers. On the other hand, 4.9% of the respondents disagree that they paid much attention to their progress as teachers. Only 2.1% strongly disagreed. It could be concluded that the majority of teachers paid much attention to their progress. This will make them effective and increase their satisfaction with the work. This finding is not consistent with Webrecruit's (2015) assertion that loyal teachers pay little attention to progress.

Again, Table 4.8 reveals that 52.3% of the respondents agreed that they felt obliged to maintain the reputation of the schools, 39.5 % of the respondents strongly agreed that they felt obliged to maintain the reputation of the schools, while 6.1% of the respondents disagreed with the statement. Only 2.1% of the respondents strongly disagreed that they felt obliged to maintain the reputation of the schools. This means that majority of the respondents felt obliged to maintain the reputation of the schools. This implies that teachers will put in much effort to help the schools to achieve their goals.

A close examination of the results displayed in Table 4.8 indicates that 53.5% of the respondents strongly agreed that they were always present at work, 39.2% of the respondents also agreed that they were always present at work. On the contrary, 5.8% of the respondents disagreed that they were always present at work. Only 1.5% of the respondents strongly disagreed with the statement. The results mean that majority of

the respondents were always present at work. This implies that teachers are satisfied with the work.

More so, 42.9% of the respondents strongly agreed that they had the ability to solve problems that come their ways, 48.9% of the respondents agreed that they had the ability to solve problems that come their ways. While 7.3% of the respondents disagreed with the statement. Only 0.9% of the respondents strongly disagreed that they had the ability to solve problems that come their ways. The results mean that the majority of the respondents had the ability to solve problems that come their ways. This implies teachers will give out their best since they can overcome difficulties they encounter at work. This is consistent with Webrecruit's (2014) statement that a very committed teacher is always hungry to solve a problem no matter what the problem is without any guidance from the leader.

From Table 4.8 the overall mean response was 3.19 which correspond to "agree" on the 4-point Likert scale used. This means that teachers in senior high schools in the Kumasi Metropolis of the Ashanti Region have high level of commitment. The result is consistent with Thien and Razak's (2014) whose study revealed that teachers' commitment to school organization is high across the three dimensions of organizational commitment.

4.3.3 Research question 3: What work-life balance do teachers commonly experience in senior high schools in the Kumasi Metropolis of the Ashanti Region?

This question presents results on the common work-life balance teachers experience. Each respondent chose from a four-point Likert scale provided on the questionnaire. The rating option are 1 (Strongly Disagree) 2 (Disagree), 3(Agree) and

4 (Strongly Agree). Respondents' views were sought on teachers' common work-life balance. The views are presented in Table 4.9

Table 4.9: Common work-life balance

Item	SD		D		A		SA		Total		Mean
	F	%	F	%	F	%	F	%	F	%	
I am able to manage time at work and personal activities	83	25.2	140	42.6	78	23.7	28	8.5	329	100	2.16
Problems at work make me irritable at home	103	31.3	131	39.8	72	21.9	22	6.7	329	100	2.13
I have a heavy work schedule	67	20.4	86	26.1	143	43.5	33	10.0	329	100	2.43
I sometimes delegate responsibilities	84	25.5	113	34.3	107	32.5	25	7.6	329	100	2.21

Source: Field Data, 2021

Overall mean = 2.23

The results in Table 4.9 indicates that 42.6% of the respondents disagreed that they were unable to manage time available to both work and personal activities, 25.2% of the respondents strongly disagreed that they were unable to manage time available to both work and personal activities. On the the other hand, 23.7% of the respondents agreed that they were unable to manage time available for both work and personal

activities. The least percentage (8.5%) strongly agreed that they were unable to manage time available to both work and personal activities. It could be concluded from the analysis that majority of the teachers are able to manage time available to both work and personal activities. This implies that teachers can meet their target at work and also satisfy their personal needs. This finding is not consistent with Punia and Kamboj's, (2013) finding that teachers stumble into problems and challenges in achieving a balance between professional and personal life due to the lack of boundaries between work and personal life.

Table 4.9 again showed that 39.8% of the respondents disagreed that problems at work made them irritable at home, 31.3% of the respondents strongly disagreed that problems at work made them irritable at home, while 21.9% of the respondents agreed that problems at work made them irritable at home. Only 6.7% of the respondents strongly agreed that problems at work made them irritable at home. The results mean that majority of the teachers' problems at work do not irritate them at home. This implies that teachers do not extend problems at their workplace to their homes. This finding is in line with Hafeez and Akbar's (2015) view point that striking a sense of balance among individual's work and personal life is a dilemma in today's workforce.

The results in Table 4.9 indicates that 20.4% strongly disagreed that they had a heavy work schedule, 26.1% disagreed that they had a heavy work schedule while 43.5% agreed that they had a heavy work schedule. Only 10.0% strongly agreed that they had a heavy work schedule. From the discussion, it could be concluded that heavy work schedule could negatively affect work-life balance teachers experienced. This item recorded the highest mean of 2.43. This implies that teachers were stressed on the job and this could prevent them from performing assigned task up to expected. The finding is consistent with Borah and Bagla's (2016) finding that teachers job demand

affects work-life balance negatively resulting in an intrusion into their family life making it more susceptible to feeling that they are unable to maintain balance in their lives.

Moreover, 34.3% of the respondents strongly disagreed that they sometimes delegated responsibilities at work to ease stress, 25.5% of the respondents disagreed that they sometimes delegated their responsibilities at work to ease stress, while 32.5% agreed that they sometimes delegated responsibilities to ease stress. Only 7.6% strongly agreed that they sometimes delegated responsibilities at work to ease stress. From the analysis it could be concluded that majority of teachers did not delegate responsibilities at work to ease stress.

From Table 4.9 the aggregate mean response is 2.23 which corresponds to disagree on the 4-point Likert scale used for this study. This means that teachers in Senior High Schools in the Kumasi Metropolis of the Ashanti Region had a low level of Work-life Balance.

4.4: Hypothesis Testing

To determine the influence of work-life balance on job satisfaction and commitment hypotheses were tested using simple linear regression. Enter method regression analysis was applied.

Correlation Analysis

4.4.1: Hypothesis 1

Ho: There is no statistically significant relationship between work-life balance and teacher job satisfaction in Senior High Schools in the Kumasi Metropolis of the Ashanti Region.

In finding the relationship between work-life balance and teacher job satisfaction, correlation analysis was performed. Table 4.10 presents the finding

Table 4.10: Pearson Correlation between work-life balance and job satisfaction

Job Satisfaction	
Work-Life Balance	
Pearson Correlation	-0.132
Sig. (2-tailed)	.016
N	329

Source: Computed from Field Data,2021.

*P<0.05

Table 10 indicates that there was a significant, weak and negative correlation ($r = -0.132$, $p < 0.05$) between work-life balance and job satisfaction. The correlation was statistically significant, since the p-value ($\text{sig} = 0.016 < 0.05$) was less than the alpha level of 0.05. The correlation coefficient ($r = -0.132$) indicated an inverse relationship between teachers work-life balance and teacher job satisfaction. This means that as work activities increase, work life, job satisfaction decreases. On the other hand, as teachers decrease work activities, job satisfaction increases. Therefore, as teachers improve job satisfaction, work-life balance decreases. In view of this, the null hypothesis was rejected because there was no evidence to support the claim that there is statistically significant relationship between work-life balance and job satisfaction. This finding also is not consistent with Sorensen and McKim's (2014) finding that positive and weak relationship existed between work-life balance and job satisfaction

4.4.2 Hypothesis 2

H₀: There is no statistically significant relationship between work-life balance and teacher commitment in senior high schools in the Kumasi Metropolis of the Ashanti Region.

A correlation analysis was conducted between work-life balance and teacher commitment. The information was used to find out whether relationship exists between the two variables. Table 4.11 presents the results.

Table 4.11: Pearson Correlation between work-life balance and commitment

Teacher Commitment		
Work-life balance	Pearson Correlation	-.019
	Sig. (2-tailed)	.733
	N	329
Source: Computed from Field Data, 2021		*P<0.05

Table 4.11 indicated that there was an insignificant, weak and negative correlation ($r = -0.019$, $p > 0.05$) between teachers work-life balance and job commitment. The correlation was not significant, since the p-value ($\text{sig} = 0.733 > 0.05$) was greater than the alpha level (0.05). Therefore, the null hypothesis was accepted because there was significant information to support the claim that there is no statistically significant relationship between work-life balance and teacher job commitment. This means that, as work life balance decrease, job commitment decreases. The finding is not in agreement with Sorensen and McKim’s (2014) finding that significant and positive relationship existed among work-life balance and teacher organizational commitment. The finding is not in support of Farooqi’s (2014) finding that significant relationship existed between work life balance and organizational commitment. The finding is not in consonance with Akter, Hossen and Islam’s (2019) finding that positive relationship existed between work life balance and organizational commitment.

Regression Analysis

There was the need to further conduct tests to find out the extent of the relationship that existed between work-life balance and job satisfaction and organisational commitment. Hypotheses three and four were tested.

4.4.3 Hypothesis 3

H₀: There is no statistically significant influence of work-life balance on job satisfaction in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Simple linear regression analysis was performed to establish the influence. The results are shown in Tables 4.12, 4.13 and 4.14.

Table 4.12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.132 ^a	.017	.014	2.12644

Source: Field Data, 2021

*P<.05

- a. Dependent Variable: Job Satisfaction
- b. Predictor: (Constant), work-life balance.

From Table 4.12, in the Model Summary R² was .017, adjusted R².was 014 and the significance level of 0.05 shows that the model was significant. The R² of .017 indicated that work-life balance significantly accounted for 1.7% of the total variation in teachers job satisfaction. A unit change in the independent variable will improve teachers' job satisfaction by an average of 1.7%.

Table 4.13: ANOVA^a

	Model	Sum of Square	Df	Mean Square	F	Sig.
	Regression	26.306	1	26.306	5.818	.016 ^b
1	Residual	1478.618	328	4.522		
	Total	1504.924	329			

Source: Field Data, 2021

a. Dependent Variable: Teacher Job Satisfaction

b. Predictor: (Constant), work-life balance

The output from the ANOVA test shows that the value of 'F' statistics was 5.818 and degrees of freedom had 329 groups. The significance value was 0.16 ($F[1, 328] = 5.816, p = .016$). The significance level was less than the alpha level of .005. which shows that the model was significant. From Table 4.13, the 'f' calculated value (5.818) was far greater than the critical value of (3.84), it could be concluded that work-life balance significantly influences teachers job satisfaction.

Table 4.14: Coefficients

Model	B	Unstandardized Coefficients		Standardized Coefficients		T	Sig
		Std.Error	Beta				
1 (constant)	17.310	.550				31.501	.000
Work-life balance	-.149	.062		-.132		-2.412	.016

Source: Field Data, 2021

a. Dependent Variable: Job satisfaction

b. Predictor :(Constant), Work-life balance.

The predictor was determined by using a simple regression analysis to assess the influence of work-life balance on teachers' job satisfaction. Data in Table 4.14 showed the Beta value was -.132. The significance level of .000 was below 0.05 alpha level.

The regression equation is given as: $Y=C+BX=E$. where $Y= 17.310+- .132x= E$. The equation means that work-life balance could predict teachers' job satisfaction. The 't' 31.501 was significant at .000. That is, the coefficient of X (work-life balance) has influence on the regression equation.

The findings shows that there is a statistically significant influence of work-life balance on teachers' job satisfaction. This implies that when teachers are able to balance work and family obligations, it leads to teachers' job satisfaction. In view of the results, the null hypothesis was rejected because there was enough evidence to support the claim that there is significant influence of teacher's work-life balance on teachers' job satisfaction. This result is consistent with Adebayo's (2016) finding that work can be desirable when teachers are able to balanced it with life outside work.

4.4.4 Hypothesis 4

H₀: There is no statistically significant influence of work-life balance on teacher commitment in senior high schools in the Kumasi Metropolis of the Ashanti Region.

Simple linear regression analysis was performed to establish the influence. The results are shown in Tables 4.15, 4.16 and 4.17.

Table 4.15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 ^a	.001	-.003	2.07761

Source: Field Data, 2021

*P.> 05

a. Dependent Variable: Job Commitment

b. Predictor :(Constant): Work-life balance

From Table 4.15, the model summary shows that R^2 was 0.001, adjusted R^2 was -.003 the significance level of 0.05 showed that the model was statistically insignificant. The R^2 of 0.001 accounted for 0.1% of the total variance in teacher job commitment. This implies that work-life balance has no significant influence on teachers' job commitment.

Table 4.16: ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig.
1	.502	1	.502	.116	.733 ^b
Residual	1411.486	328	4.316		
Total	1411.988	329			

Source: Field Data, 2021

a. Dependent Variable: Job Commitment

b. Predictor: (Constant), work-life balance

From the ANOVA Table 4.16, the value of 'F' statistics was .116 and degrees of freedom had 329 groups. The significance value was .733 which was far greater than an alpha value of 0.05. The test showed that the model as a whole which included both

dependent and independent variable was not significant at .733 ($F[1, 328] = 0.116$, $p = .733 > 0.05$). It could be concluded that, work-life balance has no significant influence on teachers' job commitment.

Table 4.17: Model Coefficients

Model	B	Unstandardized		Standardized	
		Std.Error	Beta	T	Sig
1 (constant)	16.185	.537		30.146	.000
Work-life balance	-.021	.060	-.019	-.341	.733

Source: Field Data, 2021

- a. Dependent Variable: Job Commitment
- b. Predictor: (Constant), Work-life balance

The predictor was determined by using simple regression analysis to assess the influence of work-life balance on teacher's job commitment. Table 4.17 showed the Beta value was-.019 The significance level of .733 was above 0.05 alpha level.

The T (-.341) was 0.1 insignificant at .733 level. That is, the coefficient of work-life balance has no significant influence on job commitment.

The results shows that there is no statistically significant influence of work-life balance on teachers' job commitment. This implies that when teachers are able to complete assignments and family duties it will not lead to job commitment. As a result, the null hypothesis that there is no statistically significant influence of work-life balance on teacher job commitment was accepted. It can be said that the degree to which teachers feel devoted to their schools is not affected by their work-life balance. This finding is not in agreement with Malone and Isa's (2013) who found that there is a positive relationship between work-life balance and organizational commitment.

CHAPTER FIVE

OVERVIEW, SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter presents overview of the study, summary of findings, conclusions, recommendations and suggestions for further studies.

5.2 Overview of the Study

The study investigated influence of work-life balance on job satisfaction and commitment of senior high school teachers in the Kumasi metropolis of the Ashanti Region of Ghana. The objectives of the study were to find out the level of teachers' job satisfaction, determine the level of teachers' commitment, find out the common work-life balance mostly experience, establish relationship between work-life balance, job satisfaction and commitment and to find out whether work-life balance has influence on organizational commitment and job satisfaction of teachers. Three research questions and five hypotheses were formulated to guide the study.

Descriptive survey was adopted for the study. The population of the study comprised teachers of senior high schools in the Kumasi metropolis of the Ashanti Region. Purposive sampling technique was used to select public senior high schools and teachers who had taught more than 10 years. A total of 329 sample size was used for the study. The main instrument used to collect data was structured questionnaire. Factor analysis was conducted to reduce the bulk of the items on the questionnaire to a manageable size. The factor analysis achieved KMO values of 0.701, 0.611 and 0.832 for job satisfaction, job commitment and work-life balance, respectively. Frequencies and percentages and mean were used to answer objective 1, 2 and 3. Pearson product moment, correlation coefficient was used to test the relationship that

existed between work-life balance between and job satisfaction and commitment. Simple regression was used to test the influence of work-life balance on teacher job satisfaction and commitment.

5.3 Summary of Findings

From the study, a number of findings emerged. They include the following:

1. On level of job satisfaction, the study revealed that teachers experienced low job satisfaction. Aspects of job dissatisfaction included; basic salary did not commensurate teacher work, teachers did not receive the needed teaching and learning materials, heads failed to communicate important information effectively to teachers and they were not provided the assistance they need from staff.
2. On level of teacher commitment, the study found that teachers job commitment was high. The aspects of commitment included: difficulty to leave the school, paid much attention to their progress as teachers, felt obliged to maintain the reputation of the school, always present at school and had the ability to solve problems that came their ways.
3. On common work-life balance, it was revealed that teachers experienced heavy work schedule in senior high schools.
4. In the test to address hypothesis one as to whether a relationship exists between work-life and job satisfaction, it was revealed that there was statistically significant, weak and negative relationship between work-life balance and teachers' job satisfaction.
5. On hypothesis two, findings showed that there was no statistically significant relationship between work-life balance and teachers' job commitment.
6. On influence of work-life balance on teacher job satisfaction, the study revealed statistically significant influence of work-life balance on teachers' job satisfaction.

7. On hypothesis four, the results of the study revealed that, work-life balance had no significant influence on teachers' job commitment.

5.4 Conclusions

The following conclusions were derived from the findings based on the research questions and the hypotheses.

The level job satisfaction was found to be low. The study concludes that, teachers in the senior high schools in the Kumasi Metropolis were not satisfied on the job therefore it is likely teachers will channel their efforts to other activities that may give them satisfaction. This may affect the overall goal of the schools.

The level of teacher commitment was found to be high among teachers. This implies that teachers give much attention to their work in spite of the challenges they face. This will increase effectiveness of teachers and promote excellence in teaching.

The findings indicated that, the common work-life balance teachers experienced was heavy work schedule. It could be concluded that teachers may experience stress and this will prevent them from performing multiple roles of completing assigned task at work and meeting personal needs at home.

The findings revealed statistically significant, weak and negative relationship between work-life balance and teachers' job satisfaction. It could therefore be concluded that improvement in job satisfaction will reduce work-life balance hence they become satisfied with their job.

The non-significant relationship between work-life balance and teachers' job commitment implies that teacher's inability to balance work life cannot be attributed to their lack of commitment to the job. Balancing work and family life may not be important in commitment of teachers. The significant influence of work-life balance on teachers' job satisfaction implies that work-life balance may be important in explaining

teachers' job satisfaction. Teachers who wish to improve job satisfaction may focus on addressing work-life balance and this would reduce waste of instructional time and increase efficiency on the part of teachers.

The results of the study revealed that work-life balance had no significant influence on teachers' job commitment. It could be concluded that the degree to which the teachers feel devoted to their organization is highly not affected by their work-life balance. Teachers will work as expected to help the schools achieve set targets.

5.5 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Findings indicated that teachers had low job satisfactions. It is therefore recommended that Ghana Education Service should increase the salaries of teachers to commensurate teachers output of work and also provide the necessary teaching and learning materials to release teachers from stress. Heads of schools should assign mentors to teachers to enable them receive the needed assistance.
2. The level of teachers' commitment was found to be high. It is recommended that Ghana Education Service should increase incentives provided to teachers to inspire them to be more committed to the work.
3. The common work-life balance found was heavy work schedule. It is therefore, recommended that the Ghana Education should recruit enough teachers to reduce workload. Each teacher should be given the required maximum number of 24 hours per week.
4. It was revealed that work-life balance was significantly related to job satisfaction. Based on this finding, it is recommended that Conference of Heads of Secondary Schools (CHASS) need to organize training programs for teachers

every academic year on how to balance work-life with personal life to promote job satisfaction.

5. The findings showed that no statistically significant correlation existed between work-life balance and teachers' job commitment. It is recommended that heads of senior high schools should motivate teachers by commending their hard work to sustain their efforts.
6. The study revealed statistically significant influence of work-life balance on teachers' job satisfaction. It is recommended that Ghana National Association of Teachers should organize sensitization programme for teachers on the need to balance work and life to enable teachers' manage home and work activities as expected
7. The findings revealed that work-life balance had no significant influence on teachers' job commitment. It is recommended that Regional Director of Education should implement programs that could foster a work-life balanced among teachers to improve teachers job commitment.

5.6 Suggestions for Further Studies

1. The study investigated work-life balance among teachers in senior high school in the Kumasi Metropolis using quantitative approach. It is suggested that further study should be conducted on heads of senior high schools' work-life balance using qualitative approach.
2. The study was conducted in public senior high schools in the Kumasi Metropolis of the Ashanti Region. It is suggested that the same study should be replicated in private senior high schools in the Ashanti region to confirm or refute the findings.

3. The present study overlooked relationship between job satisfaction and job commitment. There is the need for future study to investigate whether relationship exists between these variables.

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APPENDICES

APPENDIX A

University of Education, Winneba

Department of Educational Leadership

Work-Life Balance Questionnaire for Teachers

This questionnaire was designed to solicit teachers views on the influence of work- life balance on job satisfaction and commitment of Senior High School teachers within the Kumasi Metropolis of the Ashanti Region. The study is purely for academic purposes and your identity is strictly confidential. Thanks for your co-operation. Please (✓) tick the most appropriate response.

Demographic Information of Respondents

1. What is your gender?
 - a. Female []
 - b. Male []

2. What is your age?
 - a. 30-35 []
 - b. 36-40 []
 - c. 41-45 []
 - d. 46-50 []
 - e. 51 and above []

3. What is your highest qualification?
 - a. Diploma []
 - b. Bachelor's Degree []
 - c. Master's Degree []

4. How many years have years have spent in teaching?

a. 10-15 years []

b. 16-20 years []

c. 21-25 []

d. 26-30 []

g. 1-35 []

h. 36 and above

5. What is your Rank?

a. Principal superintendent []

b. Assistant director 11 []

c. Assistant director I []

d. Deputy director []

6. What is your designation as teacher?

a. Headmistress/headmaster []

b. Assistant headmistress/headmaster []

c. Senior housemistress/housemaster []

d. Head of department []

e. Housemistress/ housemaster []

f. Form master/mistress []

g. Dining hall mistress/master []

Job Satisfaction

The item describes teachers' job satisfaction.

Please tick (✓) the appropriate option that corresponds with your answer. Rate the scale:

1 = Strongly Disagree 2= Disagree 3 = Agree 4= Strongly Agree

	Items	1	2	3	4
7	There is provision for professional development.				
8	Training programmes organised are relevant to the subject I teach.				
9	The type of training I receive helps me in my job tasks.				
10	I have good interpersonal relationship with the staff.				
11	My basic salary commensurate with my workload.				
12	I am satisfied with salary increment.				
13	I receive allowances for extra duties.				
14	I have opportunities to utilize my skills and talents.				
15	I receive the assistance I need from my staff.				
16	I am provided the needed teaching and learning materials.				
17	The process I go through to be promoted is hectic.				
18	The work environment (stress, frustration) is manageable.				
19	I receive feedback on time from Head teacher on issues.				
20	My head communicates important information effectively.				
21	I have the opportunity to work independently.				
22	My Job responsibility is clearly defined.				

Teacher Commitment

The item describes teachers' commitment of Senior High Schools in the Kumasi Metropolis.

Please tick (✓) the appropriate option that corresponds with your answer. Rate the scale:

1 = Strongly Disagree 2= Disagree 3 = Agree 4= Strongly Agrees

	Items	1	2	3	4
23	I have the desire to continue working as a teacher until retirement.				
24	I am ready to take up challenges on new difficulties concerning my work.				
25	I have students interest at heart.				
26	I pay attention to much my progress as a teacher.				
27	I have the ability to solve problems that come my way.				
28	I am willing to put in extra effort to help my school become successful.				
29	I am concern about pleasing my head teacher.				
30	I accept any responsibility assigned to me.				
31	I feel emotionally attached to my work.				
32	I find it very difficult to leave my job.				
33	I feel obliged to maintain the reputation of the school.				
34	I am always present.				
35	I spend a significant amount of time preparing for my lessons.				

Common Work- Life Balance

The items describe the common work-life balance of teachers experience

Please tick (✓) the appropriate option that corresponds with your answer. Rate the scale:

1 = Strongly Disagree 2= Disagree 3 = Agree 4= Strongly Agree

	Items	1	2	3	4
36	I make changes to my plans and my family activities				
37	It is often difficult to tell where my work life ends and my family life begins.				
38	My family gives me useful suggestions in order to get through difficult times at home.				
39	My Head teacher allows me to reschedule work due to family and other personal commitments.				
40	I have to continue my work at home to enable me achieve my goal.				
41	Problems at work make me irritable at home.				
42	I feel depressed because of my workload.				
43	My work interferences with family activities.				
44	My career advancement is being delayed because of the demands my job puts on me.				
45	I am able to manage time available to both work and personal activities				
46	I have a heavy work schedule.				
47	I sometimes delegate my responsibilities at work to ease stress.				
48	I bring part of my work home to complete task.				

APPENDIX B

Kolmogorov-Smirnov^a

	Statistic	df	sig.
WorkLifeBalance	.170	329	.738
JobSatisfaction	.126	329	.063
JobCommitment	.128	329	.065

a. Lilliefors Significance Correction