



# WORK-LIFE BALANCE: THE IMPACT OF OBTAINING A GRADUATE DEGREE ON WORK AND NON-WORK COMMITMENTS

Adelaide Oduro-Asante<sup>1\*</sup>, Emmanuel Adjepong<sup>1</sup>, Philomina Pomaah Ofori<sup>1,2</sup>,

Abigail Wiafe<sup>1</sup>, Eunice Boateng<sup>1</sup>, Deboralin Osafo<sup>1</sup>

<sup>1</sup>Ghana Communication Technology University, Accra-Ghana

<sup>2</sup>School of Management, Jiangsu University, 301 Xuefu Road, Zhenjiang, 212013, China

\*Corresponding Author

Article DOI: <https://doi.org/10.36713/epra10386>

DOI No: 10.36713/epra10386

## ABSTRACT

*This paper seeks to explore the impact of schooling on the work-life balance of Coventry University students at the Ghana Communication Technology University (GCTU). Combining schooling with work, and other responsibilities create challenges for employees who are upgrading themselves. The challenges range from the inability to adequately perform family responsibilities, to the inability to attend religious and social functions of even close relatives. The challenges observed, therefore, called for an investigation to determine the impact of schooling on the work-life balance of the participants. The study employed a descriptive cross-sectional survey method to collect data from 174 participants who responded to the questionnaires. The study postulated that the impact of schooling on participants' work commitments was positive, as it ensures better conditions of service. Whereas the impact of non-work commitments was negative since participants were unable to adequately attend to their family, religious and social responsibilities. The study concluded that having an optimal work-life balance enables employees to portion their time for their schedules to prevent frequent spillovers. The findings further suggest that the application of the optimal work-life balance model developed by the study will enable employees to adequately handle their professional, family, religious and social commitments during further studies.*

**KEYWORDS:** Work-life balance, schooling, optimal work-life balance, non-work, Awareness.

## I. INTRODUCTION

The decision to further one's education is significant since it prepares the employee for new opportunities and responsibilities at the workplace. There is also the motivation of greater flexibility in the job market, better conditions of service, and better retirement packages (Tetteh and Attiogbe 2018). However, it is a difficult and daunting decision for people to return to school to acquire a graduate degree when they have worked for many years, as it demands great dedication in terms of time, money, work, and determination Golde and Dore (2001).

Most universities in Ghana, including Ghana Communication Technology University (GCTU), Methodist University College, Pentecost University College, GIMPA, and Central University, have introduced part-time, evening, weekend, and distance or sandwich programs in their curriculum to assist employees to further their education. However, with employees seeking to embark on further studies, this study seeks to investigate the impact of schooling on employees' performance at work and other commitments they have, such as family and attendance at religious and social functions.

Naquin and Holton (2003) indicated that, apart from the expertise acquired through acquiring a graduate degree, it also improves the individual's work performance. Adams et al. (1996) observed that students who are acquiring graduate education often struggle to achieve a balance between their academic pursuits, their work roles, and other personal responsibilities. He further emphasized that many graduate students, especially women, experience difficulty coping with school, work, and other life responsibilities. This view was shared by Bloomsbury (2005), when he argued that an emerging trend is that, because employees are now keen on performing well in their jobs, acquiring further education, and developing their careers, they tend to pay little or no attention to the other aspects of their lives. He asserted that graduate students need to find a good balance between work and life in order to do well in school, on the job, and in other parts of their lives.

The difficulties Coventry students at GCTU experience in their efforts to combine schooling with their work schedules, family, and social responsibilities cannot be overemphasized. It was observed that about 80% of students, despite their efforts to adequately combine schooling with



their many responsibilities, mostly struggle to achieve a balance in their academics and other commitments they have. These students attended lectures late and tired. They frequently complained about having to stay late on the campus to finish school assignments while their family responsibilities awaited them at home, and their inability to attend religious or social gatherings of even close family members due to lectures took a toll on their lives. It was against this background that the study was conducted, to assess the impact of schooling on the work-life balance of Coventry students at GCTU.

In this study, we used the descriptive cross-sectional survey method to collect data from 174 participants who responded to the questionnaires administered. Based on the analyzed data, an optimal work-life balance was developed. The rest of the paper is organized as follows: Section II discusses the literature review, section III presents the methodology section, and IV discusses data and findings. The optimal work-life balance model and conclusion are discussed in sections V and VI respectively.

## II. Literature Review

### a. *The Concept of Work-Life Balance*

AlHazemi and Ali (2016) identified Work-Life Balance as a wide concept that includes appropriate equilibrium between career and aspiration on one hand, compared with pleasure, vacation, and family life on the other. The researchers emphasized that work-life balance refers to the effective management of multiple responsibilities at work, home, and other aspects of life. It is an issue of immense concern for both employees and organizations. According to Maxwell and McDougall (2004), work-life balance is an extensive and multifaceted phenomenon that lacks a universal definition. Similarly, Lockwood (2003) asserted that the import of work-life balance has varying characteristics. It conveys different meanings to different groups of people, and as such, the meaning usually depends on the perspective of the conversation as well as the point the speaker is trying to drive home. However, he gives a generalized definition that he believes most groups of people can identify with. He defined work-life balance as a meaningful accomplishment and satisfaction in everyday life.

However, Greenhaus *et al.* (2003) defined the concept of work-life balance as the extent to which an individual is equally engaged in and is satisfied with his or her job role as well as their family role. Soomro, Breitenacker, and Shah (2018), in agreement with Greenhaus and colleagues, identified that work-life balance as a concept supports the efforts of employees to divide their time and energy between work and other significant aspects of their lives. The researchers also maintained that in recent times, employees are faced with the challenge of reconciling work and personal time in pursuit of high quality of life. Nevertheless, they emphasized that maintaining work-life balance and reconciling them has become a major concern for those employees who want to achieve a high quality of life.

Malik *et al.* (2014) also refer to work-life balance as an individual's ability to balance his/her daily paid or unpaid work roles with their personal life responsibilities. What's

more, Byrne (2005) also noted that work-life balance refers to combining five aspects of our lives at any moment in time; these are family, work, friends, health, and spirit or self. He identified that an individual experiences a balanced life when activities and aspirations in one sphere do not have negative effects on the activities in other spheres. Similar to Byrne's assertion, Dex and Bond (2005) also maintained that generally, work/life balance is related to working time, the flexibility of work, employment, welfare, social security, family, fertility, migration, demographic changes, consumption, leisure, and time, among others.

Similarly, Merkys *et al.* (2008) likened quality of life to work-life balance. They identified that it is determined by a subjective approach that includes areas such as physical, psychological, and spiritual wellbeing. The researchers indicated that subjective quality of life is a social indicator that shows how a person perceives various areas of the social environment, among which there is an opportunity to meaningfully participate in the public life of the community, to spend leisure time meaningfully, and so on. However, it is worth noting that wrongly reconciling work, and personal time, does not allow the employee to divide and devote quality time to all the above areas of life (Masilionyte 2021).

### b. *Learning/Schooling and Work-Life Balance*

Naquin and Holton (2003) posited that apart from the expertise acquired through embarking on graduate degree programmes, it also improves the individual's work performance.

Aryee and Chen (2004) found out that one thing that motivates an individual to pursue a graduate degree is career advancement. Mullins (2010) also indicated that there are mutual benefits that both the individual employees and their organizations can enjoy if organizations carefully manage the knowledge acquired by their employees. He stressed that the acquired skills help fulfil the goals of the organization and also meet the individual's desires. Oliver (1998) also identified that quite frequently, graduate students struggle to balance their academic pursuits with their personal lives and other responsibilities. He added that graduate school is a highly demanding and stressful time, and as such, students should try as much as possible to integrate break times into their daily lives and their responsibilities. In support of Oliver's (1998) report, Golde and Dore (2001) ascertained that deciding to go back to school to acquire a graduate degree after working for many years is a very difficult one for most people.

### c. *Work and work-life balance*

To a large extent, work is a big constituent of the things that give meaning to people's lives (Mullins 2010). Kaiser *et al.* (2011) identified that work plays a leading role in the lives of professionals. They stressed that most employees who work in professional positions possess high expertise and organizational commitment, and therefore they attribute high importance to their work roles.



According to Alvesson (2000), professionals see their work domain as their primary focus because their work is often extremely significant and important to them. Similar to the above assertion, Grubb (1993) and Heywood (1994) identified that adults pursue advanced degrees because graduate degrees improve skills and increase salaries for participants. Similarly, Masilionyte (2021) noted that one important reason for pursuing a career is to gain prestige at work because often the amount of salary also depends on it. Therefore, employees choose to work, extra hours and take unfinished work home. A related study conducted by Arkes (1999) also discovered that individuals who hold advanced degrees do better in standardized tests and are also paid higher than those who hold bachelor's degrees.

#### **d. Family and Work/Life Balance**

Bhagya and Samarakoon (2019) indicated that people work to earn money to live and to meet the requirements and wishes of their loved ones. However, if these same people do not have enough time to live with their loved ones because they face distinct types of issues from their work, then a gap is established between their work-life and private life. Barnett and Hyde (2001) also identified that even though work and family responsibilities serve to enhance each other, managing the demands of work and family is a concern for many employees and families. Bhagya and Samarakoon (2019) agreed with Barnett and Hyde when they established that the conflict between work, life and private life is a common situation, as it takes more stuff at home and the welfare of children into question when one considers a woman worker and an organization.

Kaiser *et al.* (2011) identified that achievement and enjoyment in the other three quadrants, that is, family, friends, and self, of an individual, are critical. Greenhaus *et al.* (2003) also asserted that work-family balance has a link with employees' quality of life when there is involvement, considerable time, or satisfaction to distribute across roles.

Researchers, Buddeberg-Fischer *et al.* (2008) as well, asserted that currently, it is vital for employees to balance and integrate their private and professional lives to get the most out of them. Furthermore, informal arrangements between colleagues as well as the discretion of managers are significant for workers to realize a balance in work and family roles.

#### **e. Stress and Work-Life Balance**

Lockwood (2000) established that, in one way or the other, every individual deals with stress every day because the times we live in are stressful. He asserts that work-life balance has become a major issue around the globe since modern society is filled with conflicting responsibilities and commitments. This he identified as bringing untold stress on individuals and families. A similar study conducted by Ezzedeen & Swiercz (2003) also revealed that most workers are often preoccupied with work to the extent that they are not able to engage in any meaningful non-work activities, even when they are in the company of family and loved ones. Greenberg and Avigdor (2009) also identified that finding the right work-life balance is most difficult, and finding a balanced life and attaining

happiness for a lot of people is about positioning your mindset and streamlining certain behaviours.

Although work-life balance has gained popularity globally, the imbalance is prevalent among employees acquiring a graduate degree and working at the same time, and may also have major responsibilities at home

### **III. METHODOLOGY**

#### **a. Research Approach and Design**

The study employed a descriptive cross-sectional survey design. The descriptive design was used to explore the relationship between two or more variables (Fraenkel & Wallen, 2006). This design was employed because the study looked at the impact of schooling on the work-life balance of the participants. The study design allowed the researchers to define the variables, that is, schooling and its effects on participants' work and non-work commitments.

#### **b. Study Setting**

The study was carried out at Ghana Communication Technology University (GCTU), Accra. The university is located about 6 kilometres away from the main Accra business centre. The GCTU campus was chosen as the study setting because the research was conducted among the Coventry University students in Ghana, and these students can only be found on the GCTU campus, where some of the Coventry University programmes are offered.

#### **c. Population and Sampling**

The study population comprised all students of the three Cohorts present at GCTU at the time of the study. These were workers who schooled during weekends or evenings on the Coventry University program, at the GCTU campus. Therefore, the population was made up of the three cohorts totalling 593. A stratified sampling technique was used to select students from all three cohorts (strata) for the study. A stratified sampling technique was adopted because the study population was divided into three cohorts and to also enable equal representation. Cohort one-September 2012, Cohort two-January 2013 and Cohort three-May 2013.

#### **d. Instrument of Data Collection**

The study employed a primary data collection method, that is, self-administered questionnaires were used to collect data from participants. The researcher resorted to questionnaires because the research is the first of its kind among the Coventry students, at the GCTU campus, Ghana, so secondary data was not available to use. Even though the sample size for the study was 234, a total of 400 questionnaires containing 49 questions each were administered to respondents from all three cohorts to collect data for this study. This was to ensure that the expected number of completed 234 questionnaires will be received. However, only 176 completed questionnaires were received back from participants.

#### **e. Data Analysis**

The data collected was coded and analyzed using the Statistical Package for Social Sciences (SPSS) software



version 20. SPSS was used because it is easy to use and it has the ability to perform a wide range of data analyses. Relevant statistical tools such as tables and charts were used to present the data. The study employed both qualitative and quantitative techniques. The quantitative approach was used to analyze the responses received from the participants, while the qualitative approach was employed because the study was social research aimed at describing the reality of the impact of schooling on the work-life balance among the respondents. A quantitative approach was also used because it gives simple and concise analyses because of the use of numbers, tables, and charts (Sarantakos 1993).

#### IV. RESULTS AND DISCUSSIONS

##### a. Awareness of work-life balance

The study identified that majority (92.5%) of the respondents were aware of the work-life balance concept, which meant that generally. This confirms the assertion of Lockwood (2000) that work-life balance has become a major issue around the globe since modern society is filled with conflicting responsibilities and commitments and everyone has an idea of what the concept is. The study also sought to examine the views of respondents on whether it is challenging to combine schooling with work and non-work activities, as the literature has indicated. The results showed that the majority (97.5%) of respondents responded in the affirmative, indicating that it is challenging to combine schooling with work, and non-work commitments. This is in agreement with the findings of Oliver

(1998) when he identified that quite frequently, graduate students struggle to balance their academic pursuits with their personal lives and other responsibilities.

##### b. Positive Impact of schooling on work

As illustrated in Table 1, 90% of respondents indicated that they attend work every day unless they are on leave. 90% of respondents said that their schooling had a positive impact on their job performance. 87.5% of respondents said they stay on the job during working hours, and 70% said they meet all of their deadlines. These responses revealed that in spite of the stress that Coventry students on the GCTU campus experience in combining their academic activities with their work and non-work commitments, the effect of schooling on their work performance proved to be positive. The findings were in agreement with those of Aryee and Chen (2004), as they identified that one common motivation for which individuals seek a graduate degree is a career strategy to maximize their advancement in order to make a major contribution to the growth of their organizations. However, in contrast to this finding, Aryee and Chen (2004) discovered that some individuals put their self-interest first when seeking graduate degrees, before that of their organizations. This is because they have acquired the requisite knowledge and expertise to facilitate easy movement from one job to another. This, according to the researchers, does not make them loyal to their organizations.

**Table 1: Impact of schooling on work**

Questions	Participants Responses			
	Yes	Percentage (%)	No	Percentage (%)
Attendance to work everyday	160.2	90	17.8	10
Positive impact of schooling on work	160.2	90	17.8	10
Ability to meet all deadlines	28	70	12	30
Ability to stay throughout work hours	155.75	87.5	22.25	12.5

##### c. The impact of schooling on non-work responsibilities

With the impact of schooling on the non-work commitments of the respondents, the researchers limited themselves to three elements of the “life” aspect of work-life balance. These were family commitment attendance at religious and social activities.

It can be realized from the responses in Table 2 below that, unlike at work, the respondents pay less attention to spending quality time with their families, their upkeep and wellbeing, church attendance and contributions, as well as attendance at social activities, for example, wedding and funeral ceremonies. This shows that the impact of schooling on the “life” aspect of work-life balance is negative. A few

respondents indicated that they are able to adequately take care of their non-work responsibilities alongside those of school and work. The findings were in line with previous results by Oliver (1998). Oliver reported from a survey conducted that 84% of respondents admitted that they make certain vital personal sacrifices to be able to have the chance to pursue their careers. He again discovered that graduate school has been structured in such a manner that it makes it difficult for students to build boundaries that differentiate their academic life from other commitments in life. He stressed that even the word “homework” indicates that there is an expectation that academic work will spill over into students’ home lives.



**Table 2: Impact of schooling on non-work responsibilities**

Questions	Participants Responses			
	Yes	Percentage (%)	No	Percentage (%)
Spending quality time with family.	13.35	7.5	164.65	92.5
Making effective contributions to the family.	75.65	42	102.35	57.5
Attendance to religious activities	22.25	12.5	155.75	87.5
Making effective contributions to religious activities	66.75	37.5	111.25	62.5
Attendance of social activities	53.4	30	124.6	70

#### d. Dedicated time to learning

The study also looked at the time the respondents dedicated to learning before embarking on schooling as compared with the time dedicated to learning during schooling.

A comparison of the responses on learning from the two periods revealed that 30% of the students were not learning before the program, and 37.5% responded that they did some form of learning. However, after embarking on schooling, 37.5% indicated that they dedicate 5-10 hours to learning, and 30% of them indicated that they dedicate 10-15 hours to learning per day. It can therefore be deduced that, generally, the number of hours that Coventry students study now has by far increased. This implies that the majority of students use part of the time they need to spend with their families or attend social activities to learn, as seen in the impact of schooling on non-work-related responsibilities.

#### V. Optimal Work-Life Balance Model for Coventry students

According to Chapman (2012), an individual's age and life stage mainly affect what makes them happy and have a balanced life. It stems from their genetic type, upbringing, and experiences in life. Thus, attaining a balance in life is therefore not static but changing and different, and therefore no single model is deemed right for everyone, and no particular approach is complete for any individual for his/her whole life.

Based on the findings, the study sought to design the most desirable work-life balance model for Coventry University students on the GCTU campus. The Labour Act (2003) of Ghana instructs workers to work for a maximum of eight hours (8 hours) per day or forty hours (40 hours) per week. This 8-hour workday is consistent in both flexible and traditional work schedules (8 am-5 pm) organizations in

Ghana. However, unlike work, time spent on non-work responsibilities (family, religious activities, and social activities) is flexible because it is not enforced by any law that any individual should spend an "x" number of hours with the family. Also, like every individual, Coventry students are entitled to 24 hours a day, and this number of hours a day is supposed to be divided proportionally among all the elements (work, learning, family, religious activities, and social activities) considered in this study. The study discovered that a significant number (37.5%) of Coventry students indicated that learning takes 5 to 10 hours of their time per day. This, reveals that on average, Coventry students learn for seven hours and thirty minutes (7.5 hours) per day.

Based on the analysis of the findings of this study, it was established that the work-life balance (WLB) model of a Coventry University student at GCTU changes to a Work-Leaning and Life Balance (W-LN-LB). This is represented as follows:

W =Work, L =Life, S =Social activities, F =Family, R = Religious activities, W/L =Work/life WLB =Work/life balance, LN =Learning, (W-LN-LB) = Work-Learning and Life Balance for Coventry students.

$W/L = (W, \text{ and } L)$

$L = (F, R, S)$

Therefore,  $W/L = (W, F, R, S)$

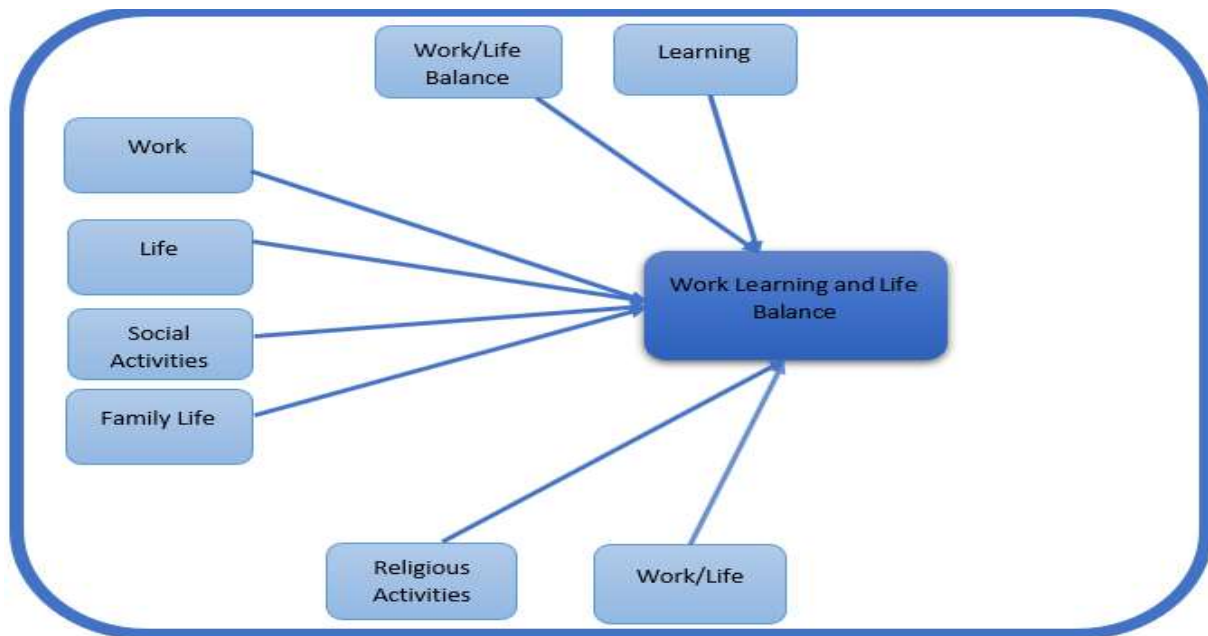
The total number of hours in a day =24hrs

$W = 8\text{hrs}, LN = 7.5\text{hrs},$

$(F, C/M, S) = 24 - (8 + 7.5) = 8.5$

Therefore  $(W-LN-LB) = \{8W + 7.5LN\} + [8.5 (F, R, S)]$

Note: sleep is part of the time allotted to the family.



**Figure 1: Work-Learning and Life Balance model.**

#### a. Justification of the Model

This model is designed as an optimal work-life balance model to help the Coventry students generally achieve work-learning and life balance within the one-year period of study. Even though it is evident in the model that the number of hours per day dedicated to non-work activities may not be adequate (8 hours and 30 minutes), emphasis is placed on the fact that the application of the model is designed to be for only one year, after which the students could return to spend more time on their non-work commitments.

Justification for this model was observed earlier in the literature, that an individual with a graduate degree can move to different jobs within the area of his/her specialization more readily. A graduate degree also prepares an individual adequately for his/her chosen career since it increases his/her knowledge and expertise in a chosen profession. Obtaining a graduate degree while working also may serve as a form of motivation for employees, as it qualifies them for career opportunities that may include promotions to a higher office, higher salaries, and prestige.

There are many benefits that the respondents will derive once they acquire their graduate degrees within the stipulated one year, and the value of those benefits outweighs the sacrifices they make. This is because all the components (work, family, religious activities, and social activities) within the work/life balance concept considered in this study will duly benefit. For instance, it has been established earlier in this study that schooling impacts positively on the work delivery of the respondents. Moreover, in relation to the non-work aspect, an increase in salary will enable students to provide better education, better shelter, better food, and better clothes for their families. Again, the respondents will be in a better position to support their religious groups in diverse

ways, such as paying tithes and offertory, supporting building projects or buying facilities for the church. A higher position and an increase in salary can place respondents in a better position to chair functions and fund social activities such as funerals, weddings, and other ceremonies of friends and families.

## VI. CONCLUSION

It has been established from the results and discussions above that a greater percentage of the respondents were very much aware of the work-life balance concept. They acknowledged that it is challenging for them to juggle schooling with work and other responsibilities they have. The study also confirmed that, as previously stated in the literature, obtaining higher education has a positive impact on work responsibilities. The adverse impact of schooling on familial and other commitments has also been established. The study also revealed the number of hours participants spent learning per day, before and after embarking on the Coventry program. Based on these results, the researchers developed the best possible model which to a large extent incorporates all indicators considered in the study, and will help the respondents to achieve work-life balance during the period of their schooling.

## VII. REFERENCES

1. AlHazemi A. A. & Ali, W. (2016). *The notion of work-life balance, determining factors, antecedents and consequences: A comprehensive literature survey. International Journal of Academic Research and reflection.* 4(8), 74-81, ISSN 2309-0405.
2. Adams, A. G., King, A. L., & King, W. D. (1996). *'Relationships of Job and Family Involvement, Family Social*



- Support, and Work/Family Conflict with Job and Life Satisfaction'. *Journal of Applied Psychology*, 81(4), 411.
3. Alvesson, M. (2000). 'Social Identity and the Problem of Loyalty in Knowledge-intensive Companies'. *J. Manage Stud.* 37(8), 1101-1124.
  4. Arkes, J. (1999). 'What do Educational Credentials Signal and why do Employers Value Credentials?' *Economics of Education Review*, 18, 133-41.
  5. Aryee, S. & Chen, Z. (2004). 'Countering the Trend towards Careerist Orientation in the Age of Downsizing: Test of a Social Exchange Model'. *Journal of Business Research*, 57, 321-328.
  6. Barnett, R. C. & Hyde, J. S. (2001). *Women, Men, Work, and Family: An expansionist theory*. *American Psychologist*, 56, 781-796
  7. Bhagya, S. & Samarakoon, S. A. K (2019). *The effect of Work-life Balance policies on the retention invention of Executive Women Employees in Information Technology (IT) in Sri Lanka*. *Kelaniya Journal of Human Resource Management*, 14(1), 1-16, doi.org/10.4038/kjhrm.V14i1.63.
  9. Bloomsbury, (2005). *Balance Your Life and Work: How to Get the Best from Your Job and Still Have a Life*. London: WID 3HB. Plc 38, Sohu Square. Bloomsbury Publishing.
  10. Buddeberg-Fischer, B. Stamm, M. Buddeberg, C. & Klaghofer, R. (2008). *The new generation of family physicians- Career motivation, life goals and work-life balance*. *Official Journal of the Swiss Society of infectious Diseases*, 138, 21-22.
  11. Byrne, U. (2005), *Work-Life Balance: Why are we talking about it at all?* *Business Information review*, 22(1), 53-59, doi.or/10.1177/0266382105052268.
  12. Chapman, L. S. (2012). *Meta-Evaluation of Worksite Health Promotion Economic Return Studies*. *American Journal of Health Promotion*, 26(4), 1-12, doi.org/10.4278/ajhp.
  13. Dex, S. & Bond, S. (2005). *Measuring Work-life Balance and its covarites*. *Work employment and society*, 19(3), 627-637, doi.org/10.1177/0950017005055676
  14. Ezzedeen, S. R. & Swiercz, P. M. (2003). *Re-thinking Work/life Balance: Development and Validation of the Cognitive Intrusion of Work Scale (CIWS)*. A dissertation submitted to the school of Business and Public Management of the George Washington University in Partial fulfilment of the Requirements for the Degree of Doctor of Philosophy.
  15. Ghana National Labour Commission, (2003). *Labour Act: Act 651*.
  16. Golde, C. M. & Dore, T. M. (2001). *At cross purpose: What the experiences of today's doctoral students reveal about doctoral education*. Philadelphia, P. A: Pew Charitable Trusts, 63.
  17. Greenberg, C. & Avigdor, B. (2009). *What happy working mothers know: How new findings in positive psychology can lead to a Healthy and Happy Work/life Balance*. ISBN: 978-0-470-48819-5, 256.
  18. Greenhaus, H. J., Collins, M. K. & Shaw, D. J. (2003). 'The Relation between Work/family Balance and Quality of Life'. *Journal of Vocational Behaviour*, 63, 510.
  19. Grubb, W. (1993). 'The Varied Economic Returns to Postsecondary Education: New Evidence from the Class of 1972'. *Journal of Human Resource*, 37(2), 365-382.
  20. Heywood, J. (1994). 'How Widespread are Sheepskin Returns to Education in the US?' *Economics of Education Review*, 13 (3), .227-234
  21. Kaiser, S., Ringlstetter, M. J., Eikhof, D. R., & Cunha, M. P. (2011). *Creating a Balance? International Perspectives on the Work-Life Integration of Professionals*, doi.org/10.1007/978-3-642-16199-5-1
  22. Lockwood N.R, (2003). 'Work/life balance: Challenges and solutions'. *Society of Human Resource Management research quarterly*.
  23. Malik, M., Wan, D. et al (2014). *The Role of Work-Life Balance in a Job Satisfaction and Job Benefit*. *Journal of Applied Business Research*, 30(6), 1627-1638.
  24. Maxwell, A.G. and McDougall, M. (2004), "Work/Life Balance: Exploring the Connections between Levels of Influence in the UK Public Sector". *Public Management Review*, 6(3), 377.
  25. Merkys, G., Braziene, R., Kondrotaite, G. (2008). *Subjektyvi gyvenimo kokybe kaip socialinis indikatorius: viesojo sektoriaus kontekstas*. *Viesoji politika ir administravimas*, 23, 23-38.
  26. Masionyte, G. (2021). *Quality of Life and Work-Life Balance in the Context of Teleworking: Theoretical Application of The Problem*. *Contemporary Research on Organization Management and Administration*, 9(1), 58-70, doi.org//10.33605/croma-012021-005
  27. Mullins, L. J. (2010). 'Management and Organizational Behaviors', (7<sup>th</sup> ed), Prentice-Hall, Essex CM2020JE, England.
  28. Naquin, S. & Holton, E. (2003). 'Motivation to Improve Work through Learning in Human Resource Development'. *Human Resource Development International*, 6(3), 355-370.
  29. Oliver, J. (1998). 'Losing control: our great work/life debate shows how unhappy UK managers really are'. *Management Today*, 32-36, 38.
  30. Soomro, A. A., Breiteneker, R. J., Shah, S. A. M. (2018). *Relationship of work-life balance, work-family conflict, and family-work conflict with the employee performance-moderating role of job satisfaction*. *South Asian Journal of Business Studies*, 7(1), 129-146. https://doi.org/10.1108/SAJBS-02-2017-0018.
  31. Tetteh, E. N. & Attiogbe, E. J. K. (2018). *Work-life balance among working university students in Ghana*. *Higher Education, Skills, and Work-Based Learning*. Emerald Publishing Limited 2042-3896. 9 (4) 2019. 525-537.