AKENTEN APPIAH-MINKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT

THE INFLUENCE OF WORK LIFE BALANCE ON TEACHERS STRESS

MANAGEMENT: A CASE STUDY OF SELECTED SCHOOLS IN THE SEKYERE

CENTRAL DISTRICT.

**ROSINA ANTWI OWAREWAH**

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development**,** in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

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DECLARATION

I ROSINA ANTWI OWAREWAH, declares that this project report with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:……………………………

DATE: …………………………………………….

SUPERVISOR'S DECLARATION

I declare that, the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project work laid down by the **Akenten Appiah-Minka University Of Skills Training And Entrepreneurial Development**

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SUPERVISOR'S NAME: DR. STEPHEN BAFFOUR ADJEI

SIGNATURE: ………………………………..

DATE: ……………………………………

DEDICATION

This work is dedicated to my father Elder Asiedu Darko.

ACKNOWLEDGEMENT

I wish to thank the Almighty God for life, cognitive grace, His mercy, wisdom and strength that made this possible in accomplishing this project work. I am also highly indebted to Dr. Mrs. Olu my supervisor for his key expertise, guidance and constant supervision as well as provision of necessary information to accomplish the project. I thank my husband Mr. Eric Appiah for his continued support and encouragement. Finally, I do appreciate the cooperation and effort from Pastor Issac Boakye for his spiritual support.

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ABSTRACT

The purpose of the study was to assess the influence of work-life balance on teacher's stress management: case study of selected schools within the Sekyere Central District. The study used cross-sectional descriptive survey design. Quantitative research approach was used. The population for the study was seventy-four (74), comprising 2 head teachers and 72 teachers at selected schools. The census sampling technique was used to select all the seventy four (74) respondents for the study. Questionnaire was used to gather empirical data. The computer statistical package for social scientists (SPSS version 20) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data would be presented using frequency distribution tables. Descriptive statistics was used to analyse data. The study result showed that the available and implemented welfare policies at the selected schools were full time work, part time work, study leave, maternity leave, and child care arrangements. The majority of the respondents agreed that work-life balance policies in their schools help them to improve their performance. More than half of the respondents agreed that there were work-life balance policies in their schools. The effects of stress on the job performance of employees were employee absenteeism, increase in the number of errors made in the job, deteriorating relationship with co-workers, friends and family, and job dissatisfaction. The study recommended that there is the need to redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job. Furthermore, there is the need to encourage professional growth of employees by the means of better training, supervision, advice, support and feedback.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter one of this study entails the following: background and general concept of the study, statement of the problem, purpose and objectives, research questions, significance of the study and scope and limitation of the study.

1.1 Background to the study

Teaching profession is considered as the important role in assisting students to learn new knowledge and achievement in academic performance as well serve as a catalyst for educational institution to improve overall performance of the schools. Ministry of Education in Ghana has defined excellent teachers as experienced individuals who are skillful and knowledgeable in their specialized field and motivated in consolidating the teaching and learning process effectively in the education institutions (Ministry of Education, 2013). Nonetheless, teachers from different societies have found themselves to be overwhelmed with pressures in their job place. The greater demands, complex responsibilities and role ambiguity are the pressures faced by teachers.

The balance between work and life has always been very hectic yet, a very important and crucial thing to do in today's competitive and global world. Family responsibilities can be a restriction on employee's advancement through an organization, either if they actually inhibit time available to an employee for work-related tasks and activities or if they are perceived by decision makers to inhibit employees' commitment to their work. The problem of balancing work and family are major concerns for employees and employers.

These problems may manifest themselves in the form of stress, absenteeism, turnover, lower job commitment, errors and ultimately, lower productivity which tends to cause a great loss to the organization for which one is working (Williams and Cooper, 2012). One of the consequences of the inability to balance work and family demand is the increasing level of work-life conflicts experienced by employed mothers.

Stress is a reaction of the body and mind to events which are threatening or challenging in life. According to Kyriacou (2011), stress at the workplace refers to effects of task demands faced by individual while performing their professional roles and responsibilities, and it has been the major concern of human service and helping professionals, such as social workers, nurses, physicians and teachers. It is experienced by persons when situations, events or people make lots demands on the body and mind. Stress occurs where there is a perceived imbalance between pressure and coping resources for a particular situation (Cranwell-Ward & Abbey, 2015). While there have been many definitions that particularly specify the same purpose, authors have differing views.

According to Williams and Cooper (2012), stress needs to be addressed in a structured and effective manner as a part of an overall strategy for improving the well-being of a person. When the individual successfully completes a task, by the use of his/her resources, the stress associated with resolving this task is reduced and the individual's well- being is improved. On the other hand, if this task is not resolved, the individual's well-being will deteriorate. However, even if the conditions are appropriate for stress to surface, it does not necessarily mean that it is caused, as it is the individual's capability to cope with the stress that actually causes stress to occur (Stranks, 2015).

Blonna (2015) pointed out that stress is experienced in every sphere of life, and people all over the world experience job stress in one way or the other. In modern times the nature of the world of work comes with numerous challenges which place a lot of responsibilities on

workers to perform to meet set goals. Men and women are stressed trying to balance the demands of husband or wife, mother or father.

Others are struggling just to survive, doing the best they can in an economy that is struggling to develop. People are competing for jobs in markets flooded with unemployment, poverty, and despair. Some are caught between the demands of forced retirement and difficulty of meeting their financial needs. According to Blonna (2015), women are known to bear the major blunt of both home and work-related stress. This is because of the preponderant roles women play at home and at work. Occupational stress is a major problem that results in substantial cost to individual employees and work organizations around the globe (Kyriacou, 2011).

The changing nature of work has placed extraordinary demands on employees and increased concern about the effect this change is having on the well-being and health of the employees and their organizations. According to Kyriacou (2011), occupational stress is a serious concern and a major hindrance to organizational success because it contributes to a number of outcomes which are critical to organizational success including absenteeism, labour turnover and poor job performance. A critical look at the human and economic cost of job stress strongly suggests that it should be in the interest of all-employees, employers and the community at large to take steps to build a healthier and less stressful working environment.

Besides, the reduction of stress and strain is not only essential to promotion of the workers' health and well-being but also to ensure the health and well-being of those to whom services are rendered (Hales, & Zartman, 2011). Work-related stress is also recognised as a huge occupational health problem, and human suffering. For example, Gerrig and Zimbardo (2012) explain that stress has become a major contributor, either directly or indirectly, to coronary heart disease, cancer, long ailments and accidental injuries. Certain demographic

and career characteristics are considered to affect job-related stress and, consequently job performance.

Several studies have discovered the impacts of teacher stress on physical health among teachers such as tiredness and exhaustion (Klassen, 2010; Kyriacou, 2011), psychological and mental health aspects such as depression, anxiety and low self-esteem (Klassen, 2010), and behavioural problems such as substance abuse and aggression (Renvoize, 2016). Meanwhile, Geelan (2012) also assumed that the increasing job demands caused the teachers to have lack of time to spend with their family and friends.

Blase (2016) and Kyriacou (2017) reported that stress among teachers would cause the reduction of their enthusiasm and commitment to teacher and negatively impacted on relationship between teachers and students. Therefore, this study would assess the influence of work-life balance on teacher's stress management: case study of selected basic schools within the Sekyere Central District.

1.2 Statement of the Problem

The current trend in education system has caused confusion among teachers regarding their main role, identities and responsibilities, at the same time problematic working conditions have impacts their job performance. For instance, they were required to complete all sort of tasks which are not related to teaching and learning and they were required to meet the deadlines had caused stress on them (Lemaire, 2009). High level of stress would cause risks on their health and psychological wellbeing.

Nonetheless, the problem with occupational stress among primary school teachers and overall well being should be understood in more in depth and meaningful way so that to ensure the quality of education will not be de-escalated and the teachers' overall well-being of are paid attention on. Yahaya and colleagues (2006) drew an assumption based on their research

findings that the sources of teacher stress could be due to students' misbehaviours, followed by workload, time, teaching resources difficulties, recognition as a professional teacher, and interpersonal relationship among students, subordinates and upper management.

The extensive amount of quantitative research on teachers' occupational stress has provided an understanding on the various significant factors that contributed to teacher stress which often in correlational nature. However, it offers insufficient amount of information generated based on the teachers' phenomenological perspectives. The research gap of this study is that, there is an inadequate empirical evidence concerning the influence of work-life balance on teacher's stress in selected schools within the Sekyere Central District. The heavy non-teaching workload tended to be the one of the major causes of work pressure that led to work stress among teachers in Ghana. Therefore, this study would investigate the influence of work-life balance on teacher's stress: case study of selected schools within the Sekyere Central District to provide empirical evidence of this gap.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of work-life balance on teachers stress management: case study of selected schools within the Sekyere Central District.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

1. To assess work-life balance policies

2. To assess the impact of work-life balance policies on stress management at selected schools in the Sekyere Central District.

3. To investigate the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District.

4. To explore the strategies used to manage teachers stress.

1.5 Research questions

This study addressed the following questions.

1.   What are the work-life balance policies in the selected schools in the Sekyere Central District?

2.   How do work-life balance policies influence teachers stress at selected schools in the Sekyere Central District?

3.   What are the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District?

4.   What are the strategies used to manage teachers stress?

1.6 Significance of the study

Teacher stress is costly and leads to low productive efficiency in educational settings. As stress has been proven to reduce motivation and physical ability to work among employees in the organisation, therefore, current study lies in its contribution to the understanding of working stress in school settings. Additionally, teachers may have better understanding on personal stressful experiences in school and learn to manage their stress effectively rather than keep work stress at bay, help them to deal with the complexities of teaching and other work tasks in school, to feel better about themselves and be more effective in work performance.

Present research also intended to demonstrated the negative effects of teacher stress and hence to emphasise the importance to pay attention on this issue in educational setting. Meanwhile, it served as a kind of appreciation towards teachers' role in the educational setting by include them in the part of implementation and improvement of educational policies and changes. Additionally, the understanding of the occupational stress among teachers will be helpful in defining the important job tasks as a teacher, reduce the unrelated responsibilities, and improve the working environment that caused hazardous towards the well-being and job

performance among teachers. Meanwhile, the understanding of the phenomenon also helps educational policies makers to offer a wide range to techniques and strategies for stress management and prevention of burnout among teachers. Therefore, those strategies would enable them to perform their role admirably and increase their quality of teaching.

1.7 Scope of the Study

The purpose of the study is to assess the influence of work-life balance on teacher's stress at the selected schools within the Sekyere Central District. Therefore, this study is geographically limited in scope to selected schools in the Sekyere Central District in the Ashanti Region of Ghana. Moreover, this study will be conceptually limited in scope to work-life policies and management of stress in educational institutions.

1.8 Organization of the Study

This study is divided into six chapters. Chapter one deals with the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and organization of the study. Chapter two reviewed related literature on the topic of the study. Chapter three focused on the research methodology. This described the research design adopted for the study, justification for choosing qualitative design, population, sample and sampling techniques used. The chapter also explained the instrument used in the study and how its reliability and validity were established, methods of data collection and analysis.

Chapter four presented the results. Chapter five discussed the results based on the research questions.

Chapter six involved summary of the findings, conclusion drawn, recommendations and suggestions made for further studies.

1.9 Operational Definition of Terms

WLB - Work-life Balance: It is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's person life. It involves looking at how working people manage time spent at and outside of work. Time outside of work may include managing relationships, family responsibilities, and other outside interests and hobbies.

Occupational stress - Occupational stress is psychological stress related to one's job. Occupational stress often stems from pressures that do not align with a person's knowledge, skills, or expectations. Job stress can increase when workloads are excessive or too low.

Job performance - Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990), but not the actual consequences of the acts performed within a job. Campbell (1990) affirms that job performance is not a single action but rather a "complex activity" (p. 704).
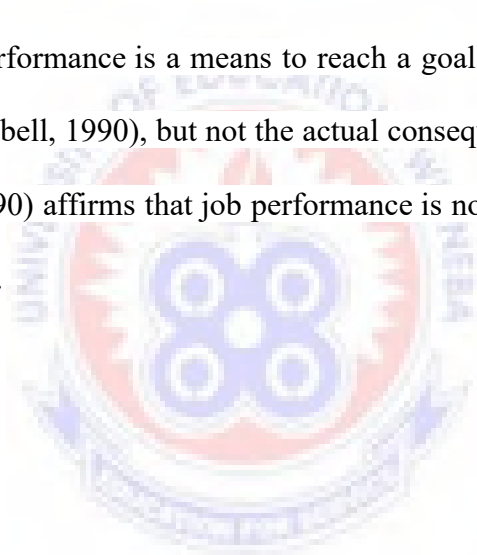
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents an exhaustive but incisive review of relevant literature in the research area. The review exercise is geared towards justifying the defined objectives of the research. It also identifies the gap in the literature in which the study attempts to fulfil.

2.1 Definition of Stress

Stress is a warning sent from the most primitive part of our reptilian brain which actually warns us about a situation which is farther ahead of our potential and makes us anxious and vexatious. Even though it is irritating and worrisome ,it has always been present and is advantageous . Westernized nations has recently faced an increase in the level of pressure faced by labourers in every sector. It forces individuals to boost their performance. Stress expose labourers to danger of feeling downgraded, not having the capacity to achieve futile targets, being cross examined amid presentations, repaying some portion of their compensation for not having accomplished targets, being contrasted with coworker and so forth. These compulsions put individuals under gigantic stress. Shockingly, it isn't amazing to know that this causes an ever increasing number of instances of melancholy, wear out and the utilization of tension drug etc. (Radigu. s, Minutes & Probert, 2015).

Humans has many biological, psychological and social needs. When these are not attained stress occurs (Ravichandran & Rajendran, 2017) define stress as an imbalance in organic equilibrium due to an external factor or internal drive. If an individual sense something dangerous is going to happen, he will get tensed That perceived worry is a stressor which ignites physiological responses (Berchtold, Wokocha & Nosike, 2012). Stress can be

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categorized as type of feeling, an automatized reaction to the impression of danger. There are two different types of stress:- eustress, which is good and distress, which is bad. The effect of stress depends is directly related to the lack of control over the threats created.

Kyriacou and Sutcliffe, (2018) pointed out that potential stressors may be primarily physical in nature, psychological, or a combination of both. The interactional viewpoint conceptualizes stress as the result of a perplexing exchange between a persons' needs/resources and ecological requests and limitations (Boyle, Reiling, Feng, Langer, & Osier, 2015; Skaalvik & Skaalvik, 2017). Stress alludes to the mix of physiological and mental responses that adversely influence a person because of ecological conditions. Factors causing Stress are normally characterized as (1) the external environmental factors (2) people's emotional states; or (3) a communication variable underlining the connection amongst people and their surroundings (Mark and Smith, 2008).

As opined by (Motowidlo, Packard & Manning, 2016) the main cause of stress is either work or personal traits. Stressful occasions are more regular in some activity circumstances than others. Individuals with specific attributes are more probable than others to carry on in ways that increase or reduce the recurrence with which such stress happen. Individuals who finds an occasion seriously stressful in some circumstances are probably going to discover it similarly stressful in different circumstances. Consequently, individuals who discover a few occasions seriously stressful are probably going to discover others strongly stressful as well.

According to Austin, Shah and Muncer, (2015), stress has diverse ramifications for every person .It is an aggregate reaction to one's environmental needs. It is an unavoidable part of life which everyone needs to manage The mental consequences of stress results in anxiety, irritability, uneasiness, sorrow, and psychosomatic grumblings. Intrapersonal characteristics such as enduring personality traits may interact with an individual's perceptions of stressful

stimuli, so that stress reactions will vary differentially among individuals, even when the objective external conditions are the same.

Cox and Griffiths, (2015), states that, there are just three unique types of approaches in identifying nature of stress. Engineering approach, where stress is viewed as a boost or stimulus created in the environment in accordance with the level of existing demand . Second is the physiological approach, where the meaning of pressure depends on the physiological or organic changes that happen in the individual when they are in a stress due to neuroendocrine activation. The third view is named the psychological where stress is not produced by any of the above but it is a dynamic procedure that happens as an individual interfaces with their environment.

As indicated by Kyriacou and Sutcliffe, (2018), stressors are normally connected with an assortment of individual, social, and physical occasions, incorporating relational encounters. The human body, be that as it may, does not have the ability to separate between the different sorts of stressors. This clarifies why physical stress can't be isolated from mental pressure, similarly as individual stress can't be separated from professional stress Since individual reactions to and circumstances fluctuate essentially, factors causing stress in one individual may be a factor of enthusiasm for others (Robinson CHE & Robinson, 2019).

Dewe and Cooper, (2012), concluded that there are diverse measurements of stress, and it comprises of numerous factors and procedures which differs from individual to individual. Impacts of stress on people, which are called strains, can be sorted as physiological, mental, and social impacts. Physiological impacts of stress are stomachache, migraine, being worn out, ulcer issues, physical weariness, expanded heart rate, excessive sweating, chest ache, spinal pain, and being winded; a portion of the mental/enthusiastic impacts are uneasiness, outrage, despondency, fatigue, disappointment, job dissatisfaction, emotional depletion, antagonistic vibe, burnout, short temper, being tense, being forlorn, no time for relaxation or

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family, decreases in assurance and general prosperity, feeling miserable about employment, aggravated intellectual working, feeling alarmed, pulling back from relationship, powerlessness to focus, not having the capacity to mentally unwind from work amid recreation time, poor basic leadership and awful judgment. A portion of the behavioral impacts are eagerness, over/under eating, use of cigarette, liquor and medications, taking drugs, sick leave, lateness, and sleeping issues (Öztürk, 2011; Griffith, Steptoe & Cropley, 2019)

2.2 Occupational Stress

Working life is essential for all people, it adds to a man's prosperity, causes individuals to have social relations, create abilities, and win their living. Professional life may likewise affect people negatively; physical and psychosocial parts of work may have a few dangers for people (Öztürk, 2011)

Research into Occupational stress has been a continuous activity which is in prevalence for decades. Desouky and Allam, (2017), stated that occupational stress (OS) is the laborer's reaction when confronting demands and pressure in work which is not aligned with his skills, resources and adaptability. Workplace stress has pushed to a great degree today. There are various contributors to this. In previous literatures, different speculations have been propounded that endeavor to clarify stress emerging at work environment. These includes transactional theory of psychological stress and coping job characteristics framework, effort-reward imbalance concept person-environment fit theory and job demand-control model etc. (Parihar & Mahmood, 2016; Mark & Smith, 2008).

A Cambridge University research reports a few reasons for occupational stress includes workload, work perspectives, job insecurity, relationship with colleagues, available resources, communication, a legitimate harmony amongst work and individual life, salary and

perks. It includes some ecological elements like downsizing, privatization, redundancy, shift work, cost cutting, odd work etc. (Parihar & Mahmood, 2016).

According to Pettegrew and Wolf, (2012), there exists two types of stress which is stress based on work related task and stress based on workplace role. Stress based on workplace role for teachers includes the lack of resources for proper functioning ,how their expectations regarding the workplace vs actual and real responsibilities which their job demands Stress based on work related includes dealing with student misconduct and all the duties and task related with teacher profession. Figure 2.1: Occupational stress

Figure 2.1: Occupational stress
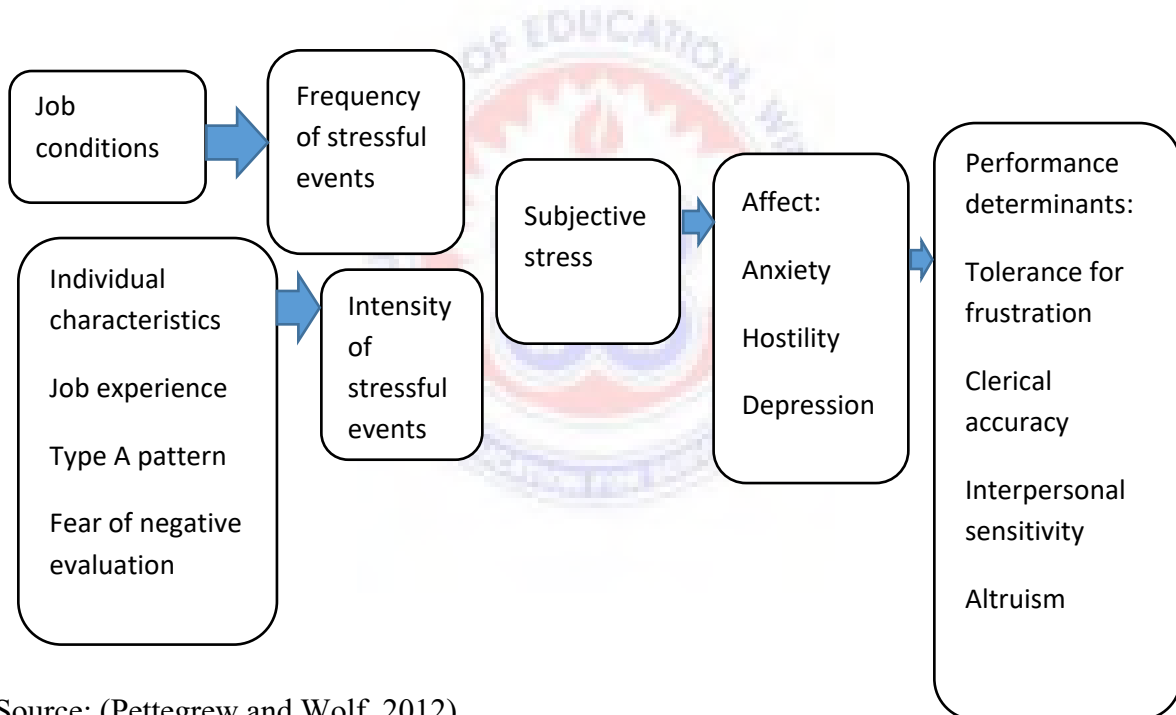
Source: (Pettegrew and Wolf, 2012).

2.3 Stress and Job satisfaction

According Kyriacou, (2011), there is a mutual relationship between these two stress and job satisfaction and his studies have confirmed it .The results show that high level stress causes dissatisfaction of jobs in people and this dissatisfaction plays a role in decreasing extra stress and functioning. Here there is the need to mention that job satisfaction on the one hand

is a symmetrical result of factors such as individual specifications (necessity, affection, motivation) and on the other hand jobbing characteristics (type of job, job environment) Furthermore Kyriacou and Sutcliffe trust that the conduct motion of a man, the focal point of control and the strategy for restricting to stress are persuasive factors in the alteration of the connection between job satisfaction   and stress (Soleimani & Moinzadeh, 2012).

In this manner it appears that stress, with its high effect on a man's skill and working, additionally impacts the measure of job satisfaction. Teachers unlike others are exposed to more stress factors since their job is very troublesome, tough, has a high obligation, heavy workload and low measure of social support The level of stress teachers are exposed to is high compared to other jobs and this influence their job satisfaction as well.

2.4 Overview of Work-life Balance

'Work-life balance is about helping staff to maintain healthy, rewarding lifestyles that will in turn lead to improvements in productivity and performance. Strategies to achieve balance will differ between organisations, partly depending on their function, the types of work roles they offer, and their workforce profile' (Prebble, 2015).

The issues related to work-family or work-life began to rise in the horizon of academia around 1965 (Rapoport & Rapoport, 2015; Lewis & Cooper, 2015). Unlike the traditional roles of women as caregivers, troops of women started joining the paid workforce. This development gave rise to the growing number of single parents as well as the dual-earners (Ansari, 2011; Mušura, 2013). Moreover, the workplace was no more restricted to a physical location.

Technological advancement, changes in the labour market and several other economic and social issues have changed the way work was done in the past. These factors are promoting the arrangements of flexibility in the workplace. Industries have been switching their operations from manual to automatic and computerized systems. In addition, businesses want to be

proactive and meet the customers' demands. All these developments are creating a growing interest in workers' achieving work-life balance (Humphreys, 2010; Guest, 2012; Webber, 2010).

The concept of WLB originates from the Western world where it has been researched at length during the past four decades. In his work, Naithani (2010) explains how WLB has evolved over the past four decades. He has divided the time periods into eight phases during which the WLB theory has travelled till its present state. Earlier on the whole family was involved in the struggle of survival. Then there was this era of pre-industrialisation, when workplaces got separated from family life. Later during the industrial revolution the segregation of work and family was strengthened.

During this time men dominated the workforce. In the next stage division of labour encouraged the separation of work and family to another level. As humanity progressed the male dominated workplace began to depend largely on technology. Due to the fact that technology played a major role at the workplace, the domination of men began to fall, which facilitated the introduction of WLB facilities. Considerable growth in the women workforce globally pushed a further growth of the WLB programmes (Gurney, 2010; Naithani, 2010).

Greenhaus (2013) has defined WLB as "the extent to which an individual is equally engaged in – and equally satisfied with – his or her work role and family role" (Greenhaus, 2013). According to Clark (2011) WLB is described as 'satisfaction and good functioning at work and at home with minimum role conflict'. Similarly Kirchmeyer (2010) expresses his view on WLB 'achieving satisfying experiences in all life domains, and to do so requires personal resources such as energy, time, and commitment to be well distributed across domains'' (Kirchmeyer, 2010).

An earlier author Kofodimos (2013) defined the balance in a manner that represent the main points of WLB concisely. She describes it as 'a satisfying, healthy, and productive life

that includes work, play, and love; that integrates a range of life activities with attention to self and to personal and spiritual development; and that expresses a person's unique wishes, interests and values. It contrasts with the imbalance of a life dominated by work, focused on satisfying external requirements at the expense of inner development, and in conflict with a person's true desires.' (Kofodimos, 2013).

The above mentioned authors are sharing their view in the sense that they all talk about the equality in the work and family role. Though it is not possible to achieve a perfect balance their assumption is that the individuals should derive satisfaction from the discharge of multiple roles. WLB is being debated in the literature extensively. We find several authors explaining the WLB in different angels. True to the fact what Carlson (2013) said is that it is hard to find one definition that can be declared as universal or a widely accepted measure to determine WLB.

Due to the fact that women were becoming part of the progress story of organisations, the WLB practices were depicted as family-friendly working practices (Scheibl & Dex, 2008; Dex & Smith, 2012). In recent times, the more frequently used term is WLB because its range is wider and covers beyond the spheres of family-friendly issues. Employees, both parents and non-parents are taken care of through flexible working arrangements. The term WLB is more desirable in the human resources discussion because it values the human needs and experiences (Jones, 2013).

As is said earlier, WLB is an inadequately understood concept in the literature and there is no one definition which can be classified as universal. In the past this concept of WLB was discussed as work-family balance in its narrow sense. It was viewed as the absence of conflict between work and family or the compatibility of two domains of life (Greenhaus & Beutell, 2015). In recent times the authors go beyond this absence of conflict. To them absence of

conflict does not precisely correspond to the WFB or WLB (Carlson, 2009). In the view of Greenhaus and Powell (2016) WFB is about enrichment.

They explain it as the capacity of one role to improve the worth of life in another role and it works in two ways. The work-to-family enrichment transpires when work experiences improve the value of family life, and family-to-work enrichment transpires when family experiences improve the value of work life (Greenhaus & Powell, 2016). So in this wise to these authors the primary objective of the WLB is to reduce or minimize the extent of work-life conflict (WLC) (Lero & Bardoel, 2009).

Some authors propose that WLB is a result of injustice in the social setup such as inequality in the treatment of women. So it addressed the issue of unfairness (Roper, 2013; Dean, 2007). Meanwhile other writers are also of the view that WLB emerged to address the challenges faced by businesses to enhance performance and increase productivity by dealing with the well-being of employees. Organisations felt it as their social responsibility to be more conscious of workers' health and other family issues (Beauregard & Henry, 2009).

Unlike work-family balance, the concept of work-life balance (WLB) is broader in its sense and concerns about many issues of an employee's personal life. The previous concepts were more concerned about the workers with families and mothers. A lot of criticism is waged on this old notion to be unfair. Unlike the previous concepts WLB includes all workers whether or not they have families. WLB looks at the influence that non-work life has on the work of every employee (Lewis, 2007; Gregory and Milner, 2009). Despite the fact that WLB covers a wider range of issue concerning work and non-work, it is quite difficult to separate work from life, as if work is an inseparable part of life (Lewis, 2007).

In the view of Greenhaus, Collins, & Shaw (2013), WLB is created when an employee is able to manage and balance his time, involvement and satisfaction in relation to his work and family. They define WLB as 'the extent to which an individual is equally engaged in – and

equally satisfied with – his or her work role and family role.' If the level of time, involvement and satisfaction is equally high then it will signify positive balance. On the contrary if the balance is equally low then it will signify negative balance.

Though the literature gives us significant understanding of the phenomenon of WLB most of the studies are concentrated among the white or blue collar employees in the west. The cultural and structural issues are quite different in the continent of Africa. So, there is a need to embark on more research work in the developing economies like Ghana. This will enable the organisations to appreciate the influence that the cultural dimensions have on the issues of WLB (Mordi, Mmieh, & Ojo, 2013).

So WLB is a situation when one is able to share equal number of hours through proper planning and achieve an acceptable balance between work and personal activities. WLB provides the bonds that hold an individual with their work and personal life. In recent times this issue of WLB appears to be gaining interest in the African context as well (Mordi *et al.*, 2013).

2.5 Theories of Work Life Balance

Several theories have been proposed to enlighten the concept of Work Life Balance (WLB). These include Compensation, Spillover and the Border theory.

2.5.1 The Compensation Theory

The Compensation theory proposed that workers try to compensate for the lack of satisfaction in one domain (work or home) by trying to find more satisfaction in the other (Lambert, 2010). Piotrkowski (2009) also concluded that men "look to their homes as havens, look to their families as sources of satisfaction lacking in the occupational sphere". Two forms of compensation have been distinguished in the literature (Edwards & Rothbard, 2010).

First, a person may decrease involvement in the dissatisfying domain and increase involvement in a potentially satisfying domain (Lambert, 2010). Second, the person may

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respond to dissatisfaction in one domain by pursuing rewards in the other domain (Champoux, 2018). The latter form of compensation can be either supplemental or reactive in nature (Zedeck, 2012).

2.5.2 The Spillover Theory

The most admired view of relationship between work and family was put forth by Spillover theory. Several researchers suggested that workers carry the emotions, attitudes, skills and behaviors that they establish at work into their family life (Belsky Perry-Jenkins, & Crouter, 2015; Kelly & Voydanoff, 2015). Spillover can be positive or negative. Positive spillover refers to fact that satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover refers to the fact that difficulties and depression in one domain may bring along the same emotion in another domain (Xu, 2009).

2.5.3 The Work/Family Border Theory

Clark (2010) presented a work/family border theory, a new theory about work family balance. According to this theory, each of person's roles takes place within a specific domain of life, and these domains are separated by borders that may be physical, temporal, or psychological. The theory addresses the issue of "crossing borders" between domains of life, especially the domains of home and work. According to the theory, the flexibility and permeability of the boundaries between people's work and family lives will affect the level of integration, the ease of transitions, and the level of conflict between these domains.

Boundaries that are flexible and permeable facilitate integration between work and home domains. When domains are relatively integrated, transition is easier, but work family conflict is more likely. Conversely, when these domains are segmented, transition is more effortful, but work family conflict is less likely (Bellavia & Frone, 2015).

2.5.4 Antecedents of Work Life Balance

New working practices and rapid technological advances are changing the nature of many jobs (Cooper, 2009). Karatepe and Tekinkus (2016) found that work family conflict increased emotional exhaustion and decrease job satisfaction. The nature of employment has changed, increasing the emphasis on flexibility, adaptability, team-working and individual responsibility, in both the private and public sectors (Wheatley, Hardill, & Green, 2008). Singh and Sahgal (2015) found that overall men with double career had maximum level of stress, followed by single women with career, followed by women with no career and minimum stress was found in the category with men whose wives were homemakers. When work interferes with family life it also reduces the satisfaction from job and from life as a whole (Adams, King, & King, 2016).

Technological advancement is seen in increased reliance on and use of internet and telecommunication. As a result, many employees are taking work outside office, which has blurred the boundary between work and family (Cooper, 2008).

Negative spillover from work to non-work life i.e., emotional exhaustion, has been shown to adversely affect organizations in the form of low commitment and high turnover (Wright & Cropanzano, 2018). Senecal, Vallerand, & Guay, (2012) demonstrated that for both men and women low level of motivation towards work and family led by family alienation. This alienation then predicted work family conflict, which lead to emotional exhaustion. Erdwins, Buffard, Casper, & O'Brien, (2011), also noted spousal and supervisor's support responsible for significant variations in the work family conflict. An inability to create a balance between work and personal life could influence employees' effectiveness and productivity in the workplace (Elloy & Smith, 2013).

Hughes and Bozionelos (2007) observed that work-life imbalance was not only a source of concern, but also that it was the major source of dissatisfaction for participants; the problem of

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WLB is clearly linked with withdrawal behavior, including turnover and non –genuine sick absence. In a national study on work life conflict in Canada, in 2001, one in four Canadians reported that their work responsibilities interfered with their ability to fulfill their responsibilities at home (Duxbury & Higgins, 2013).

2.6 Stress in Education Industry

Globalization and improvements in innovation have had impacts on associations and furthermore on employees working conditions. Education is an essential issue for the improvement of nations. Teachers have a critical part in the advancement of nations, since they teach new generations. Enhancing the working conditions in schools may emphatically influence educators' physiological and mental prosperity, A study on the teachers from Turkey and Sweden revealed that recent innovation had impacts on working conditions of teachers. Apart from this the change in role have also contributed to stress in teacher's. Stress negatively effects the physical and psychologiocal welfare of teachers which has detrimental effect on school potency and student performance (Öztürk, 2011).

The increased attrition among teachers has became a serious problem and hence attracts more research studies in the same topic Surveys conducted among teachers shows that nearly one third of them find their activities stressful. This shows that teaching has been related to huge levels of burnout. Stressors in education environment consist of heavy work load, role ambiguity, deficient assets, poor working conditions, absence of expert professionalism, low compensation, absence of contribution in decision making, low recognition, staff clashes, and student misconduct (Dick & Wagner, 2011).

Various reason's contributes to the stress teachers encounters in their work .It incorporates behavioral problems of students, parent teacher affiliation, rivalry between coworkers, new teaching method adaption, school reforms etc. According to (Soleimani &

Moinzadeh, 2012) stress producing factors in teaching includes: logical inconsistency between partners, the state of the workplace, student's unacceptable conduct, lack of inspiration among students ,heavy work load, low monetary and social condition.

Studies conducted in a group of teachers in Manzini region in Swaziland shows that the main stress factor there is low pay and teachers are more stressed compared to Head teachers (Berchtold, Wokocha & Nosike, 2012). According to Dawn, (2016) female teachers are more prone to stress and as the workload increases the stress also increases . In their study they found that as they advance through the education and hierarchy level from primary to secondary the level of stress increases .Male head teachers has more stress than female head teachers .

Most teachers adapt effectively to work stress, for example, through dynamic critical thinking, social and enthusiastic help from associates, revamping the showing circumstance, coordinating with guardians, or changing their teaching technique. Be that as it may, However, burnout might be the endpoint of adapting unsuccessfully to constant stress (Berchtold, Wokocha & Nosike, 2012).

2.6.1 Stressors in Teachers

School is a domain of consistent cooperation and social relations which may produce a psychosocially stressful workplace for teachers. Changes in teachers' job and role have impacts on teachers' job stress. Teachers not only have to teach the students for now but also for the future and have to motivate them for their individual learning as well .Teachers need to deal with requests and demands from society, media, students, guardians, school principals, and associates, and those requests may cause job conflict for teachers. Steady changes in curriculum and syllabus is also another major cause of stress, since teachers need to gain new skills at an unlikely speed (Goddard, 2010).

Teaching is one of the most stressful profession as it demands constant communication with students,parents , colleagues and school officials (Kyriacou & Sutcliffe, 2017). It is an imperial profession which has lot of hope from parents regarding their children's future and advancement. This is a major contribution of stress. Teaching is acknowledged as the most critical component of advancement. Schools as social associations have great effect on teachers. Working conditions of teachers are characterized as the physical and psychosocial parts of schools.

A few cases of the physical conditions are assets of school, number of students per class, and noise level at school. A portion of the psychosocial conditions are relations with students , guardians, colleagues and school principals, steady changes, time pressure , workload, and role Both physical and psychosocial parts of the work put have awesome significance on teachers' prosperity which has consequences for students ' prosperity (Öztürk, 2011).

Teacher stress are mainly categorized into three mental (job dissatisfaction), physiological (e.g., hypertension), and behavioral (e.g., absenteeism). Over the long haul these stress impose psychological and biological effects like coronary heart disease. Apart from this self-confidence, social support perception and individual character traits also influence the process. Dick and Wagner, (2011), Stressors which arise among teachers are divided into two categories based on Blasé's model first order and second order stressors. First order involves with the teachers direct effort in attaining the positive outcomes with students eg: indiscipline, absenteeism etc. and second is indirectly related with teachers efforts such as low pay, poor working conditions etc) (Blase, 2012).

As per the survey completed by the Swedish Teachers' Union, around 35,000 qualified teachers between 20-55 years of age, who filled in as teachers before are no longer working in the state funded schools; men left on account of low pay, and ladies as a result of high stress levels (Öztürk, 2011) said physical and emotional fatigue as the most essential stress

results for teachers. Stress levels of teachers are subject to the individual teacher and the individual school, what is stressful for one teacher in a particular school may not be stressful for another one in an another school.

In accordance with his study on few teachers in Turkey and Sweden (Öztürk, 2011) suggest that a some teachers stress is related to policies, assessments, students , work over-burden, poor relations with associates, low pay, career progression, noise ,deadline pressure , printed material, stuffed classrooms, educational policies, lighting, no extra time, role complexity , low status, ventilation, cleaning, deficient assets and offices, incorporated organization, instructional issues, no part in decision making , insufficient teaching hours, bureaucracy, parent teacher student relationship, responsibility for students , higher pressure and demand on teachers, law regulatory and parental help, hierarchical structure and authoritative climate and poor appreciation about the educating profession (Öztürk, 2011).

Stress in teachers are mostly based on organizational factors which are linked to the expectations schools put on them. The main stressors are absurdly set time spans, micro management, far fetched due dates and alarming value judgement etc. The various types of physical stressors in teachers are individual, environmental and work related. Working environment stress includes noise, overcrowded classrooms, size of the classroom or school, security and savagery among youth and in addition managerial pressure, little help from managers and job insecurity. Individual stressors includes personality, age, sex, sexual orientation, ability to work in team, adaptability, work dissatisfaction etc. It can also be linked to the personal characteristics and educational values, desire to prosper, affectability, competitiveness, multiple job roles for women etc. (Agai-Demjaha., 2015).

2.7 Impacts of Occupational stress in teachers

Skaalvik and Skaalvik, (2007), opined that perception of stress and reaction differs from individuals even though the external causes are the same. The physiological and biological changes due to stress leads to ulcers, coronary heart disease and even affect the mental status. It contributes to reduced immunity, hypertension, diabetes, faulty lipoprotein metabolism, and atherosclerosis etc. and hence inserts so much of danger and seek high attention.

Younghusband, (2015), specified that as the teachers experienced pressure and demands without satisfactory resources and backings, they had physical, and mental/emotional impacts of stress. Stress antagonistically influences teachers` work execution, it might cause work disappointment, low profitability level, focus issues, having issues in overseeing time and meeting due dates. The association with colleagues is likewise adversely influenced by work stress; not being willing to coordinate, low level of inspiration, job struggle, not being willing to have cooperate , having forceful and irritative sentiments, withdrawn, failure to speak with associates, and having conflicts.

Teachers likewise have conduct issues because of occupation stress, for example, poor appetite, over use of liquor, cigarettes, coffee etc. resting issues, having bad dreams, inability to feel relaxed and being excessively particular. A few cases of physiological impacts of teachers' activity stress are medical issues, sore throat, feeling chest torment and spinal pain, hypertension, loss of voice, acid reflux, ulcers, headache, stomach related disarranges, cerebral pain, weariness, psychosomatic ailment, strong strain, and skin infection; mental impacts are uneasiness, pressure, disappointment, outrage, antagonistic vibe, work disappointment, diminishments in spirit, burnout, passionate and mental fatigue, poor individual relations, failure to think, crabbiness, low inspiration, absent mindedness, cynicism, unwillingness, dejection, poor participation, and feelings of incompetence.

There are additionally some authoritative impacts of occupation stress, for example, low level of execution and profitability, an excessive amount of costs for medical issues, turnover, non-attendance, disappointments and mischances at work. The study done among teachers in Sweden showed that activity stress may cause physiological issues, for example, heart sicknesses, psychosomatic disease, weakness, muscular strain, heartburn; mental and passionate issues, for example, tension, disappointment, despondency, wretchedness, dread and dissatisfaction, burnout, defenselessness, frailty, powerlessness and insufficiency, general uneasiness, fractiousness, enthusiastic weariness, disdain towards organization, negative self-idea and low confidence, apprehension, forcefulness, fixation challenges, and detachment; social issues, for example, hunger issue, exorbitant smoking and drinking liquor, tranquilize manhandle, savagery, and failure to rest (Öztürk, 2011).

2.7 Stress and teacher's turnover intentions

Teaching is very stressful and its been assessed that between 5% and 20% of teachers in US are burned out at some point of time. Correlating with other jobs ,teachers demonstrate abnormal states of fatigue, skepticism and extensive burnout .A study on teachers in Finland revealed that teachers have high burnout rate compared to others .But studies also shows that majority of teachers are not restless, stressed, unmotivated, or worn out .Very despite what might be expected, most by far are content and excited and find their work fulfilling and rewarding (Hakanen, Bakker & Schaufeli, 2016). Teachers who revealed that they had supportive bosses and showed that they got positive feedback concerning their aptitudes and capacities from others were less exposed to burnout (Russell, Altmaier & Van Velzen, 2017).

Burnout was utilized as an idea to operationalize one imperative part of educator stress, specifically the experience of negative effect. As indicated by the three-dimensional structure of the burnout disorder as proposed by (Maslach & Jackson, 2011) this pessimistic influence

alludes to depersonalization of students, feelings of diminished individual achievement, and passionate depletion. Dick and Wagner, (2011), it is a consequence of long haul word related stress, especially among human administration laborers, including teachers (Skaalvik & Skaalvik, 2017).

Burnout is a mental disorder of passionate, depersonalization, and diminished individual achievement that can happen among people who work with other individuals. A key part of the burnout disorder is increased emotional exhaustion, as enthusiastic assets are drained, low self-confidence etc. It give way to low work turnover, non-attendance, and low morale. Besides, burnout is by all accounts connected with different self-traits of individual dysfunction, including physical weariness, sleeping disorder, increased use of liquor and drugs, and family issues (Maslach, Jackson & Leiter, 2017).

Most of the studies done   conceptualize burnout as a reaction to stress at work described by contrary states of mind and sentiments toward the general population with whom one works (depersonalization mentalities) and toward the job (absence of individual satisfaction at work), together with a sentiment of being emotionally   depleted (Maslach & Jackson, 2011).

All the more as of late, stress is characterized burnout as a determined and negative mental express that is basically described by the enthusiastic depletion that goes with distress, a sentiment of lessened capability, little motivation, and development of attitudes   at work. Studies recommend that stressors which cause teacher stress, and thus burnout, are the after effect of external elements and individual manners (Dick & Wagner, 2011).

Burnout is completely different from depression .Three main types of burnout are (1) worn-out teachers; (2) frenetic ("burned-out") teachers; (3) underchallenged teachers.The most effective way to overcome burn out is by changing the nature of function of the school. According to Farber (2011), worn out teachers performs work in a spur of the moment way,

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when gone up against with a lot of pressure and too little delight; works progressively hard, to the point of depletion, in quest for adequate satisfaction to coordinate the degree of stress experienced; and an "under challenged' sort of burnout wherein an individual is confronted not with an inordinate level of pressure essentially (i.e., work over-burden) but instead with dreary and unstimulating work conditions that neglect to give adequate rewards (Farber, 2011).

2.7.1 Coping in teachers

Psychological coping alludes to the procedure of evaluation of risk and the preparation of subjective and conduct methodologies to deal with the issue and its emotional associates (Lazarus & Folkman, 2014). Coping reactions are known to influence the effect of stress on mental prosperity and on physiological reactions. The manner by which individuals adapt likewise influences situational evaluation and the significance of difficulties, consequently modifying the view of stress (Maresz, 2011) contended that higher stress discernment was related with infantile coping approach (Griffith, Steptoe & Cropley, 2019).

Lazarus and Folkman, (2014), characterize coping as `constantly changing psychological and social endeavors to oversee particular outer or potentially inner requests that are evaluated as burdening or surpassing the resources of an individual (Dick & Wagner, 2011). The impacts of stressors are intervened by coping mechanisms (Kyriacou & Sutcliffe, 2018) in a study made a distinction between stressors which are principally physical and mental for example difference between number of students and relationship between peers. Coping endeavors can manage stressful circumstances, but in the event that coping attempts goes wrong, stress happens.

Contrasts between the stress-related zones were estimated utilizing the Friedman test and Wilcoxon signed rank test for hierarchy.. The discoveries inferred that 'escape avoidance ',

'tolerating responsibility' and 'uncontrolled aggression ' are negative coping mechanisms and exercise is the only   be a powerful method for coping (Austin, Shah & Muncer, 2015).

A significant extent of teachers portray their occupations as stressful . Much research has endeavored to distinguish the specific stressors in educating, and their effect on wellbeing and prosperity. Work load, scarcity of resources, poor relationship with companions, insufficient compensation, student bad conduct, difficult communications with guardians and desires for other staff have been identified as wellsprings of stress (Travers & Cooper, 2013).

These issues have been related with increased depression, mental trouble,/burnout etc. Dewe and Cooper, (2012), classified coping strategies adapted by teachers into two as direct action strategy (used less) and palliative (used more). The main coping strategies used by teachers are low level exercise ,yoga, meditation All holidays and hobbies relates to lower level of burn out (Dewe & Cooper, 2012).

Cooper and Kelly, (2013), found that teachers   utilize palliative coping techniques, for example, liquor, smoking and drug revealed more noteworthy stress emerging from work over-burden and peer relationships, and that these impacts were emphasized among male teachers. Teachers with high coping ability both internal(self confidence) and external (school resources) will have less difficulties in achieving their objectives and be less affected by stress and burn out and vice versa compared to teachers with less coping ability (Betoret, 2016).

Coping projects to reduce teacher stress includes arrangements for expanded school supplies, qualified work force for student support (analysts, language teachers, special needs teachers, and so forth) and help teachers to improve their self-adequacy. Besides, a change in communications with school higher authorities, with colleagues, and with families could likewise demonstrate generally helpful. Training the teachers in communication and interpersonal skills may enable them to enhance such cooperation. In any case, the execution

of treatment programs must consider that most individual mediations are unsuccessful due to an absence of consideration given to the authoritative level. "Healthier schools can be achieved by, first, enhancing teachers' sense of professional self-efficacy, and second, by improving organizational environment" (Betoret, 2016).

2.8 Factors causing stress in teachers

The capability of learning vary from person to person. Some learn by logical analysis, some learn in group, some using theories and some by practical application. Unfortunately the education system in India is not so accommodating .Indian classroom learning style is assimilating which means students learn by watching and thinking .Theoretical knowledge is mainly focused compared to practical. To advance to university one has to study a major and later restricted from entering another domain.

This is unlike from the Liberal Arts system prevalent in the US and many European countries. Another major problem is annual exams and grades scored .Getting into a job is the main motive in the society nowadays (Maresz, 2011). Additional issues of low pay and a genuine absence of educators, with numerous schools in the nation running in incapacitated built up with scarcely maybe a couple teachers.

These can be amazingly upsetting to the teachers who work in those schools .Schools neglect to offer the fundamental requirements to teachers like planning and preparation time, substitute teachers, materials for reference and advancement. According to Frank, assessing teachers on the grades secured by the students,not giving them the freedom to select their class, students etc. Are the major cause of burnout .In India another major cause is the low salary and not adequate staff to manage. Some schools run with two or three teachers which gives additional workload to teachers (Maresz, 2011).

For instance some private schools in the country offers a monthly salary between Rs.8000- Rs.10000 to teachers. In India mainly the private primary school teachers are more stressed compared to those teaching in government schools. After reviewing many studies Pandey concluded that in India higher age groups has more burnout .Occupational stress is moreover similar to all age groups and the main factors for work stress are working environment, age, job security, role conflict, technological changes etc (Pandey & Saxena, 2015).

The workplace pressure is one of the significant factors that create the dissatisfaction among the teachers of secondary and primary school in Karnataka. The dissatisfaction of the teacher mainly found to be one of the most important barriers in the management process for improvement of the workplace. As said by (Reilly, 2014), the teachers of both secondary and primary schools are pressurized by their salary. Many school teachers do able to cope up pressure because their action does not gets proper recognition. There was a lack of management according to the decision provided by the authorities that had increased the overall pressure of the respective teachers. It could be found that the overall process had an adverse impact on the development of the structure from the schools of Karnataka.

As said by Vesely, (2014), the teacher was also being forced to do other works apart from the teaching their students. The teacher does not get the pay according to their extra work provided in the school. The stress could rise through many factors that could either indirect or direct influence of the industry of performance management according to the intensity of teachers. The main potential cause of the creation of stress was mainly the increase in both internal and external factors like the individual in the infrastructural management, government pressure, personnel management, and workplace.

According Robertson and Dunsmuir, (2013), the excessive working hours they had to provide after their normal school timing is one of the cause of stress which affects the work

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life balance of teachers. Other major stressors according to him was excessive workload, high class strength and low number of teachers, poor management etc.. As said by Flook, (2013), stated that misbehaviour of the pupil in school also cause stress in teachers There are many threats that can be used for identifying the stress was self-analysis.

According to Yu, (2015), the first factor that mainly involves that affects the quality of education is uncertainty. The uncertainty is mainly the infrastructural problem for the school that mainly influenced directly according to the performance of teachers of secondary and primary schools of Karnataka. The majority of the significant factor is situated at school in the rural schools that are not being improved by the government. This is because the government has less interested for improvement of the rural places.

Majority of the children went to the school to grab the free food provided by the schools in rural areas. The uncertainty in the management provides great amount of disadvantage because it reduces the overall capacity of teachers so that the teacher could able to provide right education to their students through respective pathway. As said by (McCarthy, 2015), the management in the rural areas does not provide the proper pay to their teachers that are why many teachers does not want to teach in rural areas. Also the teacher in government school in Karnataka does not get proper attention by the management.

This creates great negative impact on the respective students because they does not get the right education As said by (Zurlo, 2013), the main desire that had been found that the desires of the teachers were not meets properly according to the external factors. This also reduces the eagerness of the individual's work. It could be found that the right management is required in the workplace for improving the mentality of the teacher and student for providing the best course.

2.9 Step to reduce stress among the teachers

Necessary steps are required to lower the overall stress of the teachers so that they could improve their overall job satisfaction. In the majority of the case in India, many individuals who are working as the teacher does not get satisfied with their work because of very low salary. As said by (Nathaniel, 2016), the government of the state must be well aware of the salary structure for the teacher so that they could able to get the right satisfaction while teaching their students. Many talented individuals do not choose teaching profession because of very low salary structure in the school premises. That is why there is no proper teacher in the school who will provide proper studies to their students.

As said by (Tahseen, 2015), the next most important thing that needs to consider for lowering the stress among the teacher is the development of the overall infrastructure of the school. The teacher must have a proper communication with their colleague for the overall reduction of the frustration that had gained while over working in the school. As opined by (Nathaniel, 2016), the management must provide additional pay for the teachers when they are providing extra work to them. The extra work could be taking extra classes when the teacher was not present. Sometimes the extra work could involve checking the copies of other secretion where he does not teach. The school must provide proper development in the teaching techniques and adequate time for planning and preparation.

As said by Bermejo-Toroand Prieto-Ursúa (2014), the management must provide right environment inside the school premise so that there is no involvement of risk for creating the uncomfortable situation among the teachers and students. The management must provide health camps for the benefit of students and teachers. The management must provide minimum class strength so that the teacher could able to focus to teach all the students.

More the number of students more the stress raises among the teachers because of the pressure in the classroom. It must be the duty of the management of the school to provide

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proper facilities for the teachers and peaceful environment for working like the clean bathroom, clean classroom and clean staff rooms for the teacher.

As said by (Jones, Burke, & Westman, 2013), the management must create the group of teachers so that they could be able to work together with proper communications among them. The group must maintain a friendly atmosphere in the school and be reducing the false comment and rumors. The management must not show their concern to only one teacher they must work ethically for encouraging the management and circulation of their respective members for providing equal treatment in the school..

2.10 Consequences of Work Life Balance

Scholarios and Marks (2014) suggested that WLB has important consequences for employee attitudes towards their organizations as well as for the lives of employees. Roehling et al., (2011) suggested that there is a direct relationship between WLB programs and retention. Burke & Collinson (2014) indicated that professionals viewed flexible workplace schedules as key to employee retention and placed this working condition in the top three ways for achieving employee retention. Wilkinson (2008) concluded that the consequences of an imbalance between work and personal or family life is emotional exhaustion, cynicism and burnout. Perry-smith, (2010) suggest that organization with more extensive work–family policies have higher perceived firm level performance.

Roehling et al., (2011) suggested that there is a direct relationship between WLB programs and retention. Therefore, it is important for employees to maintain a healthy balance between work and their private lives. Santhi and Sundar (2012) concluded that work-life programmes implemented by IT firms satisfy different categories of employees differently. The overall satisfaction of the respondents across the various work life balancing parameters points to the fact that 55% of the employees are highly satisfied with the current work life initiatives.

Bloom and Van Reenen (2016) found that firm with better WLB practices enjoyed significantly higher productivity. A supportive culture has also been shown to enhance the perception that an organization cares about its employees (Lambert, 2010). Kanwar, (2009) found that WLB and job satisfaction were positively related to each other. Baral (2009) found that family significantly contributes to work in terms of enhancing performance and positive emotions at the workplace. Availability of healthy Work Life Balance Policies (WLBPs) reduces employee absenteeism (Dex and Scheibl, 2009).

To reduce the work-family conflict and efficient in improving attitudes, work-life programs are found to be more effective (Konrad and Mangel, 2010). Tausig and Fenwick (2011) measured perceived work-life balance using two items: the extent to which workers feel successful in balancing work and personal life, and the amount of conflict they face in balancing work and personal life. Employees have an increased concern about balancing their work and personal lives (Grant-Vallone & Donaldson, 2011).

A successful work life balance strategy reduces stress levels and raises job satisfaction of the employee while increasing productivity and health care costs for the employer (Thompson, Andreassi, & Prottas, 2013). Eaton (2013) suggested that family supportive practices involving flexibility increase commitment on the part of the workers increasing productivity and reducing turnover. Research conducted by Clark (2010) found that workplace flexibility has a positive impact on employees' wellbeing and Work Life Balance.

Employees with flexible work schedules achieve better work life balance, which results in higher job satisfaction, higher home activity satisfaction, and lower role conflict (Clark, 2010). work-life balance policies can enhance productivity; reduce cost by improving staff retention rates, decrease negative spill-overs, reduce extended hours and fatigue to reduce negative effect on productivity which further minimizes stress and contribute to a safer and healthier workplace (Ratzon, 2011).

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In New Zealand, a Department of Labour (2016) survey of employees found a strong relationship between employees' ratings of productivity practices in the workplace and their own work-life balance. Reduced related stress outcomes due to work-life balance practices have been observed in many research studies (Johnson, 2015). Carlson and Perrewe (2009) have demonstrated that a supportive culture at work can reduce the degree of work/family conflict individual experience. Research findings show that better Work Life Balance Policies (WLBPs) help employees manage their work and family better (Thomas and Gangster, 2015) and enhance their attitudes and behaviors such as organizational attachment (Grover & Crooker, 2015), job satisfaction (Kossek & Ozeki, 2008) and intention to stay (Lobel & Kossek, 2016). Availability of good WLBPs reduced employee absenteeism (Dex & Scheibl, 2009) and enhanced organization's productivity (Sands and Harper, 2017). These practices are increasingly being considered as strategic, innovative, crucial and progressive (Perry-smith & Blum, 2010) worldwide.

However, there is lesser evidence of the status and impact of these practices in Indian organization (Poster, 2015; Wang, Lawler, Shi, Walumbwa & Piao, 2008). Roehling, Roehling, & Moen, (2011) suggested that there is a direct relationship between WLB programs and retention. Therefore, it is important for employees to maintain a healthy balance between work and their private lives. Thiede and Ganster (2015) inferred that supportive practices, especially flexible scheduling and supportive supervisors had direct positive effects on employee perceptions of control over work and family matters. Galinksy, Bond and Friedman (2016) found that employees experience less stress when they have more control over their schedule, which suggests that they may also perceive less work-family conflict.

2.11 Dimensions of Work-life Balance

Different authors look at WLB from different angles. Fundamentally the purpose of WLB is to look for ways and means through which an individual's work and life is harmonized. A view of various studies brings to the fore some general dimensions of WLB. One situation that has called the attention of WLB is a situation whereby work demands interfere with the personal life. It is otherwise also described as work to life conflict. Here the work intrudes into the resources available for family or personal life. (Mathew & Panchanatham, 2010; Mušura, 2013).

There are people when they leave the workplace don't carry work related problems to their homes. But others are haunted by the following conditions caused by the interference between work and non-work activities, which include conflict, insecurity, tiresome work, stress, and long working hours (Schieman, 2009). Another dimension that brings the question of WLB on the table is the opposite of the first situation. Here, personal life demands interfere with work (Mathew & Panchanatham, 2010).

This happens when the demands from the family domain are greater and influence the performance of an individual at work. According to Staines (2010) individuals influence the societies and at the same time they are being influenced by the societies. They keep moulding the environment and are being moulded by the same environment. Employees carry the feelings they have at work to their homes and vice versa. The work creates a conflict with the family while it easily spills over the leisure time. In contrast to the spill-over theory Staines presented compensation theory which means that individuals who are not satisfied with one domain try to compensate it with the other one (for example, a person who does not have a successful personal life may work harder to bring satisfaction to his life).

The third aspect of WLB is the enhancement of both work and personal life resources (Mathew & Panchanatham, 2010). This is in line with the work represented by

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Payton-Miyazaki & Brayfield (2016). To them a lot of social learning takes place at the workplace (for example, skills, norms). This theory of enhancement has been described by Greenhaus and Powell (2016) as enrichment theory. According to them work and life are allies and strengthen the roles of each other.

Guest (2012) and Naithani (2010) presented five theories to demonstrate the association of work and life. These models include segmentation, spill-over, compensation, instrumental and conflict theories. The segmentation theory means that work and life are distinct and do not exert any influence on each other, which can only be true in theoretical sense. Naithani (2010) argues that though they are segmented it all depends on the situation. In one situation they may look exclusive of each while in another situation they integrate and depend on each other. At this level if a worker is able to exercise a high level of segmentation between work and life, he/she enjoys a better WLB by sharing the time effectively and efficiently among the two domains.

Meanwhile, the more the integration takes place between work and life the person faces more conflicting demands from each domain. When an employee is making efforts to balance his work and life segments, there are situations when he/she compensates the domain which is lacking through the achievement in the other domain. It means when an individual does not derive satisfaction from one segment, he/she looks for a greater satisfaction from the other domain of life. This way both life and work domains depend on each other.

This condition gives way to a spill-over situation which can be positive or negative. An employee working long hours goes through a stress and sacrifices his/ her health, which is a typical situation of negative spill over. On the other hand a reward positively influences the employee's life (Naithani, 2010). To make this model of WLB work there has to be a progression at different levels; For instance, policy makers at the macro level, HR level which plays a middle role, then organisational level where various groups are involved in work, and

finally to the micro level, that is, the level of individuals because their behaviour and way of life also determines the WLB outcomes (Mordi *et al.*, 2013).

2.12 Policies and Practices of WLB

Most a time work and home are conflicting with each other and it is very hard to create a boundary between the two. It is incumbent upon the employees and employers to discover flexible solutions to increase productivity notwithstanding sacrificing the welfare, safety and personal life of employees. The provision of WLB policies can be most productive in this regard. Such policies can help employers to recruit, select and maintain competent workers who will be of competitive advantage (Jones *et al.*, 2013).

"Work-life balance policies" refer to policies created by businesses, as part of their human resources or management strategies (Yasbek, 2014). Through the study of practices and policies employees' knowledge about WLB issues is measured. It is to study the awareness of employees about their entitlements and certain rights that are available to them. These include their right to take leave from the job including parental leave, time off from work to care for dependants, annual leave, maternity leave extensions, paternity and adoptive leave. It also involves the right of parents to look for flexible working arrangements of part time work (Stevens, Brown, & Lee, 2014).

According to Greenblatt (2002) managers cannot make informed staffing decisions with regards to WL policies unless they have a fair idea of the factors that facilitate WLB. The changes in WLB trends are as a result of changes in social needs, available technologies and personal expectations. One can find extensive collection of policies with regards to WLB. Dex and Smith (2012) describe the WLB policies about the hours of work at job (including part-time, job sharing and flexitime), the issue of leave which covers the parental leave, maternity leave and career break etc., and the policies of workplace or location of work,

working at the office or working from home. Then there are other policies, such as financial support which covers the issues of childcare, maternity pay, and elder care (Dex & Smith, 2012).

Yasbek (2014) argues that in the contemporary highly competitive labour market Work-life balance policies can affect the performance of an organisation in several ways. For example employers can offer better WLB policies coupled with attractive remuneration to recruit good workers. He says that WLB policies can retain employees and enhance productivity. Several theories exist to explain the relationship between WLB and productivity.

In whatever form these policies are available they are meant to either adjust people's lives around work by reducing any intrusion from outside work, or otherwise their aim is to adjust work around other non-work activities of people. In contrast to two former ones, these policies are also aimed to integrate work with personal lives (Yasbek, 2014). These policies have an effect on the performance of the business in diverse ways. The contemporary labour market is competitive and through WLB policies together with competitive pay better workforce can be attracted. Such employees can be retained and ultimately the costs of their turnover can be reduced and productivity can be improved.

Grzywacz (2012) concluded that policies and programmes which deal with the negative spill-over between work and personal life should be available to workers of all age groups since they found insignificant difference regarding age. No doubt the factors that cause the negative spill-over vary among the different age group because they face different challenges. One age group may have the responsibility of upbringing their children while the other group of workers may be dealing with the obligation of eldercare. These policies demand flexibility among the various groups of workers. In this wise Grzywacz (2012) recommended that organisations should coordinate with the service providers and introduce programmes that will help the employees in relation to childcare and eldercare issues.

The negative spill-over from family to work is one dimension of these policies. On the other hand policies to address the negative spill-over from work to personal life must also be considered. This is about the introduction of stress management programmes that target the professionals and highly educated managers, regardless of their age and parental status. According to Grzywacz (2012) their analysis underline the necessity and the significance of the fact that without giving proper consideration to these various dimensions comprehensive policies cannot be designed. They cautioned that some policies may reduce the positive spill-over as well. So there is the need for the policy makers to be mindful of the fact that their interventions and policies should be able to reduce negative spill-over and promote positive spill-over. This will help employees to achieve a better balance between their work and life (Grzywacz., 2012).

In their study, 'Discourse or reality?: "Work-life balance", flexible working policies and the gendered organisation' Lewis and Humbert (2010) discussed the policies regarding flexible working arrangements. Their findings show that though the organisations are committed to help their employees through flexible working arrangements and WLB and flexibility, men play a dominant role and considered to be the ideal worker. In addition, the idea of women as 'good mother' is widespread. These two concepts mutually weaken the fairness of gender balance and efficiency at the workplace (Lewis & Humbert, 2010).

Work-life balance policies, which seek to improve the quality of life of employees, enhance productivity (Koonmee, 2010). The policies can reduce negative spill-over from the lives of employees. This can be done by reducing the long working hours and tiredness. WLB policies work as a reward to the voluntary and optional efforts put forward by the employees. Moreover, WLB policies can decrease the rate of stress and ensure healthy and safe workplace to achieve accident free environment. All such outcomes of WLB policies can enhance productivity (Yasbek, 2014)

Higgins (2007) explains that organisations need to have policies to measure the work done instead of number of hours spent and physical presence of their employees. They should appreciate and reward the employees who are able to integrate and combine their work and non-work responsibilities successfully. If not so, the issue of flexibility will be highly difficult. Lamers (2013) did a very interesting study at Rabobank Netherlands with the title, "Work Organisation and Innovation." It was found that the bank adopted a very innovative style of work by name, 'Rabo Unplugged' with the aim to respond to all customer needs.

To achieve this they promoted employee entrepreneurship and gave them more freedom and responsibility in terms of time, space and resources. This freedom was given to prevent the employees becoming robots. This strategy took about five years to transform the way work was done. The end result of this policy and practice is increased job satisfaction, higher performance level and the situation whereby employees work across departments and are still able to keep up to a good WLB. From the financial viewpoint, Rabobank's performance was great in 2011 with a decrease in turnover as compared to 2010. The HR department disclosed that increased flexibility and accessibility has boosted the customer satisfaction, which is the prime motive of any business (Lamers, 2013).

Recently, organisations are appreciating the importance of WLB policies and practices. They have realized that through these policies and practices they can overcome the problems of absenteeism and turnover, which will ultimately increase productivity by retaining the good employees (Carlson, 2013).

2.14 The Effects of Work-life Balance Policies on Stress Management

Aryee (2015) examined the outcomes of Frone's fourfold classification of WFB and confirmed that, evidently, work and family roles were directly influencing each other. It either provided facilitation or created conflict. The factors of facilitation such as personality, role

involvement and role experience were found useful to examine as outcomes of WLB across cultures. According to Pronk (2015) 'work-related outcomes tend to have a very positive impact on people's outlook on life and overall health status.' Jobs are made up of several tasks, some of them are very demanding, stressful and time-bound.

Greenhaus (2013) suggest that it is very important to take account of the methods that measure the outcomes of work in order to fully understand the outcomes of the WLB. It is likely that an organisation may conclude that employees who look for WLB are not committed and therefore are less productive at their job as compared to other employees. There has to be a mechanism to study the relative impact of objective and subjective WLB on the employees' life and other outcomes. Gurney (2010) provides credible proof based on qualitative and quantitative study that WLB results into increased health outcomes.

Carlson (2009) studied the association between WLB and work outcomes. The results indicated that WLB explained additional discrepancy in job satisfaction and organisational commitment. The findings of the study propose that WLB arrangements create satisfaction and commitment at work and are emotionally beneficial. WLB reduces work-family conflict and through work-family enrichment it brings satisfaction and enhances performance. Furthermore, WFB/WLB is related to marital and family life contentment.

Such family supportive strategies help employees fulfil their work related responsibilities as well as family responsibilities. Carlson (2009) believe that WLB are really influenced by both work and family outcomes. Managers are to create an atmosphere at workplace for employees to achieve WLB and get benefit from their enhanced performance. This can be achieved through the creation of an organisational culture where employees enjoy the facility of role negotiation (Carlson, 2009).

2.15 Empirical framework

2.15.1 The effects of organisational stress on Teachers Performance

It is very important from the management perspective to understand that job related stress has become a serious health issue and can be responsible for low productivity of the managers in their jobs; the costs of which are borne by the organisation (Sauter & Keith, 2009). "In the United States, data from multiple surveys suggests that, one-fourth to one-third of the workforce experience high levels of stress at work. Econometric analysis shows that health care expenditures increase nearly 50% for these workers, and nearly 200% for workers reporting both high levels of stress and depression" (Sauter & Keith, 2009, p.2).

There are other costs related to occupational stress, i.e. absenteeism, alcoholism, drug abuse, costs of the errors made on the job and poor decision making because of impaired conditions at work. The insidious costs of relationships of managers with their family and colleagues that are affected due to the high levels of stress cannot be quantified (Ross & Almaier, 2014). A study conducted in UK in 1996 estimated annual staff turnover of 27% due to stress resulting in a loss of 430 million pounds to hospitality organisations (Buick, 2011).

2.15.2 Occupational Stress Management – A Global Perspective

The globalisation and liberalisation of the world economy has made jobs more competitive and demanding. The acceleration of workers moving to multi-national companies has bought about cross-cultural conflicts between members of the same team. In addition, the faulty lifestyle of employees travelling to different countries, or excessive business visits away from the family, has exaggerated the problem. Hence, the increase in job stress that has taken place in the past two decades has been related to globalisation, organisational change and lifestyle of employees (Kawakami, 2009).

2.15.3 The behavioural changes that indicate the effects of stress

In order to recognise that an individual is under stress the management does not require much information about the illness itself, stressed individuals demonstrate certain characteristics in their behaviour, performance and habits that can be identified easily (Marshall & Cooper, 2011). The behavioural changes that can be identified in an individual experiencing job related stress can be categorised as follows:

Avoidance of work, lower productivity by a consistently good performer, increase in the number of errors made in the job, increase in the time required by the employee in doing routine jobs, increased alcohol consumption and drug abuse, deteriorating relationship with co-workers, friends and family, aggression, irritability and loss of sense of humour and change in the health of the individual – overeating as an escape, leading to obesity or loss of appetite and sudden weight loss as a result (Ross & Almaier, 2014).

2.16 How to manage occupational stress

In order to maintain optimum levels of stress, the managers should monitor their stress levels on a frequent basis. This may be accomplished through observation, employee questionnaires, interviews, meetings and surveys. To prevent the phenomenon of workplace stress, a therapist or occupational psychologist may be beneficial for counselling and giving advice to managers on ways of reducing stress levels and enhancing productivity (Woodham, 2015).

There are various different techniques that can be used by managers in order to reduce the stress in the workplace. While choosing an effective stress management technique that would suit the individual, it is important to understand the source of the stress. Some of the different approaches have been identified as the following: -

Cognitive-behavioural approach – this focuses on the thoughts of the individual, and his/her reaction towards them. Although there are many different techniques within this approach, the fundamental guidelines are as follows:

"Individuals do not respond directly to their environment; they respond to their own cognitive interpretation of the environment.

Cognitions (thoughts), emotions (feelings) and behaviours (actions) are causally interrelated. The prediction and understanding of negative cognitions and behaviours are enhanced by paying attention to a person's expectancies, beliefs and attributions. It is possible and desirable to combine and integrate cognitive approaches to correcting problems with performance-based and behavioural contingency management" (Kendal & Bemis, 2013; Mahoney, 2007).

The rational emotive behavioural approach – this technique focuses on useful physical processes that can be used by the individual to reduce stress. Taking frequent exercise, meditation and yoga are effective methods to aid relaxation. All these techniques temporarily calm the body by distracting the individual's mind away from the stressor (Edelmann, 2012 & Palmer, 2013).

Techniques for reducing stress in the long term – This is concerned with adjusting one's working methods and lifestyle. Formal relaxation techniques have a part in this but equally important are time management skills, a positive attitude, a healthy diet with sufficient exercise, and a pleasant environment. Adjusting these in order to suit the individual will improve the quality of life of the person and increase his/her resistance to stress (Woodham, 2015).

(Sutherland & Cooper, 2010) suggest different programmes that can be used by the organisation to manage the levels of stress of its employees. The programmes are as follows: -

Education/Awareness building – can be used to make the employees aware of the potential stressors in their personal life and the workplace and also provide them with information about the cause and symptoms of these stressors and help them to cope with the stress (Farmer, Monahan, & Hekeler, 2014). This is a cost effective way of dealing with stress in the organisation as it can reach a large number of people at a time by the means of written material, lectures and presentations.

Assessment focused programmes – this aims to identify individual stress profiles, and is conducted in small groups. These are conducted by the means of interviews and group discussions, and can assist managers to compare with colleagues, their experiences on stress related subjects (Lazarus & Folkman, 2014).

Therapeutic counselling – also referred to as employee assessment programmes (EAP), these provide counselling to employees to cope with issues, like alcohol and drug abuse, work and career problems and family issues (Payne & Cooper, 2011). Companies, like Kennecott Corporation and the Post House have introduced these stress counselling programs in the organisation and it has proven to reduce the absenteeism rate by 60% in one year and decreased the medical costs of the company by 55% (Sutherland & Cooper, 2010).

Eliminating stress from the work environment – if a person's working environment is organised such that he/she cannot cope with it, then it can be a major source of stress. On the other hand, if the environment is well organised and pleasant, it can help to reduce stress and increase productivity (Fletcher, 2011). Improving the air quality, lighting, decoration and tidiness, level of noise, furniture and ergonomics and personal space, can reduce stress in the environment (Ross & Almaier, 2014).

2.17 Other preventative measures to reduce stress in organisations

The organisation can aid its employees in reducing the stress in the workplace by "discouraging individual's from becoming workaholics, with no life outside the job" (Sutherland & Cooper, 2010). Certain preventative measures can be taken within the organisational system, which can help to reduce stress. These are recommended below:

Redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the company and encouraging more flexibility in the job. Provide internal motivation, job enlargement opportunities and job rotation. Promote self-efficiency and self-monitoring of employees. "Develop management training in leadership, interpersonal skills, dealing with change and developing teamwork" (Sutherland & Cooper, 2010, p. 269). Encouraging professional growth of employees by the means of better training, supervision, advice, support and feedback.

Provide stress management courses and counselling to cope well with stress. Improve working conditions in terms of office ergonomics and stress-free resting places. Keeping employees informed of the company's decisions and support free communication among employees. Promoting a team culture within the organisation and having regular team meetings to encourage feedback from employees (Mathews & Knight, 2007).

2.17.1 Managing stress at an individual level

A person can maintain a stress diary in order to monitor the causes and understand the signs and symptoms of stress. This helps to evaluate a person's performance under stress. Once there is an understanding of the major causes of stress, an action plan can be prepared for reducing it and moving towards a positive goal (Palmer & Dryden, 2015; Ross & Almaier, 2014). There are a number of 'self-help techniques' that an individual can use in order to cope with stress in everyday life, these have been identified as the following: -

Relaxation Training – the use of relaxation techniques, e.g. meditation and yoga, have been regarded as the "best possible ways of dealing with stress" (Woodham, 2015, p. 90; Powel & Enright, 2010, p. 92). This aids the body to reduce its blood pressure, maintain the breathing rate and reduce the heart rate in order for the body to recover from over-arousal, by bringing the body's system back to normal (Girdano & Evarly, 2016). Additionally, it aims to reduce the muscular tension, and aids the individual to recognise the stressors and relax for themselves, without the use of drugs.

Distraction – thinking about the stressor itself tends to make the situation worse (Powel & Enright, 2010, p.104). It begins the 'fear of fear' cycle, which may provoke further symptoms and deteriorate the individual's health further. The 'fear of fear' cycle has been shown. Distracting attention away from the stressors and not worrying about them will make the 'fear of fear' cycle less likely to start and it may lead to the stress fading away on its own.

Health, nutrition and exercise – the chemicals consumed by the body may lead to the increase in stress experienced by the body. Large amounts of sugar, processed foods, caffeine and alcohol consumption can have ill-effects on the overall health of the individual (Cooper, 2008). A healthy well-balanced diet may increase an individual's resistance level and lower the reactivity of stressful situations. The accumulation of adrenaline and muscle tension is the body's response to stress; hence it needs to be released from the body (Field, McCabe & Schneiderman, 2008). Exercise on a regular basis helps the body to relax its muscles and reduces the levels of adrenaline in the body. Exercise improves the circulation of the blood, lowers blood pressure and helps in clearing the mind from anxiety. It also increases the immunisation of the body, which in turn aids to combat diseases.

Goal planning – setting goals gives the person a sense of purpose and a direction to move towards. Moving towards set goals and their accomplishment increases the self-esteem, happiness and performance of the individual (Fontana, 2014). Being able to plan for the future

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gives people internal control over the situation and makes them less vulnerable to stress related illnesses. Without goals, an individual may find life empty, without meaning and stressful.

Time management – once the planning of goals has been achieved, it needs to be timetabled in order to organise the time used to complete the activities more efficiently. Management of time has been identified as an effective way of coping with stress (Cartwright & Cooper, 2007, Ross & Almaier, 2014). It helps the employees to use their time in the most efficient and productive way, while being in control of their activities and allows them to relax outside their workplace. Education and skills should be developed in order to give prioritisation to the most important jobs. Ross and Almaier (p.81) suggest the Pareto principle or the '80/20 rule', which states, "80% of the time at work is spent on duties that are related to 20% of important job outcomes."

2.18 Conceptual Framework

Work is defined as an "instrument activity intended to provide goods and services to support life" (Edwards & Rothbard, 2010, p. 179). Edwards and Rothbard (2010) again argued that "work typically entails members in a market or employing organization that compensates the worker for his or her contributions" (p. 179). They noted that although work may provide intrinsic rewards, its primary goal is extrinsic. Work plays a fundamental role in adulthood, significantly affecting self-concept and well-being.

According to Jim Bird as quoted by Joshi (2012), work life balance is a meaningful achievement and enjoyment of work, family, friends and one's self. Many of these activities are negotiable commitments and can be scheduled around work demands, but the demands of family are often non-negotiable and can be random (example; sick child, afternoon music recital, soccer match, mom's oncologist's appointment). When work takes an inflexible and non-negotiable character, it then begins to conflict with the non-negotiable aspects of family

life. This is the condition likely to characterize female professors' work-life situations: as conflicts between their work and their "family", rather than as imbalances between their work and their "life" (Winslow 2015).

Exponents of work-life conflict such as Dean (2007) and Roper, Cunningham, and James (2013), among others, often suggest that work-life balance has developed from claims of social justice or a need to redress discrimination, such as women not treated equally while other scholars (e.g., Beauregard & Henry, 2009; Lewis, 2007) suggest that work-life balance has risen out of the necessity for businesses to manage growing problems with absenteeism, health stress, labour retention, and the need to be seen as an organization that is sensitive and socially responsible.

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

Hence, work-life balance encompasses a wider range of work and non-work concerns, which can affect employee performance (Gregory & Milner, 2009). For Greenhaus (2009), work-life balance has three key aspects, namely, time balance, involvement balance and satisfaction balance. The authors used time balance to measure the amount of time given to work and non-work roles. Involvement balance was used by the authors to assess the level of psychological involvement in or commitment to work and non-work roles.

Finally, satisfaction balance was used by the authors to ascertain the level of satisfaction derived by workers from work and non-work activities. They concluded that the three components of work-life balance model mentioned above recognize that achieving work-life balance needs to be considered from multiple perspectives because the needs of the individual varies extensively.

When female professors have most of the care giving responsibilities for their family (from young children to disabled or ailing adults to elderly parents), they are really doing two jobs instead of the one that their male colleagues are probably doing. Thus, their chances of producing research at the same rate are smaller, yet the expectation of many tenure committees and administrators is that these women will anyway. When making tenure decisions, comparing a professor with a young infant to one without a child "is not only unfair; given the demography of infant care, in some circumstances may also be sex discrimination," (Williams, 2012).

Sadly, such unfair comparisons are frequently made, unconsciously or not. More men in Ghanaian society are embracing the role of primary caregiver (Gerson 2013), but the problem remains the same regardless of gender: caring for a child while on the tenure-track greatly decreases the personal resources available for one's career. Unfortunately for women, despite an increase in the number of childcare hours committed by men, a negligible number of men are truly taking on the *majority* of the primary care giving (Jacobs and Gerson 2014). So for many female lecturers, discourses about work-life balance are really about work-family conflict, the latter of which is inherently tied to gender inequality.

Work-life balance, in its broadest sense, is defined as a satisfactory level of involvement or 'fit' between the multiple roles in a person's life (Hudson, 2015). Work-life balance refers to the struggle that many faculty members face, but female professors with family obligations are more likely to face a work-family conflict. Typically, the "life" part of work-life balance refers

to personal obligations (car maintenance or doctor's appointments), hobbies (stamp collecting or knitting) or other recreational activities (playing basketball or attending concerts), and non-work associations (family and friends) or social groups (Rouda, 2015).

Dundas (2008:7) argues that work-life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development and leisure and recreation. Greenhaus, Collins and Shaw (2013) define work-life balance as the extent to which an individual is equally engaged in – and equally satisfied with – his or her work role and family role.

2.18.1 Nature of work life balance

Work-life balance is how well an individual is able to manage their professional life as an employee and at the same time being able to coordinate their social life alongside in order to achieve a comprehensive personal satisfaction. In this sense, most women work part time so they can take care of their home. According to Jim Bird as quoted by Joshi (2012), work life balance is a meaningful achievement and enjoyment of work, family friends and one's self. Work life balance does not only look at what an organization does for an individual but also includes what an individual does for themselves. One of the vehicles to help provide attainment of both personal and professional goal is work life programmes and training. When well-structured, and facilitated, work-life balance will aid in career progression even in 'an anti-change' environment. According to Alderfer's ERG theory and McClelland's Acquired Needs Theory as quoted by Armstrong (2009), individuals (workers) are motivated when they are at peace with the environment. To Alderfer, the need for existence, relatedness and growth is about the subjective states of individuals' satisfaction and desire. The need of relatedness he posits, defines that people are not self-contained units but must engage in transaction their

human environment. Thus individuals gain satisfaction at work and in everything they do through the process of sharing, mutuality, acceptance, confirmation and understanding from significant others like family and friends around them to help experience the true growth (career progression) opined by Alderfer, and McClelland as quoted by Armstrong (2018).

Figure 2.2: Conceptual Model
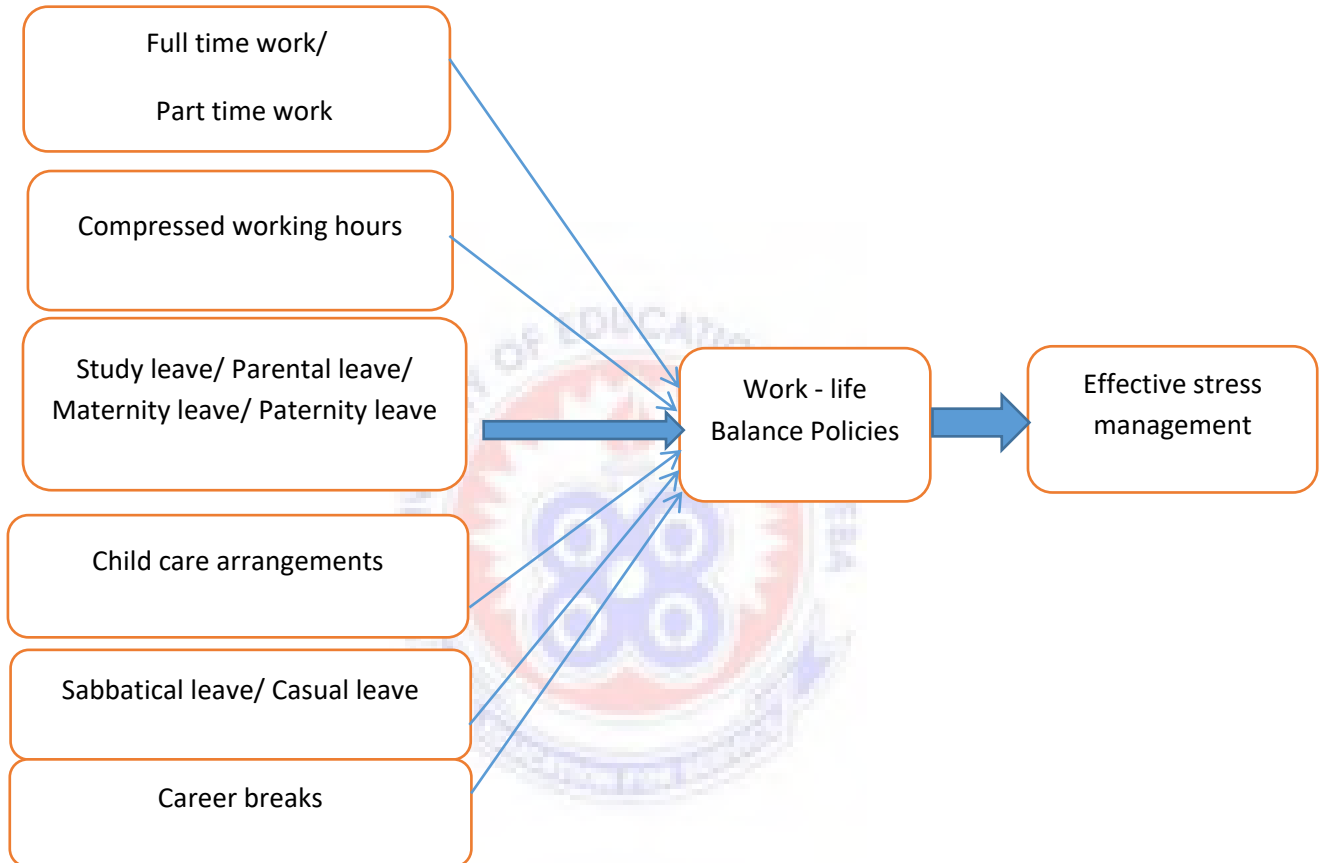
Source: (Doolan, 2009)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents and discusses the research technique and method used in gathering data for analysis. It is divided into the following sub-sections, research design, population, sample and sampling technique, the research instruments, the procedures of the data collection and the procedures of data analysis.

3.1 Research Design

The researcher adopted descriptive survey design in which quantitative research approach was used. Descriptive design specifies the nature of a given phenomenon and its specification can be simple or complicated. This research design is usually in the form of statistics such as frequencies or percentages, average and sometimes variability (Bryman, 2008). The design enables variables and procedures to be described as accurately as possible so that the study can be replicated by other researchers. In a descriptive research, data may be obtained through a variety of techniques. Some of the techniques used by the researcher to collect data were questionnaire and interviews.

Quantitative research is defined as systematic investigation of phenomena by gathering quantifiable data and performing statistical mathematics, or computational techniques. Quantitative research collects information from existiig and potential customers using samplings method and sending out online survery, online polls questionnaires etc, the results which can depicted in the form of numerical. After careful understanding of these number of predict the future of a product or service and make change accordingly.

Quantitative outcome research is mostly conducted in social sciences using the statistical methods used to collect quantitative data from, the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under questions.

Quantitative research templates are objective elaborate and many times, investigates. The results achieved from research method are logical, statistical, and unbiased. Data collection happened using a structural method and conducted on larger samples that represent the entire population.

Quantitative research is a systematic approach to investigation. It involves measuring or counting attributes and answers to the 'what' and 'how many' questions. According to Demand Media Inc (2012), the research data is based on numbers which allow statistical tool to analyze it. This research method investigates the relationship between an independent variable and dependant variables to be studied. Researchers derive the hypotheses and test them with statistical tools like SPSS. However, advantages always come with disadvantages. Two disadvantages of doing quantitative research are: it ignores the natural setting like the qualitative research method. Besides that, it requires a large sample size so that it can be run through analysis statistical tool. Quantitative research approach was used.

3.2 Population

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Polit et al., 2006). In Mugenda and Mugenda, (2013), a target population to that population to which the researcher wants to generalize the results of the study. Burns et al., (2013) added that a population is defined as all elements (individuals, objects and events) that meet the sample

criteria for inclusion in a study. The population for the study was seventy-four (74), comprising 2 head teachers and 72 teachers at selected schools at Sekyere Central District.

3.4 Sampling Technique and sample size

The census sampling technique was used to select all the seventy four (74) respondents for the study. Census method refers to the complete enumeration of a universe. A universe may be a place, a group of people or a specific locality through which we collect the data. Census method is necessary in some cases like population census, for gaining vast knowledge. But in contrary this method is not applicable as well as needed to some social problems because it is costly and time consuming. It is difficult to study the whole universe because financially aid requires for it to complete the study.

Data collection through census method gives opportunity to the investigator to have an intensive study about a problem. The investigator gathers a lot of data through this method. In this method there would be higher degree of accuracy in data. No other method is accurate like census method when the universe is small. This method is also applicable for units having heterogeneity or difference. In certain cases this method is very important and suitable to be used for data collection. Without this method the study of a universe remains uncompleted (Mugenda and Mugenda, 2013).

3.4 Research Instrument

Data were collected using structured questionnaires. Questionnaire was the main instrument used to collect primary data for the study. This is because it has proven to be consistent and popular method of data collection. The questionnaire which was personally designed by the researcher, would consist of closed and open ended items. The questionnaire consisted of four sections. Section 1 contains questions related to demographic characteristics of the respondents including age, gender and educational qualification of the respondents.

Section 2 assessed work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District. Section 3 investigated the effects of stress on the teachers job performance of selected schools in the Sekyere Central District and section four explored the strategies used to manage teachers stress.

3.5 Pilot Test

The designed research questionnaire was given to 12 participants to assess its authenticity, validity and consistency of the research instruments. After, successful pilot testing the researcher realised that the research instruments were good for distribution.

3.6 Validity of the Instrument

Validity is a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured, Kothari (2014). In the perspective of Mugenda and Mugenda (2013), an instrument is validated by providing that its items are representative of the skills and characterics to be measured. Validity of the research instruments was reinforced by ensuring that the questionnaire items sufficiently covered the research objectives and this was subsequently confirmed by the pilot study. Other measures put in place to address issues of instrument validity took the form of exposing the questionnaire to the experts and peers for judgment and review, respectively. Validity of the instrument was also assured through randomization that proved helpful in checking the influence of extraneous variables. Randomization is considered crucial for it is the best technique of ensuring the representatives of the sample to the target population.

3.7 Reliability of the Instruments

According to Mugenda and Mugenda (2013), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothari

(2015), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals.

In this study, split-half reliability measure was employed by diving the questionnaire items into two equal parts on the bases of odd and even appearances. The first part of the research instrument having been administered and the result obtained, the second part was subsequently administered and the results noted. Pearson's product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.

3.8 Data Collection Procedure

The researcher personally administered the questionnaire to the respondents. A letter was obtained from my department to enable me introduce myself in conducting the research as part of an academic work. All the respondents were informed of the objectives and design of the study. Emphasis was placed on the fact that the findings would be primarily for academic purposes. The respondents were familiar with answering of questionnaires. All the respondents had some experience in completing questionnaires and were generally not apprehensive. The researcher's own opinions would not influence the respondent to answer questions in a certain manner. There were no verbal or visual clues to influence the respondent. The researcher administered the questionnaires personally to the respondents in their classrooms and offices in the selected institutions. The participants were given one week to respond to the questionnaires after which I went back to retrieve the questionnaire from them.

3.9 Data analysis

Given the fact that the study was descriptive in its major characteristics, descriptive statistics was used as main method of data analysis. The analysis of the data commenced with

editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social scientists (SPSS version 20) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables.

3.10 Ethical Considerations

According to Resnik (2011), there are several reasons for the adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different discipline and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness. For instance, many ethical norms in research, such as guidelines for relationships, copyright, and patency policies, data sharing policies and confidentiality and peer reviews are designed to protect intellectual property interest while encouraging collaborations. Many of the ethical norms help to ensure that researcher can be held accountable to the public.

William (2016) lists some of the ethical issues as informed consent, confidentiality and anonymity. Given the importance of ethical issues in several ways, the researcher would avoid taking any ones work and where someone's work was included, such were acknowledged. In the process of data collection, respondent's identities would be concealed and any information obtained would be handled with utmost confidence. No harm of any nature would be meted out on any respondent, aspects of privacy would be observed and any cruelty avoided.

CHAPTER FOUR

RESULTS OF THE STUDY

4.0 Introduction

The purpose of the study was to assess the influence of work-life balance on teacher's stress management: case study of selected schools within the Sekyere Central District, in the Sekyere Central District. The study seeks to achieve the following objectives including to assess work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District. Secondly, to investigate the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District and thirdly, to explore the strategies used to manage teachers stress.

Table 4.1 Demographic Information of the Respondents

Demographic Information	Frequency	Percentage
Gender		
Male	23	31.1
Female	51	68.9
Total	74	100
Age category (years)		
Below 25 years	9	12.2
26-35 years	5	6.8
36-45 years	12	16.2
46-55 years	28	37.8
Above 56 years	20	27
Total	74	100
Highest educational attainment		
Diploma	28	37.8
Bachelor's degree	34	46
Master's degree	12	16.2
Total	74	100
Working experience		
6-10 years	32	43.2
Below 5 years	12	16.2
11-15 years	22	29.7
Above 16 years	8	10.8
Total	74	100

Source: field data, 2020, n=74

Table 4.1 reveals that 51 respondents representing 68.9% were males while 23 respondents representing 31.1% were females. Moreover, 28 respondents representing 37.8% were between the age ranges 46-55 years, 20 respondents representing 27% were above 56 years, 12 respondents representing 16.2% were between the age ranges 36-45 years, 9 respondents representing 12.2% were below 25 years, while 5 respondents representing 6.8% were between the category 26-35 years.

Furthermore, 34 respondents representing 46% were holding bachelor's degrees, 28 respondents representing 37.8% were holding Diploma in Education, while 12 respondents representing 16.2% were holding Masters degrees. Also, 32 respondents representing 43.2% had 6-10 years working experience, 22 respondents representing 29.7% had 11-15 years working experience, 12 respondents representing 16.2% had below 5 years working experience, while 8 respondents representing 10.8% said that they have more than 16 years working experience.

4.2 Analysis of Research Question

This section contains tables that analysed and discussed the study objectives including assessing work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District. Secondly, to investigate the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District and thirdly, to explore the strategies used to manage teachers stress.

Research Question 1: What are the work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District?

The first question of the study was to assess work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District. Table 4.2 and 4.3

assessed work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District.

Table 4.2: Work-Life Balance Policies

Work-life Balance Policies	Available (%)	Unavailable (%)	Implemented (%)	Not Implemented (%)	Mean X	SD
Full time work	46(62.2)	11(14.9)	11(14.9)	6(8.1)	4.21	0.96
Part Time Work	55(74.3)	8(10.8)	8(10.8)	3(4.1)	3.98	1.05
Study Leave	41(55.4)	22(29.7)	9(12.2)	2(2.7)	3.87	1.45
Parental Leave (care for sick parent)	48(64.9)	11(14.9)	10(13.5)	5(6.8)	3.85	1.53
Maternity leave	43(58.1)	16(21.6)	9(12.2)	6(8.1)	3.83	1.67
Child Care Arrangements	43(58.1)	12(16.2)	13(17.6)	6(8.1)	3.82	1.78
Average Total	**46**	**13.3**	**10**	**4.7**		
Average Percent(%)	**62.2**	**18**	**13.5**	**6.3**		

Available (1), Unavailable (2), Implemented (3) and Not Implemented (4)

Source: Field survey (2020), n= 74

The study results revealed that an average of 62.2% of the respondents agreed that the available and implemented welfare policies/practices at the selected schools in the Sekyere Central District were full time work (mean score of 4.21), part time work (mean score of 3.98), study leave (mean score of 3.87), maternity leave (mean score of 3.83), and child care arrangements (mean score of 3.82).

Table 4.3 Effects of Work-life Balance Policies

S/N	Effects of Work-life Balance Policies	SA	A	N	D	SD	Mean X	SD
1	Work-life balance policies in my school help me improve my performance.	14(18.9)	50(67.6)	4(5.4)	3(4.1)	3(4.1)	3.52	0.75
2	There are work-life balance policies in my school	14(18.9)	50(67.6)	5(6.8)	3(4.1)	2(2.7)	3.41	0.78
3	Work-life balance can be said to be a person's ability to combine the multiple roles in his or her life	10(13.5)	51(68.9)	4(5.4)	4(5.4)	5(6.8)	3.32	0.79
4	Work-life balance policies are implemented in my school	15(20.3)	47(63.5)	4(5.4)	5(6.8)	3(4.1)	3.11	0.81

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Where; 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

Source: Field survey (2020), n= 74

Table 4.3 reveals that, 50 respondents representing 67.6% agreed that work-life balance policies in their schools help them to improve their performance, 14 respondents representing 18.9% strongly agreed, 4 respondents representing 5.4% were neutral while 3 respondents representing 4.1% disagreed (mean score of 3.52, SD - 0.75). Moreover, 50 respondents representing 67.6% agreed that there are work-life balance policies in their schools, 14 respondents representing 18.9% strongly agreed, while 5 respondents representing 6.8% were neutral (mean score of 3.41, SD - 0.78). Table 4.3 shows that 51 respondents representing 68.9% agreed that work-life balance can be said to be a person's ability to combine the multiple roles in his or her life, 10 respondents representing 13.5% strongly agreed, while 5 respondents representing 6.8% strongly disagreed (mean score of 3.32, SD - 0.79).

Moreover, 47 respondents representing 63.5% agreed that there are work-life balance policies in their organization, 15 respondents representing 20.3% strongly agreed, while 5 respondents representing 6.8% were neutral (mean score of 3.11, SD - 0.81).

Research Question 2: What are the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District?

The second objective of the study was to evaluate the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District. Table 4.4 evaluated the effects of stress on the job performance of selected schools in the Sekyere Central District.

Table 4. 4: The effects of stress on the job performance

S/N		SA	A	N	D	SD	Mean X	SD
1	Affected employee dislikes going to work	13(17.6)	44(59.5)	3(4.1)	8(10.8)	6(8.1)	4.55	0.98
2	Lower productivity by a consistently good performer	16(21.6)	44(59.5)	3(4.1)	5(6.8)	6(8.1)	4.42	1.03
3	Employee absenteeism	14(18.9)	48(64.9)	4(5.4)	4(5.4)	4(5.4)	4.41	1.04
4	Increase in the number of errors made in the job	17(23)	43(58.1)	5(6.8)	6(8.1)	3(4.1)	4.39	1.05
5	Deteriorating relationship with co-workers, friends and family	23(31.1)	44(59.5)	2(2.7)	3(4.1)	2(2.7)	4.37	1.06
6	Job dissatisfaction	14(18.9)	50(67.6)	4(5.4)	3(4.1)	3(4.1)	4.36	1.06
7	Little encouragement to perform well on the job.	14(18.9)	50(67.6)	5(6.8)	3(4.1)	2(2.7)	4.35	1.07
8	Avoidance of work	10(13.5)	51(68.9)	4(5.4)	4(5.4)	5(6.8)	4.34	1.08
9	Increase in the time required by the employee in doing routine jobs	15(20.3)	47(63.5)	4(5.4)	5(6.8)	3(4.1)	4.33	1.09
	Average Total	**15.0**	**46.7**	**3.8**	**4.6**	**3.9**		
	Average Percent (%)	**20.4**	**63.2**	**5.1**	**6.2**	**5.1**		

SA-Strongly agree, **A-**Agree, N-Neutral, **D-**Disagree, **SD-**Strongly disagree, n= 74

Source: field data, 2020

The study results indicated that an average of 63.2% of the respondents agreed that the effects of stress on the job performance of employees were ranked as follows:

The affected employee dislikes going to work (mean score of 4.55, SD - 0.98). Moreover, stress lower productivity by consistent good performer (mean score of 4.42, SD - 1.03), Employee absenteeism (mean score of 4.41, SD - 1.04), Increase in the number of errors made in the job (mean score of 4.39, SD - 1.05), Deteriorating relationship with co-workers, friends and family (mean score of 4.37, SD - 1.06), Job dissatisfaction (mean score of 4.36, SD - 1.06), Little encouragement to perform well on the job (mean score of 4.35, SD - 1.07), Avoidance of work (mean score of 4.32, SD - 1.08) and Increase in the time required by the employee in doing routine jobs (mean score of 4.33, SD - 1.09).

Research Questions 3: What are the strategies used to manage teachers stress?

The third objective of the study explored the strategies used to manage employee stress.

Table 4.5 explored the strategies used to manage employee stress.

Table 4.5 Strategies used to manage employee stress

S/N	Statement(s)	SA	A	N	D	SD	Mean X	SD
1	Provide internal motivation, job enlargement opportunities and job rotation.	16(21.6)	48(64.9)	3(4.1)	4(5.4)	3(4.1)	4.32	1.10
2	Encouraging professional growth of employees by the means of better training, supervision, advice, support and feedback.	10(13.5)	55(74.3)	3(4.1)	3(4.1)	3(4.1)	4.31	1.11
3	Promote self-efficiency and self-monitoring of employees.	11(14.9)	47(63.5)	4(5.4)	8(10.8)	4(5.4)	4.29	1.12
4	Keeping employees informed of the school's decisions and support free communication among employees	10(13.5)	52(70.3)	4(5.4)	4(5.4)	4(5.4)	4.28	1.13
5	Improve working conditions in terms of office ergonomics and stress-free resting places.	18(24.3)	46(62.2)	2(2.7)	4(5.4)	4(5.4)	4.27	1.14
6	Redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job.	12(16.2)	53(71.6)	3(4.1)	3(4.1)	3(4.1)	4.26	1.15
7	Provide stress management courses and counselling to cope well with stress.	11(14.9)	49(66.2)	3(4.1)	6(8.1)	5(6.8)	4.25	1.16
8	Providing study leave, parental leave (care for sick parent), maternity leave, paternity leave, sabbatical leave, and casual leave	15(20.3)	44(59.5)	4(5.4)	7(9.5)	4(5.4)	4.23	1.17
9	Provision of child care arrangements, compressed working hours, and career breaks	15(20.3)	50(67.6)	4(5.4)	3(4.1)	2(2.7)	4.22	1.18
10	Health, nutrition and exercise	10(13.5)	45(60.8)	4(5.4)	8(10.8)	7(9.5)	4.21	1.19
11	Effective goal planning and time management	10(13.5)	51(68.9)	4(5.4)	4(5.4)	5(6.8)	4.19	1.20

Where; 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

Source: Field survey (2020), n= 74

Table 4.5 shows that, 48 respondents representing 64.9% agreed that providing internal motivation, job enlargement opportunities and job rotation can be used to manage employee stress, 16 respondents representing 21.6% strongly agreed, 4 respondents representing 5.4% disagreed while 3 respondents representing 4.1% were neutral (mean score of 4.32, SD - 1.10). Furthermore, 55 respondents representing 74.5% agreed that there is the need to encourage professional growth of employees by the means of better training, supervision, advice, support and feedback, 10 respondents representing 13.5% strongly agreed, while 3 respondents representing 4.1% strongly disagreed (mean score of 4.31, SD - 1.11).

Also, 47 respondents representing 63.5% agreed that promoting self-efficiency and self-monitoring of employees can manage employee stress, 11 respondents representing 14.9% strongly agreed, 8 respondents representing 10.8% disagreed while 4 respondents representing 5.4% were neutral. Furthermore, 52 respondents representing 70.3% agreed that keeping employees informed of the school's decisions and supporting free communication among employees can manage employee stress, 10 respondents representing 13.5% strongly agreed, while 4 respondents representing 5.4% were neutral (mean score of 4.28, SD - 1.13).

Moreover, 46 respondents representing 62.2% agreed that management should improve working conditions in terms of office ergonomics and stress-free resting places, 18 respondents representing 24.3% strongly agreed, while 4 respondents representing 5.4% disagreed (mean score of 4.27, SD - 1.14). Table 4.5 indicates that 53 respondents representing 71.6% agreed that redesigning jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job can manage employee stress, 12 respondents representing 16.2% strongly agreed, while 3 respondents representing 4.1% strongly agreed (mean score of 4.26, SD - 1.15).

The study results shows that 49 respondents representing 66.2% agreed that to manage employee stress there is the need to provide stress management courses and counseling to cope

well with stress, 11 respondents representing 14.9% strongly agreed, 6 respondents representing 8.1% disagreed, 5 respondents representing 6.8% strongly disagreed, while 3 respondents representing 4.1% were neutral (mean score of 4.25, SD - 1.16). To add more, 44 respondents representing 59.5% agreed that providing study leave, parental leave (care for sick parent), maternity leave, paternity leave, sabbatical leave, and casual leave can be used to manage employee stress, 15 respondents representing 20.3% strongly agreed, 7 respondents representing 9.5% disagreed, while 4 respondents representing 5.4% were neutral (mean score of 4.23, SD - 1.17).

The study results revealed that 50 respondents representing 67.6% agreed that provision of child care arrangements, compressed working hours, and career breaks can deal with employee stress, 15 respondents representing 20.3% strongly agreed, while 4 respondents representing 5.4% were neutral (mean score of 4.22, SD - 1.18).

Furthermore, 45 respondents representing 60.8% agreed that health, nutrition and exercise can be used to manage employee stress, 10 respondents representing 13.5% strongly agreed, while 8 respondents representing 10.8% were neutral (mean score of 4.21, SD - 1.19). Moreover, 51 respondents representing 68.9% agreed that effective goal planning and time management strategies can be used to manage employee stress, 10 respondents representing 13.5% strongly agreed, while 5 respondents representing 6.8% strongly agreed.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District

More than half of the respondents revealed that the available and implemented welfare practices at the selected schools in the Sekyere Central District were full time work, part time work, study leave, maternity leave, and child care arrangements. These results are in agreement with Yasbek, (2014), he revealed that "work-life balance policies" refer to policies created by businesses, as part of their human resources or management strategies. Through the study of practices and policies employees' knowledge about work life balance (WLB) issues is measured. It is to study the awareness of employees about their entitlements and certain rights that are available to them. These include their right to take leave from the job including parental leave, time off from work to care for dependants, annual leave, maternity leave extensions, paternity and adoptive leave. It also involves the right of parents to look for flexible working arrangements of part time work (Stevens, Brown, & Lee 2014).

According to Greenblatt (2002) managers cannot make informed staffing decisions with regards to work life policies unless they have a fair idea of the factors that facilitate WLB. The changes in WLB trends are as a result of changes in social needs, available technologies and personal expectations. One can find extensive collection of policies with regards to WLB. Dex and Smith (2012) describe the WLB policies about the hours of work at job (including part-time, job sharing and flexitime), the issue of leave which covers the parental leave, maternity leave and career break etc., and the policies of workplace or location of work, working at the office or working from home. Then there are other policies, such as financial

support which covers the issues of childcare, maternity pay, and elder care (Dex and Smith, 2012).

5.2 Effects of Work-life Balance Policies

Majority of the respondents agreed that work-life balance policies in their schools help them to improve their performance. Also, work-life balance can be said to be a person's ability to combine the multiple roles in his or her life. According to Jim Bird as quoted by Joshi et al (2012), work life balance is a meaningful achievement and enjoyment of work, family friends and one's self. Work life balance does not only look at what an organization does for an individual but also includes what an individual does for themselves. One of the vehicles to help provide attainment of both personal and professional goal is work life programmes and training. When well-structured, and facilitated, work-life balance will aid in career progression even in 'an anti-change' environment.

These results concur with Koonmee *et al.*, (2010), they asserted that work-life balance policies, which seek to improve the quality of life of employees, enhance productivity. The policies can reduce negative spill-over from the lives of employees. This can be done by reducing the long working hours and tiredness. WLB policies work as a reward to the voluntary and optional efforts put forward by the employees. Moreover, WLB policies can decrease the rate of stress and ensure healthy and safe workplace to achieve accident free environment. All such outcomes of WLB policies can enhance productivity (Yasbek, 2014)

5.3 The effects of stress on the teacher's job performance of selected schools in the in the Sekyere Central District

The study results reveals majority of the respondents agreed that the effects of stress on the job performance of employees were ranked as affected employee dislikes going to work, Lower productivity by a consistently good performer, Employee absenteeism, Increase in the number of errors made in the job, Deteriorating relationship with co-workers, friends and

family, Job dissatisfaction, Little encouragement to perform well on the job, Avoidance of work and Increase in the time required by the employee in doing routine jobs. These results are in agreement with Sauter & Keith, (2009), they revealed that it is very important from the management perspective to understand that job related stress has become a serious health issue and can be responsible for low productivity of the managers in their jobs; the costs of which are borne by the organisation. "In the United States, data from multiple surveys suggests that, one-fourth to one-third of the workforce experience high levels of stress at work. Econometric analysis shows that health care expenditures increase nearly 50% for these workers, and nearly 200% for workers reporting both high levels of stress and depression" (Sauter & Keith, 2009, p.2).

There are other costs related to occupational stress, i.e. absenteeism, alcoholism, drug abuse, costs of the errors made on the job and poor decision making because of impaired conditions at work. The insidious costs of relationships of managers with their family and colleagues that are affected due to the high levels of stress cannot be quantified (Ross & Almaier, 2014). A study conducted in UK in 1996 estimated annual staff turnover of 27% due to stress resulting in a loss of 430 million pounds to hospitality organisations (Buick, 2011).

5.4 The strategies used to manage teachers stress

The study findings indicate that, in order to maintain optimum levels of stress, the managers should monitor their stress levels on a frequent basis. This may be accomplished through observation, employee questionnaires, interviews, meetings and surveys. To prevent the phenomenon of workplace stress, a therapist or occupational psychologist may be beneficial for counselling and giving advice to managers on ways of reducing stress levels and enhancing productivity (Woodham, 2015).

Avoidance of work, lower productivity by a consistently good performer, increase in the number of errors made in the job, increase in the time required by the employee in doing

routine jobs, increased alcohol consumption and drug abuse, deteriorating relationship with co-workers, friends and family, aggression, irritability and loss of sense of humour and change in the health of the individual – overeating as an escape, leading to obesity or loss of appetite and sudden weight loss as a result (Ross & Almaier, 2014).

It is very important from the management perspective to understand that job related stress has become a serious health issue and can be responsible for low productivity of the managers in their jobs; the costs of which are borne by the organisation (Sauter & Keith, 2009).

These results are in agreement with Sutherland & Cooper, (2010), they indicated that the organisation can aid its employees in reducing the stress in the workplace by "discouraging individual's from becoming workaholics, with no life outside the job" . Certain preventative measures can be taken within the organisational system, which can help to reduce stress. These are recommended below:

Redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the company and encouraging more flexibility in the job. Provide internal motivation, job enlargement opportunities and job rotation. Promote self-efficiency and self-monitoring of employees. "Develop management training in leadership, interpersonal skills, dealing with change and developing teamwork" (Sutherland & Cooper, 2010, p. 269). Encouraging professional growth of employees by the means of better training, supervision, advice, support and feedback. Provide stress management courses and counselling to cope well with stress. Improve working conditions in terms of office ergonomics and stress-free resting places. Keeping employees informed of the company's decisions and support free communication among employees. Promoting a team culture within the organisation and having regular team meetings to encourage feedback from employees (Mathews & Knight, 2007).

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter summarized the study findings, concluded the results, highlighted recommendations and provided suggestions for further research.

6.1 Summary of Findings

The purpose of the study was to assess the influence of work-life balance on teacher's stress management: case study of selected schools within the Sekyere Central District. The study used descriptive research design. Quantitative research approach was used. The population for the study was seventy-four (74), comprising 2 head teachers and 72 teachers at selected schools at Sekyere Central District. The census sampling technique was used to select all the seventy four (74) respondents for the study. Questionnaire was used to gather empirical data. The computer statistical package for social scientists (SPSS version 20) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data would be presented using frequency distribution tables.

6.2 Major findings of the Study

The first objective of the study was to assess work-life balance policies and its impact on stress management at selected schools in the Sekyere Central District. The study results revealed that the available and implemented welfare policies/practices at the selected schools in the Sekyere Central District were full time work, part time work, study leave, maternity leave, and child care arrangements. Majority of the respondents agreed that work-life balance

policies in their schools help them to improve their performance. More than half of the respondents agreed that there are work-life balance policies in their schools.

Most of the respondents agreed that work-life balance can be said to be a person's ability to combine the multiple roles in his or her life.

Majority of the respondents agreed that there are work-life balance policies in their organization.

The second objective of the study was to evaluate the effects of stress on the teacher's job performance of selected schools in the Sekyere Central District.

The effects of stress on the job performance of employees were ranked as follows: Affected employee dislikes going to work, Lower productivity by a consistently good performer, Employee absenteeism, Increase in the number of errors made in the job, Deteriorating relationship with co-workers, friends and family, Job dissatisfaction, Little encouragement to perform well on the job, Avoidance of work and Increase in the time required by the employee in doing routine jobs.

The third objective of the study assessed the strategies used to manage employee stress. The study results indicate that there is the need to redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job. Furthermore, there is the need to encourage professional growth of employees by the means of better training, supervision, advice, support and feedback.

The study results show that to manage employee stress there is the need to provide stress management courses and counselling to cope well with stress and improve working conditions in terms of office ergonomics and stress-free resting places.

Furthermore, there is the need to provide study leave, parental leave (care for sick parent), maternity leave, paternity leave, sabbatical leave, and casual leave to manage employee stress.

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6.3 Conclusion

The study results concluded that full time work, part time work, study leave, maternity leave, and child care arrangements were available and implemented welfare policies at the selected schools in the Sekyere Central District. Moreover, the effects of stress on the job performance of employees were job dissatisfaction, employee dislikes going to work, employee absenteeism, little encouragement to perform well on the job, lower productivity by a consistently good performer, increase in the number of errors made in the job, deteriorating relationship with co-workers, friends and family, avoidance of work and increase in the time required by the employee in doing routine jobs.

6.4 Recommendation

Based on the major findings of the study, the researcher recommended that;

1. The headteachers of the selected schools should encourage professional growth of employees by the means of better training, supervision, advice, support and feedback.

2. There is the need to provide stress management courses and counseling to cope well with stress.

3. The headteachers of the selected schools should redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job in order to manage employee stress.

4. The headteachers of the selected schools should develop management training in leadership, interpersonal skills, dealing with change and developing teamwork by organising periodic workshops, conferences and in-service training programmes to enhance employee's expertise and reduce stress.

6.5 Suggestions for Further Research

Based on the limitations of the study, the researcher suggested that a similar study should be conducted to investigate perceived pay equity and the performance of employees/teachers in the Kumasi Metropolis as case study. Since Adams's equity theory was proposed, many researchers have put effort into examining the effects of these factors on employee perceptions of equity. The empirical research on this topic might be separated into two groups: research on the effects of compensation components, including monetary benefits and non-monetary benefits, on the perceptions of pay equity; and research on the effects of demographic and organizational factors.

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APPENDIX

APPENDIX A

QUESTIONNAIRE FOR THE RESPONDENTS

I am studying a Master Program at the Akenten Appiah-Minka University of Skills Training and Entrepreneurial Development. I have designed the following questionnaire for the study of THE INFLUENCE OF WORK LIFE BALANCE ON TEACHERS STRESS MANAGEMENT: CASE STUDY OF SELECTED SCHOOLS IN THE SEKYERE CENTRALDISTRICT. The responses you provide to aid this study is purely for academic purposes and will be treated with the utmost confidentiality. I would highly appreciate if you fill this questionnaire. It will take approximately 10-15 minutes. I expect your kind cooperation in this respect.

Section A: Demographic Information of the respondents

Please tick [√] in the box where appropriate

1. What is your gender?

Male [   ] Female [   ]

1. What is your age range?

Below 25 years [   ] 26-35 years [   ]   36-45 years [   ] 46-55 years [ ] Above 56 years [   ]

2. What is your highest educational attainment?

Certificate [   ] Diploma [   ] Bachelor's degree [   ] Masters degree [   ] PhD   [   ]

3. Working experience

Below 5 years [ ] 6-10 years [   ] 11-15 years [   ] above 16 years [ ]

Section B: Work-life balance policies and its impact on stress management at selected schools in the Sekyere CentralDistrict.

For the section below, please tick under the sub-heading that best suits your response to the statements below. Please tick under the respective headings of Available (1), Unavailable (2), Implemented (3) and Not Implemented (4).

Work-life Balance Policies/Practices	1	2	3	4
Full time work				
Part Time Work				
Study Leave				
Parental Leave (care for sick parent)				
Maternity leave				
Child Care Arrangements				

Please use the following scale to assess the effects of Work-life Balance Policies/Practices on the job performance.

Where; 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

Effects of Work-life Balance Policies/Practices	1	2	3	4	5
Work-life balance policies in my school help me improve my performance.					
There are work-life balance policies in my school					
Work-life balance can be said to be a person's ability to combine the multiple roles in his or her life					

Work-life balance policies are implemented in my school					

Section C: The effects of stress on the teachers job performance of selected schools in the Sekyere CentralDistrict.

Please use the following scale to assess the effects of stress on the job performance.

Where; 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

Statement	1	2	3	4	5
As result of stress affected employee dislikes going to					
Stress lower productivity by a consistently good performer					
Stress increases employee absenteeism					
Stress increases in the number of errors made in the job					
Stress deteriorates relationship with co-workers, friends and family					
Stress increases job dissatisfaction					
Stress causes little encouragement to perform well on the job					
Stressed teachers avoid work					
Stress increase in the time required by the employee in doing routine jobs					

Section D: The strategies used to manage teachers stress.

Please use the following scale to identify the strategies to reduce stress.

Where; 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree

Statement(s)	1	2	3	4	5
The headteacher should provide internal motivation,					

job enlargement opportunities and job rotation.				
The headteacher should encourage professional growth of employees by the means of better training, supervision, advice, support and feedback.				
The headteacher should promote self-efficiency and self-monitoring of employees.				
The headteacher should keep employees informed of the school's decisions and support free communication among employees.				
The headteacher should improve working conditions in terms of office ergonomics and stress-free resting places.				
The headteacher should redesign jobs in order to eliminate the stress in the workplace by involving the employees in the decision making process of the school and encouraging more flexibility in the job.				
The headteacher should provide stress management courses and counselling to cope well with stress.				
GES should provide study leave, parental leave (care for sick parent), maternity leave, paternity leave, sabbatical leave, and casual leave				
GES should provide child care arrangements, compressed working hours, and career breaks				
Effective goal planning and time management				

Thanks for participating