

WORK-LIFE BALANCE WITHIN THE INSTITUTE OF MANAGEMENT
AND ENTREPRENEURSHIP (IME) IN DOUALA, CAMEROON

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DEDICATION

This work is dedicated to the memories of my late father Lazare Sop and my late younger brother lieutenant (Navy-engineer) Bonaventure Feukam, who set the tone and left me on the 17th April 2014.

DECLARATION

I, Polycarpe Feussi, hereby declare that this mini-dissertation entitled "***Work-Life Balance within the Institute of Management and Entrepreneurship in Douala, Cameroon***" is my own work and that all the sources I have used or quoted have been indicated or acknowledged by means of complete references


Signature: Polycarpe Feussi

Date: 22nd November 2016



ABSTRACT

The purpose of this study was to explore and describe the intricacies and pertinence of Work-Life Balance (WLB), with the aim of enhancing IME's striving for success and sustainability, higher productivity and employee retention (especially young and vibrant employees being talent) and so improving competitiveness that has worsened as the result of the high attrition rate for both administrative staff of 30% and academic staff of 40% for the academic year 2014/2015. The success and the sustainability of any organisation mainly depend on its competitiveness, which itself is a function of the stability and well-being of its people and their talents (Schwab 2012; Collings & Mellahi 2009). Organisational wealth is closely tied to personal health and skills, which are at the centre of talent development. The competitiveness is a function of a stable work force that is the result of employee retention, yet IME has recorded an unprecedented 33% administrative staff turnover, 40% academic staff during the academic year 2014/2015.

This case study has used a mixed method research, by means of five sections of questionnaires of which the first four sections were close-ended question and the fifth section was two open-ended questions. The study found that up 95.8% of respondents believe time balance would make them more productive. Also the teaching staff members were not open to the outlined hindrances to time balance. Most of them indicated "No" or "Not applicable" to things like long working hours, compulsory over-time, or week-end work. Among the many discussions in this area is the issue of fair wages – since this seems to steadily fuel multiple avenues of ethical neglect, while itself being a possible expression of such neglect. It might prove instructive to make a more profound investigation of the philosophy of fair wage. The study provides empirical evidence to both support and occasions the practicability of the human resource-based theory of competitive advantage, by showing that WLB initiatives can greatly impact on IME's striving for a sustainable competitive advantage. For this reason, the role and impact of WLB initiatives need to receive more attention in the strategic planning of organizations. Another important contribution of this research is that it attempts a comprehensive study of the three major components of WLB – time, involvement and satisfaction balance – and their relationship with demographic variables in view of sustainable competitive advantage through outstanding employee retention and productivity

Key words: Talent management driver, employee retention, competitive advantage, time balance, satisfaction balance and involvement balance.

LIST OF ABBREVIATIONS

COSEPUP: Committee on Science, Engineering and Public Policy

HE: Higher Education

HRM: Human Resource Management

IME: Institute of Management and Entrepreneurship

IPES: Institut Privés de l'Enseignement Supérieur

IRB: Institutional Review Board

PHE: Private Higher Education

PHRP: Protecting Human Research Participants

SHRM: Strategic Human Resource Management

SPSS: Statistical Package for Social Sciences

UNDP: United Nations Development Program

UNESCO: United Nations Educational, Scientific and Cultural Organization

WLB: Work-Life Balance

CHAPTER ONE: INTRODUCTION

1.1 Background of the research

It is common knowledge that 'developed' countries pay, or at least used to pay, great attention to the HE industry through scholarships from public or private sources and general reduction of tuition costs so as to encourage and assist those who desire Higher Education (HE). There is actually past literature to mention to evidence that claim. The World Bank (2010:1) reported that Africa has maintained its public investment in higher education over the last 15 years, allocating approximately 0.78 per cent of its gross domestic product (GDP) and around 20 per cent of its current public expenditure on education to this sector. Pillay (2010:3) pointed out the relatively high public commitment to higher education in eastern and southern Africa countries with reference to Kenya, Lesotho and Namibia. Again this has evidenced the claim that colossal state funds went to HE providers. Even governments of developing countries also assisted and encouraged higher education in various ways. Some elderly friends of ours used to recount with great nostalgia how they were given a monthly allowance as state university students, instead of the present situation where students have to pay fees.

The priority of HE in public policy and the general importance of education is not superfluous, especially if we consider the United Nations Development Programme Report of (UNDP, 2002) which explains that education promotes democracy, health, political awareness and poverty reduction, and in that way, empowers people and society. Varghese (2006:27) explains this priority in the following words:

The significance of higher education becomes paramount as knowledge increasingly plays a key role in fostering economic and social development. An analysis of the role of higher education in the context of sub-Saharan African (SSA) countries...shows that expanding higher education contributes to promoting faster technological catch-up, improving a country's ability to maximize output and decrease the knowledge gap and poverty in the region. There seems to be increasing recognition of a positive contribution of higher education to economic development, and there is a strong case for expanding the base of tertiary education in the developing world.

Unfortunately, according to the United Nations Educational, Scientific and Cultural Organization Report (UNESCO, 2009), government investment in HE has been reduced due to 'tight budgets.' From 1991 to 2006, Africa witnessed the tripling of the number of higher education students while the public resources allocated have merely doubled, and this is challenging (World Bank, 2010:13).

This decline in state funding has led to deregulation and liberalization of the HE sector. This deregulation and liberalization have led to the proliferation of private initiatives in the HE sector, which ushered in hitherto unknown competition. To keep pace with this competition that is also nurtured by globalization, universities have availed themselves of packages attractive enough to entice and exert a pull on the interested stakeholders like students, sponsors and other development bodies.

Cameroon, like the world at large, has undergone dramatic changes over the past few years. Unemployment and general socio-economic and political crises are increasingly standing their ground in the competition for the position of the greatest nightmare plaguing the country. The Bell Ringer (2016:1) advocates that in today's fast-paced workplace, most of us are urged to do more, faster, and with fewer resources. There seems to be more pressure to be successful by all means than ever before.

This craving and pressure to be successful and to maintain a sustained competitive advantage, finds a unique place in the Private Higher Education (PHE) system. Within this system, the Institut Privé de l'Enseignement Supérieur (IPES) industry, which, for all intents and purposes, seeks to be the beacon not only for HE in general but for all other sectors of society in as far as they reflect the various dimensions of human life. Globalization has brought, besides competition, the monumental possibilities for human resource mobility even internationally. This renders the retention of highly skilled employees' increasingly complex, pillar of sustaining competitive advantage.

Without getting into small details that comes from attempting to be successful and sustained the competitive edge, suffice it to note that the simple underlying truth here is this: there are global changes taking place and these changes are affecting IPES and HE in general. Smeenk, Eisinga, Teelken and Doorewaard (2006:235) potently capture this idea albeit within their specific context of European universities, when they say:

Since the early 1980s, European universities have been influenced by social, economic and political developments, such as democratization, diversification, decentralization and budget constraints...These developments have reinforced the trend in academic institutions to adopt organizational forms, technologies, management instruments and values that are commonly found in the private business sector. This wave of reforms, which has swept across universities and other public organisations all over Europe involve 'greater managerial power, structural reorganization, more emphasis on marketing and business generation, moves towards performance-related pay and a rationalization and computerization of administrative...budget transparency, output measurement, increased competition, and use of private sector management techniques (Smeenk *et al.*, 2006: 235).

This has forced these institutions to espouse organisational forms and management instruments more usually thought to be the preserve of the private business sector in developed countries.

Camuffo and Comacchio (2005) argue that, in the knowledge economy, one of the major challenges facing companies today is managing and retaining their key employees to survive and maintain their competitive advantages. A key element in the research on employee retention is the need to retain talented staff, and a number of strategies are indicated in the literature such as maintaining a work-life balance (WLB); increasing job satisfaction; organisational commitment, and employee attitudes (Qu & Zhao, 2012, Ilies, Schwind & Wagner, 2009). According to Baughman, DiNardi and Holtz-Eakin (2003), WLB practices can increase firm productivity through following four channels: enhancing worker morale, reducing turnover rates, reducing absenteeism, and enhancing recruiting effectiveness.

1.2 Problem statement

The success and the sustainability of any organisation mainly depend on its competitiveness, which itself is a function of its human talents' stability and wellbeing (Schwab 2012; Collings & Mellahi 2009). The organisational wealth is closely tied to the personal health and skill, which is at the core of talent development.

The problem being attended to in this research is that the IME has a huge challenge of seemingly not being profitable, successful and sustaining its competitive advantage, which is rooted in the instability and the quality of its talents.

There has been a high labour turnover of 33% for the administrative staff and 40% for the academic staff during the academic year 2014/2015 (October 2014 to July 2015). This is worrying because the credibility, the competitiveness and the sustainability of this institution lie in the quality of personnel (talent). Most of the employees leaving are, arguably, those who understand and can perpetrate the organisational culture of IME and so losing them might not be to the sustained competitive advantage of IME, especially as many of these now find themselves in vibrant competitors of IME, so doing whatever it takes to retain them should be the main equation to solve.

The purpose of this study is to explore and describe how the concepts of WLB apply to the IME staff, in order to help the institution to achieve its success and competitive edge.

1.3 Research objectives

The main objective of this research is to explore and describe the intricacies and pertinence of Work-Life Balance, with the aim of enhancing IME's striving for success and sustainability, higher productivity and employee retention (especially young and vibrant employees bringing in talent) and so improving competitiveness. This research is based on the triple construct of WLB, described by Pariany (2014) as: time balance (an equal amount of time devoted to work and family roles); involvement balance (an equal level of psychological involvement in work and family roles), and satisfaction balance (an equal level of satisfaction with work and family roles); therefore the following are the three specific objectives of this study:

1. To explore the importance of time balancing within IME;
2. To probe the importance of involvement balancing within IME; and
3. To investigate the difficulties and pertinence of satisfaction balancing within IME.

Therefore, this research intends to identify the relevant WLB issues within IME. These issues in view of their pertinence, and proposing certain WLB initiatives to enhance employee retention, and general quality assurance.

1.4 Research questions and hypotheses

The main research question this study seeks to answer is "How does IME use WLB to address the double challenge of success and sustainability? The ancillary questions of this research are the following:

1. What are the problems of time balancing within IME?
2. What are the difficulties and importance of involvement balancing within IME?
3. What are the intricacies and impact of satisfaction balancing within IME?

The foregoing builds upon the three components of WLB – time, involvement and satisfaction balance (Greenhaus, Collins & Shaw, and 2003:83 cited in Pariani 2012). In similar fashion, therefore, there are three hypotheses that this study will test:

H₁: There is a relationship between time balance and nature of service.

H₂: There is a relationship between involvement balance and nature of service.

H₃: There is a relationship between satisfaction balance and nature of service.

Cognizant of the fact that if these three hypotheses are rejected it validates the inference that there is no (significant) relationship between WLB and the nature of service within IME. However, testing and accepting them, validates the inference that there is a (significant) relationship between WLB and the nature of service within IME. In this case the dependent variable is WLB – understood from its three components as time, involvement and satisfaction balance – and the independent variable is nature of service.

1.5 Relevance and significance

This study proposes to identify the relevant WLB issues within IME and scrutinizing these in view of demonstrating their pertinence, alongside proposing certain WLB initiatives to enhance employee retention, productivity and general quality assurance. This study goes a long way to contribute significantly to determining and ensuring the proper character of IME and the entire IPES system as the guiding light of the HE industry not just in word, but also in deed. The findings and recommendations are also applicable to other sectors within the HE industry without bias for religion or political ideologies or affiliations.

Boxall and Purcell (2007) make a very commendable study of the role of HRM in strategic management. In studying the strategic problems of firms and the strategies that these adopt, they examine the problem of sustained advantage: “the contest among leaders of sound businesses to see which firm can secure the best rate of return” (Boxall & Purcell, 2007:68). Thus the question arises as to what will keep talented employees in the organisation? One would not be very wrong to infer from the above that retention of talented employees is a *conditio sine qua non* for strategic

management especially in high competitive environment. But why does it seem that talented employees constantly look for other opportunities? Why do we need to retain them? Employees are leaving because they seek job arrangements that afford them a proper WLB; a proper balance of their time as they frivolously vacillate amidst the push and pull of work and personal life; balance in involvement – psychological and otherwise; and, most importantly, balance in job satisfaction usually in terms of the ability of their remuneration to assure a reasonable standard of living both for them and those they are responsible for. If this balance is attained, not only will the employee stop looking elsewhere, but the institution itself would in turn both retain exceptional human talent and as a result pace-up with the competitiveness of sound service provision in terms of higher and better productivity. This view is shared by Bartlett and Ghoshal (2013) who reported that in the competitive environment, the retention of skilled employees is very difficult leaving the top management and HR Department with no choice but to put in extensive time, financial resources and effort in order to find out the way to retain their employees and gain a competitive advantage

1.6 Ethical considerations

According to Paltridge and Phakiti (2010:105), there are considerable ethical issues in research therefore at the most fundamental level, the integrity and privacy of the people taking part in the research must be preserved at all costs. Ethical consideration is more focussed on the way the research is conducted, and whether the research has observed the acceptable rules in doing the research. The first step in ethical consideration is avoiding plagiarism; which is considered as extremely unethical by scientists (according to Beins, 2013:31).

1.7 Chapter outline

➤ Chapter one: Introduction

Chapter one discusses the research proposal in general, introduces the research problem and outlines the steps followed in this study.

➤ Chapter two: Literature review

Chapter two highlights the literature review on Work-Life Balance, proposes the framework that is used to conduct the current research. It further identifies the gap in knowledge in terms Work-Life Balance.

➤ Chapter three: Research methodology

Chapter three outlines the methodology and methods which have been observed in conduction this research, mainly the data-collection method and analysis.

➤ **Chapter four: Results, findings and discussion**

Chapter four presents the results of the analysis, the findings and the inference from the results from the processed data as stipulated in the research method.

➤ **Chapter five: Summary, conclusion and recommendations**

Chapter five draws the conclusion of the whole research; gives recommendations that should be implemented to answer the research question.

1.8 Summary

To summarise, this chapter has provided an overview of the research, the blueprint starting with the background, moving to the problem statement, research objectives, research questions and hypotheses, relevance of the research and ethical considerations followed by the chapter organisation.

CHAPTER TWO: LITERATURE REVIEW ON WORK-LIFE BALANCE

2.1 Introduction

This chapter presents a review of existing literature relevant to the concepts of work-life balance, as well as related variables and constructs. The surveyed literature has been structure as follow: introduction to work-life balance, definition of Work-Life Balance and concept, work-life balance as a talent management driver, work-life balance theories, outcomes of work-life balance, formation of typology of work-life balance, theoretical framework for the study and conclusion.

2.2 Introduction to Work-Life Balance

The concept of Work-Life Balance is for ever changing, as the result of changing work environments. These changes are due to a lot of factors. Born to accommodate working women in the 1970s, it has now extended to men and to a certain extent to everyone who has a goal and is working towards its achievement. Aarde and Mostert (2008) assert that South African workforce force demographics, family roles and interaction between work and non-work domain as the result of social transformation policies that are taking place, to redress the imbalance of the past, the employment equity, the dual career couple and single parented families which is unfortunately on the rise due to some extent to the imbalance of Work-Life Balance, and that explains why Work-Life Balance focuses more on women in the workplace. This is not an isolated South African phenomenon, given the globalisation effect and the global village, hence more and more people are focusing on finding women leaders .In the same line, Beninger (2010) reveals the integral part of societal norms at play in fostering progressive institutional and governmental policies that give support to women's work-life balance.

The Work-Life Balance has received various meanings from different people or groups. The balance depends on the meaning associated with life and the component centring on that meaning, in the sense that it means different things to different people. That is exactly the reason behind different theories of Work-Life Balance in an attempt to understand and interpret different cases that we come across.

Over the past decade, scholars and practitioners have surveyed the literature and raised some concerns concerning the relationship between work and life (Cowan & Hoffman, 2007; Golden, Kirby & Jorgenson, 2006).

Clark (2000, 2002) is particularly useful when exploring how people accomplish work-life balance. Clark (2000) observed that work life and personal life are two distinct domains, with different norms, rules, and expectations. Citing Nippert-Eng (1996), Clark explained that individual relationships between work and life can be viewed on a continuum between 'integrated' and 'segmented', and that any position on this continuum may result in a sense of balance for an individual. Clark labelled the point at which an individual transitions from domain to domain as the border and argued that balance depends on how borders are managed. She described borders in terms of permeability and flexibility, stating that permeability refers to the degree to which elements from other domains may enter, while flexibility refers to the degree to which a border may contract or expand depending on the demands of one domain or another (Clark, 2002: 26). By considering what levels of permeability and flexibility individuals' desire, we may better understand how they experience work-life balance.

2.3 Definition of Work-Life Balance and concept of Work-Life Balance

2.3.1 Definition of Work-Life Balance

The definition of Work-Life Balance is not as easy as it might sound. A naïve approach to Work-Life Balance might be that work is on one side and life at the other and the ultimate task will be to strike the balance between the two, but this is not as simplistic as it might sound. When questioned how various people defined life, the answers were different depending on the goals the person had set for himself and what success meant in terms thereof. For a student, for example, his life means his study accomplishment, yet to get there he should work hard, thus work equals study. For a working parent, life might be associated with successful careers. According to Bird (2010), work-life balance does not mean an equal balance adding that one's best individual work-life balance would vary over time. This implies that the right balance for one person today will be different for the same person tomorrow; the right balances for a single person will be different at marriage, during child-bearing; at the start of a new career versus close to retirement. So there is no perfect, one-size fits all balance that should be struggled for

WLB is defined as the degree to which a person is engaged in and satisfied with, in equal measure, his or her work and non-work roles (Greenhaus & Powell 2003:291). The definition of WLB as contemplated by Kalliath and Brough (2008:323)



is broadly compared to others in the sense that it encompasses individuals' perceptions that work and non-work activities are compatible and there should promote personal growth in accordance to current life priorities and goals. This is in line with Clark (2002:24) who defines work-life balance as contentment and good functioning at work and at home with negligible role conflicts, therefore Work-Life Balance is about finding the right balance between one's work and one's life (outside work) and about feeling comfortable with both work and non-work commitments.

Unfortunately people's priorities are often not noticed by the colleagues and supervisors, and that rendered the WLB assessment subjective from the external observers, and is the reason why some policies might not yield the outcome it aims to, if not properly researched before drafting and implementation. That will help the person achieve more balance in his concept - not our perception, but rather outstanding talent management practice. A broad definition of work-life balance is not a one-size-fits-all solution; it is a healthy blend of an employee's professional and personal responsibilities. Again it points to the alignment of organisational goals with those of the employees. Though employees do not have the same goal, the organisation should have a WLB policy which appeals to the majority, where everyone has a reason to be where they are. Work-Life Balance policies should focus on a win-win situation between the employer and the employee, the only way to bring both parties together.

Lazăr, Osoian and Rațiu (2012:202) illustrate work-life balance with practices which are deliberate organizational changes in programmes or organizational culture that are designed to reduce work-life conflict and enable employees to be more effective at work and in other roles. Work-Life Balance is then a policy from the organisational point of view; hence this will enable the leadership to influence the employee behaviour towards a desire direction.

Sipek (2015) believes that success in managing work responsibilities and personal life might seem like a mythically impossible endeavour, but it's all about letting both spheres coexist in a way that works for each employee - that is Work-Life Balance.

In the mist of many definitions of Work-Life Balance from different perceptions, there are three major elements that cannot be omitted in the definition of Work-Life Balance and those are universally accepted. The Work-Life Balance should take place

only within a period of time; one should be involved in the activity and to some degree be satisfied with what one is doing. This reinforces the view of Greenhaus and Powell (2003) who identify three main components of work life where the balance should be struck, namely the time balance, the involvement balance and the satisfaction balance, which is the approach this research has taken in an attempt to measure the Work-Life Balance of the IME talent pool.

2.3.2 Concept of Work-Life Balance

The concept of Work-Life Balance is very controversial in the sense that how one defines life as it relates to work might differ from one person to the other. People's lives should have a meaning that varies according to the goals one has set, the life stage, the marital status, the gender and so on. In fact the concept of Work-Life Balance was primarily born to accommodate working females, but yet it can be generalized to everyone.

At the centre of the talk nowadays about human resource development is the whole idea of WLB or work family balance or work-family conflict. This balance is at the heart of promoting individual and organizational effectiveness (Grzywacz & Carlson, 2007). Verily, this concept and the research around it came into view in the wake of increasing numbers of women in the job market, which phenomenon turned research attention on the intricacies of working mothers and families where both spouses work. Moreover, in the 1980s and 1990s, debates around this balance focused on stress and burnout connected with changes at the workplace (Lewis, Gambles & Rapoport, 2007).

However, WLB does not only refer to women or the balance of work and family responsibilities. WLB involves both men and women and it embraces all other aspects of life not directly associated with work; it involves the relationship between the quality of working life and the quality of the rest of life and the need to study this relationship issues from the extreme and enormously challenging demands of work in our contemporary society. The idea here is studying how career and ambition balance/relate/conflict with family, health, pleasure and leisure; and in the present context how this balance/relationship/conflict results in employee retention and productivity which are critically important for any organization that seeks sustainable comparative advantage. Curry (2005) presents work-life balance as the most

important thing an organisation can offer its employees in the light of increased financial pressures and workloads.

2.3.3 Work-Life Balance as talent management driver

According to Hughes and Bozionelos (2007), the contemporary human resource (HR) practices of most relevance to increasing job satisfaction have been found to be the WLB practices for employees, as they can help foster the employees' quality of life and, as a consequence, workers will be more satisfied, motivated and committed to the firm.

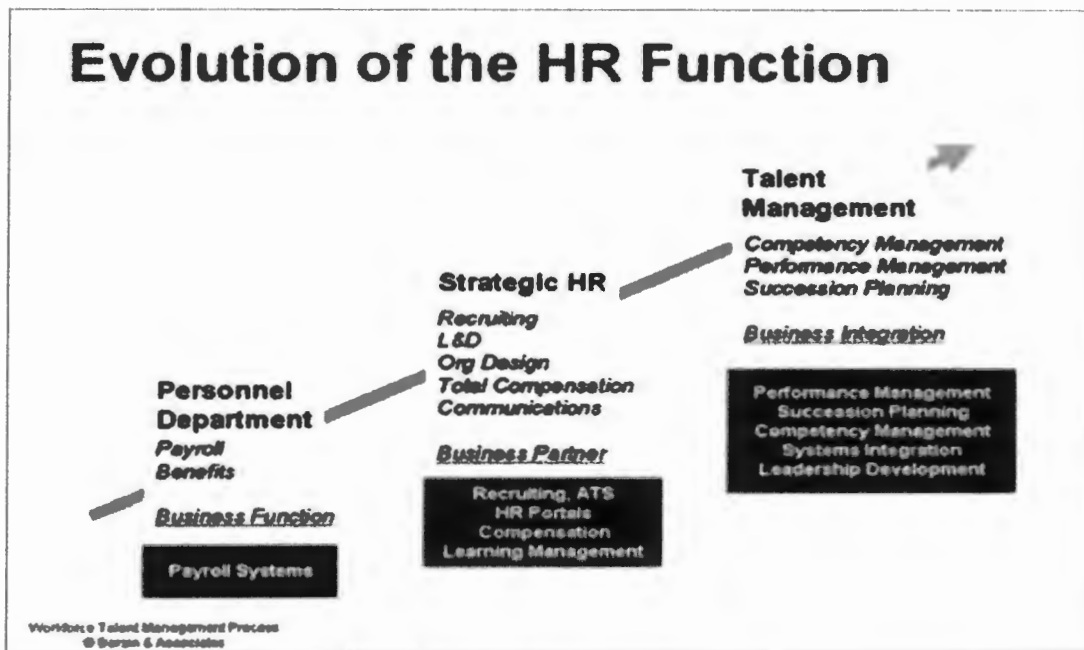
Senyucel (2009:16) explains that though there is no consensus on the definition or nature of HRM, the bottom-line about it is that it "is a combination of people-oriented management practices that views employees as assets, not costs; and its main aim is to create and maintain a skilful and committed workforce to gain competitive advantage." It is important to hold on to the idea of "create" from this definition. Kleiman (2006:357) explains that an organization's HRM function focuses on the people side of management. It consists of practices that help the organization to deal effectively with its people during the various phases of the employment cycle, including pre-hire, staffing, and post-hire.

Ltika (2011:1) explains that HRM, both as a discipline and practice in the management of people in an organization, has evolved and developed into different areas; the underlying forces behind the evolution and development of human resource management have been (and still are) mainly environmental, and the quest for knowledge of better ways of acquiring and utilizing labour. The changing organizational environment in the marketplace has increasingly pushed managers to improve efficiency in the production and service delivery processes by increasing their ability to use the best practices of people management at the time, that is, employee management techniques or methods that would improve production, reduce service delivery costs, and at the same time ensure sustained availability of competent staff in the organization.

There are three important deductions we need to make from this rather long reference. The first is of a rather passive character: it suggests that something has happened and is still happening; that HRM, both as a discipline and a practice, is evolving. The second and third are of an active character: what HRM involves and what it achieves. HRM involves, in a bid to pace-up with changing environment, the

quest for better ways of acquiring and utilizing labour. Lastly, to improve employee management techniques or methods is to improve productivity and production, to reduce service delivery costs, and ensure a sustained availability of competent staff in the organization – outstanding employee retention. The following figure 1.1 highlights these stages of evolution of the human resource function.

Figure 2.1 Evolution of Human resources function



Bersin, 2006. Talent Management *What is it? Why now?* www.haygroup.com:

At the basis of these transformations are the various theories or theoretical aspects that are increasingly shaping the comprehension of HRM.

2.4 Work-Life Balance theories or models

The multidimensional nature and definition of life, balance and purpose of work have led to many life balance theories. The controversy of the Work-Life Balance concept resides in its metaphoric nature in the sense that when thinking about balance, automatically one's mind maps a situation where there is an equal distribution of loads on all sides. Work is part of life, a determinant of the quality of life, it is life itself. That is why an attempt to separate life and work with the purpose of striking a balance does not sound obvious.

2.4.1 The spill-over theory

The spill-over theory as defined by Stevens, Minnotte, Mannon and Kiger (2007:17) as a situation where by factors at the workplace affect family functioning and vice-versa in a positive or negative way. The spill-over theory of Work-Life Balance predicts that when it comes to the nature of work, some negative and positive effects from the work might spill over to the family, and the private life. For example, a negative feedback from the supervisor at work might result in the worker who happens to be a father or a partner, to be concerned and moody at home, making it difficult to separate work from family. This is the opposite of the segmentation theory. The other illustration is the fatigue or burnout that might spill negatively to the home life, whereas stimulation and satisfaction at work might spill over positively in home life.

2.4.2 The segmentation theory

According to Lavassani and Movahedi (2014), the root of the segmentation is found in the earliest views of work-family relationship, and goes back to the industrial revolution of the early 20th century as well. This theory postulates that life should be separate from work, in such a way that one does not affect the other. The segmentation theory is not congruent with the inter-conflict role theory. Having a private life that does not systematically affect work life does not sound realistic, owing to the fact that work life aims to support private life, they are therefore intertwined. A study conducted by Michela and Hargis (2008) established that according to the segmentation theory, any role-specific pressure (such as work related or family related pressures) does not affect the role pressure in the other sphere. This theory aims to separate work from family life, which cannot be possible, given the role that work plays in people's lives. Work is meant to improve the quality of life as, without work, one would not be living but instead just surviving.

2.4.3 The inter-conflict role theory

This theory demonstrates how work and life activities are intertwined; therefore any action in one will affect the other. Michel, Mitchelson, Kotrba, LeBreton & Baltes (2009) present arguments on the conflict theory study which shows that work and family have both direct and indirect effects on each other.

2.4.4 The compensation theory:

The compensation theory advocates the situation where a person produces efforts intended to counter negative experiences in one domain through increased efforts for positive experiences in another domain. The compensation theory in a nutshell is an effort at making up for the shortcoming in one role through higher involvement in the other. Disappointments at home can be for example be used to work overtime at work and reap the benefit attached to it. One illustration of the above can be a routine type of work that might turn the worker into a partying person as the work is challenging, that is reactive compensation or the worker might engage in an extra-mural activity or community service to fill the gap of challenge, that is supplemental compensation as it supplements the challenge that could not be found at work. The work of Goldsmith (2007) lays out a fundamental principle that supports the compensation theory as the one which advocates two separate spheres in which the employee chooses to excel in one sphere by lightening up in the other.

2.4.5 Enrichment theory

The enrichment theory is based on the view that the degree to which experiences from instrumental sources (skills, abilities, values) or affective sources (mood, satisfaction) improve the quality of the other domain (Morris & Madsen, 2007). Furthermore, Greenhaus and Powell (2006:73) further defined enrichment as the extent to which experiences in one role improve the quality of life in the other role.

These theories are very important concepts that help us to understand different aspects of different people life balance. In the mist of all these perceptions and theories, the concepts of Work-Life Balance seem to be very complex. However Work-Life Balance view from Greenhaus and Powell (2003) as the concepts build around time, involvement and satisfaction appear to be the most universally approach that will apply to every Work-Life Balance situation. Whether one is a working person striving towards success, a student dreaming of passing exams or even a retiree looking for a better end, that involves time-frames, involvement and satisfaction. These triple variables of Work-Life Balance are therefore universal and should then be the backbone of the work-life research project.

2.5 Outcomes of Work-life Balance

Given the fact that the main topic is about Work-Life Balance, the negative impact of the imbalance is to be ignored in this study. When the Work-Life Balance is achieved in the organisation, the positive outcome is great in terms of productivity and employee retention. Both retention and productivity are the main pillars of the competitive advantage that will help the organisation to stand out on the market, to be the preferred employer for its employees and potential employees and preferred supplier for its external customers. Fapohunda (2014) reported that organisational outcomes and success are significantly affected by positive work life outcomes for employees in the sense that work-life balance has double-pronged benefits. He further reiterates that where the right balance is found and sustained there is mutual gain for both employees and the employer; hence employee happiness results in maximized available human resources. That means that the workforce will be very motivated and so the employer can benefit from maximized available human resources and employees will give their very best during working hours. The work balance outcome should be tested in this study in terms of productivity and retention that will equal sustainable and outstanding competitive advantage.

2.5.1 Work-Life Balance and employee productivity

It is no secret that the concept of Work-Life Balances (WLB) is a talent management tool which aims to improve workers' productivity, performance and job satisfaction. Owusu (2014) describes Work-Life Balance as the kind of harmony that a worker strikes between professional career and social engagements with the hope of achieving organizational productivity, while at the same time satisfying social/family/communal commitments, which means that productivity is at the centre of the initiative.

As explained earlier on, one of the main components of WLB is involvement, and for the employee to really get involved and give his best, all the barriers should be removed. That means the body should not be at work while the mind is at home and the soul at the church. When the balance is there, the time, the involvement and the satisfactions are in balance, therefore the employee will be focussed and productivity will follow, thus there is no distraction. From the employer perspective, he should take care of the employee's needs and the employee will take care of the business - this

will drill down to the theory on job equity or even organisational distributive justice for some employees.

2.5.2 Work-Life Balance and employee retention

Bashir and Ramay (2008) reported that work life policies increase employee commitment which in turn positively affects retention. Whatever the organizational outcome considered – employee retention, employee commitment, job satisfaction, worker wellbeing, etc. – if they do not lead to productivity then they are as good as useless. It must be borne in mind at this point that granted that the goal of sustained competitive advantage and higher productivity has pride of place among the target outcomes. An organization's aptitude to recruit outstanding employees is vital to its survival. This aptitude is best expressed in well-designed and implemented processes of recruitment, selection and induction of new employees. However, though organizations spend substantial resources – time and money – to do this, very little effort is put in ensuring that the services of these recruits are retained (Rowley & Jackson, 2011:197).

As outlined by Karatepe (2013) employee retention is essential to have a competitive advantage in today's date, by providing emotional support and Work-Life Balance to employees to help the organisations lowering the employee turnover. This definition assumes that all employees are to be kept if possible. In a turbulent business environment where the survival rate is subject to how much more the organisation can do with less, it raises the question of who to keep and who to let go or even lay off in a bit to achieve the organisational goal. Employee retention should be the retention of talent, and those that add value must assist the organisation in competing in a difficult market. Ulrich and Smallwood (2012:60) theorise talent as the product of competence [knowledge, skills and values required for today's and tomorrow's job; right skills, right place, right job, right time] × commitment [willing to do the job] × contribution [finding meaning and purpose in their job]".

Talent retention in this study should be defined as a continuous skills audit, attraction and initiative to incentivise competent and productive employees to remain with the organisation as long as possible. The best retention strategy is achieved through better recruitment.

Outstanding talent will not only form a winning team that induces others to work smarter and harder also, but will also relieve occupational stress from workload due to poor performance of others and this helps towards achieving the WLB.

2.5.3 Work-Life Balance and organisation competitive advantage

The talent base theory which stipulates that the only resource which might help to gain and maintain the competitive advantage in the organisation should focus on attracting and retaining talent as pointed out by Rabbi (2015) is at the centre of the relationship between the WLB and the competitive advantage. Rabbi (2015) further clarifies that organisations are merely talent integration institutes as they do not create nor acquire talent, hence talent resides in heads of individuals and firms only integrate and offer systems and structural arrangements for coordination and cooperation between talented workers. Talent should be regarded as the driver behind competition and organizations having superior talented employees will have better retention and be able to coordinate and combine their traditional resources and capabilities in creative and distinctive ways and provide more value to their customers.

In a highly competitive business environment, companies are competing in terms of how to do more with less, to cut down the cost so as to stand out on the market. It goes without saying that in a knowledge economy one of the biggest costs is the labour, it has been proven that the cost of labour turnover is very high, ranging from replacement cost, to training, loss of production and even productivity hence the new recruit is not able to produce at the same level as an experienced person who has left.

2.6 Formation of the typology of Work-Life Balance

The typology of work-life balance is intentionally described without reference to the bi-directionality of work-non-work interaction (i.e., work can affect non-work and vice versa). This is because the aim of the present typology is to capture the individuals' work-non-work interaction experience in a holistic manner. This view is supported by the fact that often when work-to-non work conflict is experienced, its counterpart non-work-to-work conflict is also reported; the same applies to work-to-non-work and non-work-to-work enhancement (Grzywacz & Bass, 2003). Therefore, although both work-non-work conflict and enhancement are to be assessed according

to the principle of bi-directionality, within this typology of work-life balance they are combined into the total experience of conflict and enhancement.

The types of work-life balance are formed by dichotomising the total of the work-non-work conflict and enhance experiences into two groups, using the arithmetical mean of the scale as a cut-off point and then cross-tabulating these dichotomised work-non-work conflict and enhancement experiences in order to obtain the beneficial, harmful, active and passive balance types. The arithmetical mean of the work-non-work interface scale was chosen as a cut-off point because work-family conflict is generally reported according to a proportion of the population experiencing conflict at least "sometimes", which is a scale midpoint (Bellavia & Frone, 2005). For example, on a scale from 1 to 5 the mean scores below 2.5 constitute non-experience of the work-non-work conflict and enhancement (1 = never or 2 = seldom), while a mean score of 2.5 or above signifies experiencing work-non-work conflict and/or enhancement (3 = sometimes, 4 = often, or 5 = very often). This means that the work-life balance types are anchored in the response scale instead of mean or median splits of the variable mean scores, which are sample-specific and hinder the comparison of results between different samples.

This typology of work-life balance represents a holistic and person-oriented approach to work-life balance and tests Voydanoff's (2005) views that the work-family balance is a result of one's global assessment of the fit between demands and resources within the work and family domains. In addition, Grzywacz and Bass (2003:258), who examined the work-family fit with a variable-oriented approach focusing separately on each dimension and direction of work-non-work interaction, noted that in the absence of strong theory, the numerous possibilities for how each direction of work-non-work conflict and enhancement may be combined complicate the precise specification of the work-family balance (i.e., work-family fit).

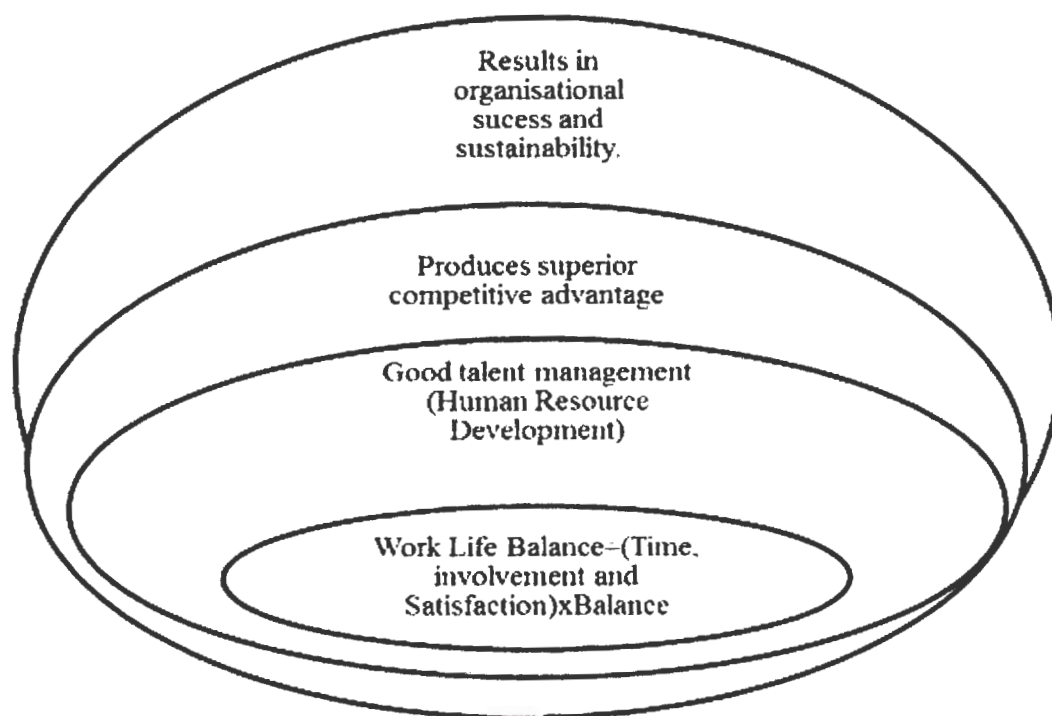
2.7 Theoretical framework for the study

There are different constructs of Work-Life Balance depending on the demographics and the status as mentioned in the literature above. Throughout the demographics, the balance takes into consideration time, involvement and satisfaction as advocated by Greenhaus *et al.* (2003). Given the demographics of the population, teaching staff, support and administrative staff, the triple construct of Greenhaus *et al.* (2003) in the unique appropriate approach. Across all the models of work-life balance,

regardless of the demography of the employee, taking into consideration the multitude and the complexity of the demographic of the population in this study, the more appropriate construct to be utilised is the triple construct of Greenhaus (2003), which encompasses time balance, satisfaction balance and involvement balance. In fact those three components are in fact the common denominators of any work life-balance construct, hence the work and time should take place in a certain period of time, the employee and the organisation should be satisfied about the outcome and there should be an acceptable degree of involvement to yield the expected result.

Additionally, the literature has also revealed that at the heart of a successful and sustainable organisation lies a superior competitive advantage, which itself is a result of good talent management, a human resource development. One of the main drivers of good talent management is a Work-Life Balance policy that improves the quality of employee life leading to productivity and retention as advocates by different Work-Life Balance theories.

Figure 2.2: Theoretical framework for the study based on the literature review



2.8 Conclusion

This chapter has dealt with the literature of Work-Life Balance. It has further looked into the relationship between WLB and employee retention, productivity which both is the main pillars of any competitive edge in today's fast-growing and forever changing economic environment. The typology and formation of Work-Life Balance were reviewed in this chapter to give a better understanding of WLB and the concepts surrounding it. The main issue at heart is talent management, and more precisely its retention. This research is based on resource base theory. The next chapter explains the research methodology.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter clearly stipulates the methods and procedures utilised in this study. Research design as approach, population and sampling strategy, data collection and data analysis, ethical considerations are all covered in this chapter.

3.2 Research design and research approach

3.2.1 Research design

The research design is the section of the research methodology which provides the plan of the study itself. The research method outlines the alignment as well as the coordination of the overall methodology, the sampling selection and data-collection methods, analysis and presentation of the results with the objective to reduce the threats to validity and credibility. In a nutshell it shows how the scientifically known methods and processes are being followed during the research. As a social science which implies that it looks into human interaction, Work-Life Balance, both quantitative and qualitative research methods are appropriate for this study. Fischer, Gray, Johnson, Kostere, Lewinskas, Percy and Piotrowski (2008) illustrate the research design with a blueprint for the work, in which all the elements such as methodology, sampling, data collection, analysis and presentation are aligned and coordinated to reduce threats to validity or credibility. It is a plan of action that will produce the desired project outcome.

3.2.2 Research approach

According to Kumar (2011:28), there are three general perspectives in the discussion of types of research as illustrated below in figure 1.3. With respect to the first perspective, the research is applied research because it examines and tackles the intricacies of WLB of the study area. The findings hereof will be made available to the stakeholders involved with a view to bettering their various situations.

Moving to the objectives section, descriptive and correlational research methods will be utilised. According to Greener (2008), qualitative data from our case study and “the perspective of ‘grounded theory’” alongside quantitative data from our descriptive questionnaire survey design will both be used. Based on this descriptive study design, evaluations are made for this study based on criteria like age, gender

and marital status. Written questionnaires are collected, transcribed and fragmented into ideas, categories and themes. We maintain that it is in this way that the WLB conundrum can most properly be examined. The research took a point in time approach (Greener, 2008:36).

Lastly, with regards to the type of information sought, mixed research approaches were employed. From the enquiry modes point of view, both qualitative and quantitative analysis was used. This is in line with the suggestion that a mixed method is more appropriate for the study of human behaviour (Leedy & Ormrod, 2010:97).

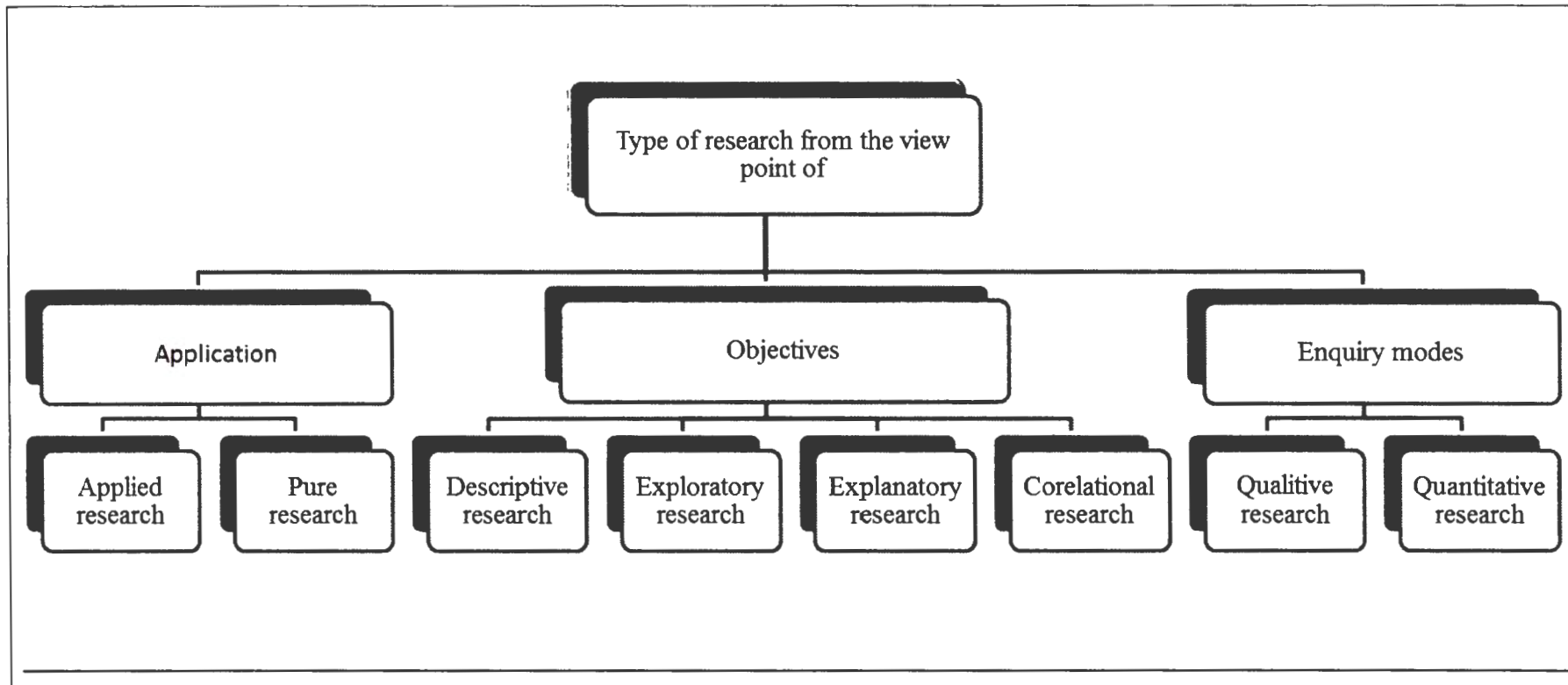


Figure 1.3: Research types from application, objectives, and enquiry mode

Perspectives and types of research, adapted from Kumar (2011)

3.3 Population and sampling strategy

3.3.1 Study area

There are 100 private higher education institutions in Cameroon. The study is limited to the Institute of Management and Entrepreneurship (IME) because of time and pecuniary constraints. IME now has one campus, located at Bonamoussadi, Douala North in Cameroon. IME, a Cameroonian private Higher Learning Institution, registered since 2002 with the Cameroonian Department of Labour and Professional Education, describes itself as a regional talent development institution and offers learning and knowledge solutions to individuals, enterprises and institutions in management, entrepreneurship, and Information Technology (Ndedi, Mesumbe & Asong, 2015).

3.3.2 Study population

The study area is the Institute of Management and Entrepreneurship (ME) campus in Bonamoussadi, Douala in Cameroon. The study population was the 170 (this number is approximated because the number of those who come in for the graduate programmes is not certain) employees/staff: teaching, administrative and support, of the IME. This choice of the study population is based on the fact that a proper study of the WLB problem, especially as it affects employee retention and productivity, cannot neglect any dimension or class of employees.

3.3.3 Sampling strategy

Sampling is the process of selecting a sufficient number of elements from the population so that by studying the sample, and understanding the properties or the characteristics of the sample subjects, the researcher will be able to generalize the properties or characteristics to the population elements. Sampling overcomes the difficulties of collecting data from the entire population which can be impossible or prohibitive in terms of time, costs and other human resources (Forza, 2002).

In order to generate both quantitative and qualitative data, an analytical survey was used to collect primary data from all the one hundred and seventy university employees. The sample size was therefore equal to the target population as the number was manageable. Given the fact that the population was not homogenous, a stratified random sampling was used. The sample was divided into sub-groups, which

are homogenous or stratified. The guiding strata involved the teaching, administrative and support staff of the university.

The sample population was divided into the aforementioned strata and draws separately and randomly from each stratum (Patten, 2000: 43). Where applicable, the following criteria guided the stratification: age, gender, role and academic rank. These criteria were used both in combination and isolation depending on the relevance of either. Secondary data were collected from other research works and the records from the university. The analytical survey was used because it enables control of variables and the possibility of generalizing results. The first four sections of the questionnaire collected data quantitatively from all the respondents and the last section made of two open questionnaires collected qualitative data from the whole sample or target population.

3.4 Data collection and data analysis

3.4.1 Data collection/Instrument

In order to test the hypothesis stated in chapter 1 and generate new ones, data were gathered from primary and secondary sources. The primary data came from the questionnaire handed out to the sampling population. The secondary data were collected from other research works and records from the institution under study. The primary data for this case were collected through a survey and the instrument comprised a questionnaire structured into **five sections**:

1. The first section required the demographic information of the respondents including: gender, age bracket, marital status, nature of service, academic rank (where applicable), employment status, length of service, and number of dependants. These were collected because besides forming essential characteristics of the respondents, they paint a clear picture of the background from which they make their choices. For example, a married woman with four children, serving at the IME as a full-time Executive Assistant would surely have more WLB challenges than a single woman with no one depending on her. The point here is that this demographic information will shed light on the respondents' characteristics and so unearth some of their challenges to WLB.

2. The second part of the questionnaires was an eight-item study of time balance. The items investigated their challenges to time balance and finding out whether they think proper time balance makes them more productive and increase their desire to stay at the IME in yes/no closed-ended questions, therefore quantitative.
3. The third part of questionnaire was six items of involvement balance, basically measuring the work involvement to the detriment of other commitments and the opposite, also by means of closed-ended questions to be answered yes or no. It also assessed the feeling or the degree of awareness of the involvement in either work or other commitments and gets the opinion of the respondent with regards to the involvement and productivity at IME. The last two items helped identify what can be balance enhancers and what might obstruct the involvement balance. Here again the instrument collected data quantitatively.
4. The fourth part of the questionnaire is a five-item questionnaire assessing the satisfaction balance. It first assesses whether the respondents are living the ideal lives they would like to leave, whether the respondent has given up some private commitments to attempt to work, if he or she is getting enough rest or sleep, the degree of satisfaction with the remuneration package, and again the respondent's satisfaction balance in relation to his or her productivity. These questions are also closed-ended and therefore collect data quantitatively.
5. The last section is a two-item one which gathered information about the greatest threat to the respondents' WLB and what the institution could do to enhance the respondents' WLB, giving them the opportunity to voice their opinions; these are open-ended question, which is the only section that collected qualitative data from the respondents.

3.4.2 Pilot study

Prior to administration of the questionnaire, a pilot study was conducted with 12 respondents, three from admin staff, two from the support staff and seven from the teaching staff. The purpose of the pilot study was to refine the questionnaire and eliminate any bias by testing its adequacy, assess the feasibility of the study and the effectiveness of the sampling technique. In addition to the questionnaire distributed,

the participants in the pilot study were asked to comment on the questionnaire and very good contributions were received from the teaching staff given their better understanding of the research process. This is in line with Kraemer, Mintz, Noda, Tinklenberg and Yesavage (2006:489) who viewed the pilot study as an important stage in a research project which assists in outlining potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study.

The pilot study helped in assessing the data analysis and the data-collection plan as well as the time-frame for that collection. Even though the pilot study was tested successfully and helped refine the questionnaire, it was not a guarantee that the study itself would not have some limitations, but to some extent it did give comfort in terms of the feasibility.

3.4.3 Data collection

This study employed a mail questionnaire survey. For this reason assurance was made that all items were checked and all questions answered. This should not be interpreted as suggesting that there was a 100% response rate; for there wasn't. Of the one hundred and sixty questionnaires that were distributed at the IME, one hundred and forty-four employees responded, giving a response rate of 90%. According to Babbie (1998), a 50% response rate is adequate; a 60% response rate is good while a 70% response rate is very good. *Ipsa facto*, the 90% response rate of this study is excellent. Such a high response rate was due to two main reasons: the researcher has a very dynamic friend who is part of the case study and so could follow up colleagues to respond to the questionnaires; secondly, the questionnaire was quite short – twenty-nine items spread over just two pages. It is a common belief that the length of a questionnaire is directly proportionate to the response rate (Roth & BeVier, 1998). According to Frohlich (2002), a questionnaire length of 40-50 items spread over 4-5 pages would obtain a high response rate. His point is that a survey under five pages long would face less resistance to participate and result in a high response rate. The aforementioned of the present study might just have significantly contributed to the very high response rate.

3.4.4 Research variables

To begin with, Table 3.1 shows the various variables used in the analysis geared towards finding answers to the foregoing research questions and enabling the testing of the hypotheses.

Table 3.1: Variables Included in the Analysis

VARIABLES	DESCRIPTION
Demographic variables	
GENDER	Sex of the participants
AGE	Age bracket of the participants
MS	Marital status of the participants
SERVICE	Nature of the service of the participants
ARANK	Academic rank of the participants who teach
STATUS	Employment status of the participants
LONGEVITY	How long the participants have worked in the university
DEPENDENTS	Number of people dependent on the participants
Time-Balance variables	
TB1	Spends more time than preferred at work
TB2	Spends more time than preferred doing university work at home
TB3	Spends enough time with loved ones
TB4	Spends enough time doing what is most important to participants
TB5	Time-balance leads to increased productivity
TB	Time-balance relates to employee retention and productivity
Involvement Balance variables	
IB1	Too much involvement at work
IB2	Too much involvement in other commitments

IB3	Sufficiently consulted on decisions concerning participant
IB	Involvement balance relates to employee retention and productivity
Satisfaction Balance variables	
SB1	Living the ideal life
SB2	Foregone enjoyable activities
SB3	Getting enough sleep, exercise and healthy food
SB4	Satisfied with pay package
SB	Satisfaction balance relates with employee retention and productivity

3.4.5 Data analysis

The responses gathered from the primary sources were input in the SPSS 16.0. These responses were presented and primarily analysed using percentage frequency tables. Percentage frequency tables were used here because compared to other methods of data analyses, percentages seem to be the most easily understood. Various charts were also used to visually compare the categories. However, cognizant of the aforementioned limitations of this descriptive design and given that the goal here was to investigate relationships among variables, cross-tabulations were used to examine the relationship between certain demographic variables – like age bracket, nature of service, academic rank and dependents – and the main time, involvement and satisfaction balance variables. Moreover, cross-tabulations enabled the testing of the hypothesis of this research.

In a bid to solidify the inferential dimension of the quantitative analysis, Chi-Square was used. Granted that the aforementioned demographic variables were categorical and the WLB variables had their frequencies categorized, Chi-Square tests for independence enabled the computing of the differences between the observed frequencies and the expected frequencies and so occasioned the possibility of inferring the independence of some demographic variables with the WLB variables, and also

gave room for the possibility of correctly inferring whether or not there is a relationship between them. By means of this test, statistical dependence was established; that is, knowing the value of one variable afforded information as to the probability of the value of another.

In running this test, the researcher took cognizance of the various sources of error which could be found in the use of this test. Amin (2005:398) makes the following list of these errors:

1. Lack of independence among single events or measures;
2. Small expected frequencies;
3. Neglect of events for which there was zero frequency;
4. Failure to ensure that the sum of the observed frequencies and the sum of the expected frequencies were equal (related to item 3 above);
5. Indeterminate expected frequencies;
6. Incorrect or questionable categorization;
7. Use of non-frequency data; and
8. Incorrect determination of the number of degrees of freedom.

To avoid the first error, the demographic variables were collected and entered in the SPSS version 16.0 independently, as were the WLB variables. The data and frequencies were checked and cross-checked to ensure that the expected frequencies were not too small or indeterminate, that no events were neglected, and that the sum of the observed frequencies was equal to the sum of the expected frequencies. Besides the more or less conventional categories within the demographic data, the WLB variables were also categorized into “yes” and “no” responses; this facilitated the determination of their frequencies. The number of degrees of freedom was computer-generated through the SPSS 16.0. In this way, the probability of error was greatly minimized. By doing all these, the validity and reliability of the instrument were ensured.

That having been said, therefore, the chi-square test was used to test the relationship or significant association between the various components of WLB and the demographic variables that enhance or prevent the organizational outcomes under study – sustainable competitive advantage through employee retention and productivity. Kemp and Kemp (2004:276) explain that if “there is a correlation, there may not be a causal relation, but if there is a causal relation, there must be a correlation .Therefore, we can use the absence of a correlation as our null hypothesis”. As such,

by establishing whether or not there is a correlation, the acceptance or rejection of the hypotheses can immediately and validly be inferred and the research questions correctly answered.

In some cases, however, Fisher's Exact Test was used. The reason for its use was twofold. For one thing, the number of respondents was small – 144. It is assumed that in such cases Fisher's exact test is more accurate than the Chi-Squared test. The second and most important reason for this was that the variables were mostly categorical. Suffice it to note that where there was the option of choosing between the Chi-square test and the Fisher's exact test, and the latter was chosen.

The qualitative analysis involved scrutinizing the data for patterns, making important deductions, and critically examining for internal coherence, pertinence and resilience in the face of other theories. The use of both qualitative and quantitative research paradigms occasioned the possibility of empowering the strengths of both and so mitigating their weaknesses. This is the only way to ensure that all the intricacies of the three components of WLB were appropriately considered. This enhances the theory-building dimension of the research: redefining the understanding or at least the application of the human resource-based theory of competitive advantage as it ties with the phenomenon of WLB.

3.5 Ethical considerations

Ethical conduct was observed in the study. The study was approved by the Ethical Committee of NWU and consent was granted by the IME management. Additionally the respondents were reminded about their right to participate and to withdraw at any stage, their identity was kept anonymous. From the theoretical point of view, Bhattacharjee (2012:138) asserts that in scientific research the following ethical principles are widely accepted in the scientific community and therefore should be observed through out this research:

- Voluntary participation and harmlessness: Subjects in a research project must be aware that their participation in the study is voluntary, that they have the freedom to withdraw from the study at any time without any unfavourable consequences, and they are not harmed as a result of their participation or non-participation in the project.

- The Informed Consent form that clearly describes their right to not participate and right to withdraw, before their responses in the study can be recorded, if they wish to do so.
- The anonymity and confidentiality concern: To protect subjects' interests and future well-being, their identity must be protected in a scientific study. This is done using the dual principles of anonymity and confidentiality.
- The disclosure: Usually, researchers have an obligation to provide some information about their study to potential subjects before data collection to help them decide whether or not they wish to participate in the study. For instance, who is conducting the study, for what purpose, what outcomes are expected, and
- The analysis and reporting: Researchers also have ethical obligations to the scientific community on how data are analysed and reported in their study. Unexpected or negative findings should be fully disclosed, even if they cast some doubt on the research design or the findings

Furthermore Udo-Akang, (2013:54) has this to say about academic research in general:

Academic research is a daunting task and research ethics is an important component of academic research. Although research trustworthiness is traditionally a controversial topic, its value in the entire scholarly enterprise cannot be underestimated. Many researchers...have argued that research ethics is normative and indicates the responsibilities of academic researchers in terms of ethical values. Academic research is based on six ethical values (a) honesty, (b) fairness, (c) objectivity, (d) openness, (d) [sic] trustworthiness, and (e) respect for others.

The credibility of research is dependent upon the scrupulous observance of certain ethical values, six of which Udo-Akang outlines above.

3.5.1 Plagiarism

To preclude any possibility of plagiarism in this research, the Harvard referencing method has been carefully studied, so as to be able to correctly acknowledge the sources of the information used. This definitely forestalls any unintentional plagiarism. Then again, the researcher's chronic commitment to honesty ruled out the possibility of intentionally engaging in any academic theft. A group of reviewers with expertise in

academic writing, human resource management and social science methodology had been set up to forestall even unintentional plagiarism. This group checked and cross-checked, and to the extent that is humanly possible, rid the entire work of any form of plagiarism.

3.5.2 Working with a mentor

Bird (2001:458) makes a particularly commendable study of the role of mentors, advisors and supervisors in responsible research conduct. About mentors, he says the following:

Mentors are those who are willing and able to share their experience and expertise. They reflect on their successes and failures, and can explain what they have learned. Mentors also are interested in the professional development and career advancement of those they mentor...mentors can provide information that is specific to the field, a particular individual, and a given situation. Mentors can be essential to learning how to write and review manuscripts, how to manage a laboratory, how to obtain funding, and knowing which committees to be on and which to avoid

As per this quote, a mentor is one whose experience and expertise significantly enhance the development and advancement of their mentee. Yet this process requires humility, docility and assiduity on the part of the mentee.

To make mentorship a source of added value for this research, mentors with expertise in HRM, in business studies in general and in social science research were chosen. The choice was guided by the following qualities: "experience; insight into what works and what does not; enthusiasm for one's field, discipline or profession; and a positive outlook with regard to one's career choice...an open mind...an appreciation of diversity"¹ (Bird, 2001:461). In this way, judicious use was made of their expertise and their professional experience in a way that directly enhanced the research.

3.5.3 Data handling and reporting

Nienhueser, (2011: 368) explains that "Most scientists may presumably agree that HRM research should generate a *true* view of the real working conditions and HR management – despite different methodological views". The generation of this "*true*

¹ The emphases are from the author himself.

view” is actually the goal of data handling and reporting. Put differently, researchers have the responsibility to “treat data correctly and avoid inappropriate and fraudulent data manipulation” (Udo-Akang, 2013:57). The researcher was acutely mindful of the following: “Researchers who manipulate their data in ways that deceive others, even if the manipulation seems insignificant at the time, are violating both the basic values and widely accepted professional standards of science” (COSEPUP, 2009: 8).

In reality, the foregoing laid more emphasis on how already-collected data are managed and reported. Yet how the data come in – the source – should also be considered in this context. But then the foregoing catered for the source – ethical collection of data, authorization to run the questionnaires, the informed consent of the participants and the guarantee of their confidentiality. As mentioned above, external expertise was solicited to ensure the validity and reliability of the data analyses and findings; that was an endeavour to make a compellingly valid and sound case for the meaning and significance of the findings.

Still at the level of collecting the data, there is the common problem of unanswered questions or unchecked items. Roth and Switzer (1995) explain that missing data are responsible for two major problems in research. For one thing, they diminish the statistical power of the research by diluting the accuracy of the requisite statistical test on the sample size of the research. By statistical power, they mean the capacity of an analytical procedure to perceive a significant outcome in a data-set. The second problem, which they outline, is that missing data impinge on the accuracy of estimating parameters by probably increasing the variance around the true scores by occasioning less data to analyse in the sample. Roth and Switzer (1995) further explain that accuracy connotes both the amount of dispersion around a true score in a study and the over-estimation or under-estimation of a true score in a study.

3.6 Conclusion

This chapter outlined the steps and methods and methodology followed in conducting this research. Both qualitative and quantitative methods were used to complement each other and to give more meaning to the findings. The research instrument had five sections of which the first four sections were all closed-ended question which gathered quantitative data and the fifth section consisted of two open-ended questions which gathered qualitative data. All the data collected were analysed in their respective collection method.

CHAPTER FOUR: RESULTS, FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter the statistical results obtained are presented first in a table or figure format, followed by the findings from the results. The discussion of the findings is presented under a separate heading, tackling the research questions and the hypotheses in their respective order. As a refresher, the main aim of this research was to examine the relevance and pertinence of WLB in at the IME in Douala; and the specific objectives were to probe the intricacies and pertinence of time, involvement and satisfaction balance.

To this end, the main research question was: what are the hurdles and significance of WLB at the IME? And the ancillary research questions were the following:

1. What are the problems and significance of time balancing at the IME?
2. What are the difficulties and importance of involvement balancing at the IME?
3. What are the impacts of satisfaction balancing at the IME?

In a bid to look more closely into some of the relevance of WLB, the following three hypotheses were stated:

- ❖ H₁: There is a relationship between time balance and nature of service.
- ❖ H₂: There is a relationship between involvement balance and nature of service.
- ❖ H₃: There is a relationship between satisfaction balance and nature of service.

However, in the course of the research, it was decided that it might prove instructive to also examine the relationships among the three components of WLB and some other demographic variables like: academic rank and dependants. This was because these respondents' characteristics were assumed to have the capability to significantly affect WLB as the proceeding presentation shows.

4.2 Results and findings

4.2.1 Section 1: Demographic analysis

Data were first identified, analysed by means of cross-tabulation, chi square and percentages to draw the relationship between the different components of Work-Life Balance and the nature of work, length, gender and age.

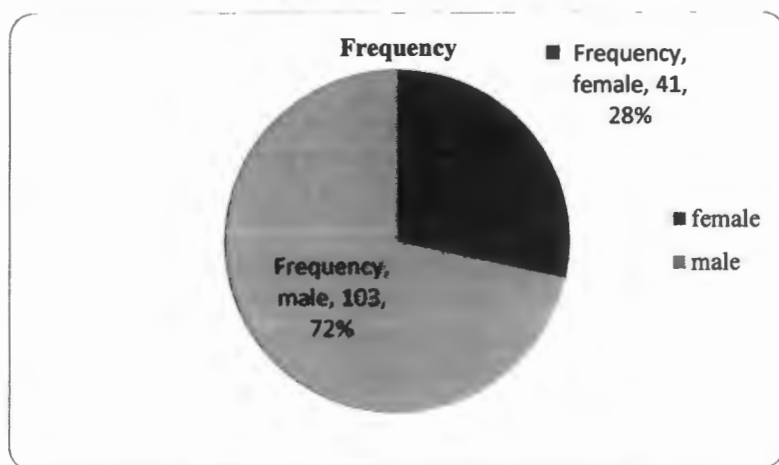
These characteristics – gender, age bracket, and marital status, nature of service, academic rank, employment status, longevity and number of dependants – are the circumstances in which the respondents find themselves and from within which they act; circumstances that significantly determine their worldview. It is for this reason that examining them proves instructive in any WLB study. Table 4.1 shows the gender of the respondents.

Table 4-1: GENDER

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid Female	41	28.5	28.5	28.5
Male	103	71.5	71.5	100.0
Total	144	100.0	100.0	

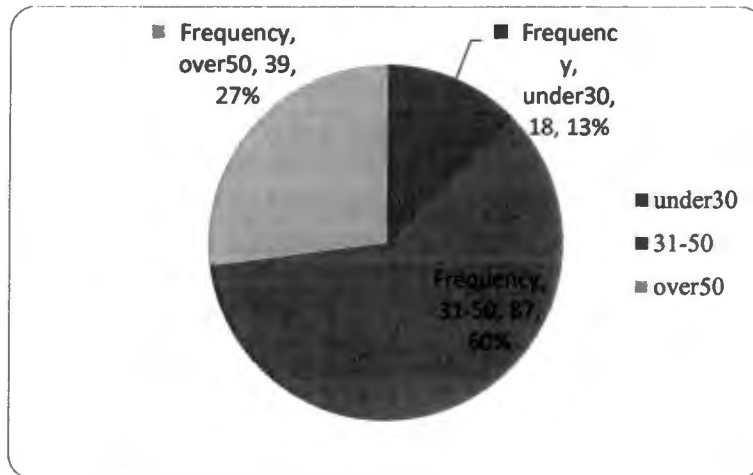
This table shows that of the 144 respondents, 71.5% (103) are male while 28.5% (41) are female. When this was put in Microsoft Excel so as to produce a more visual demonstration by pie chart, the decimals were rounded off (as was the case with the other variables) and the result is shown in Figure 4.1.

Figure 4.1: GENDER



This gender picture alone might not say much; but when related to other variables it might prove particularly instructive. Figure 4.2 presents the respondents' distribution with respect to age.

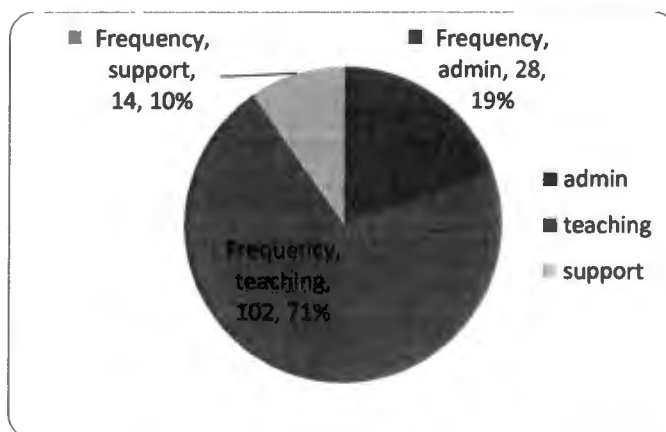
Figure 4. 2: AGE



The respondents were grouped into three main age brackets. The first bracket grouped respondents under 30 years of age and this group covered 13% (18) of the total number of respondents. The second group was made up of those between the ages of 31 and 50 and this accounted for 60% (87) – the very evident majority. Finally, the last bracket grouped those over 50 years of age – 27% (39).

As far as nature of service was concerned, 10% of the respondents were support staff, 19% administrative staff and 71% teaching staff. Figure 4.3 visually demonstrates this.

Figure 4.3: SERVICE



It is important to note that there was some misunderstanding at the level of collecting data for this variable. The category for support staff, according to information received from the Registry at the IME, includes 23 Executive Assistants and 9 auxiliary staff; and this brings the total number of support staff to 32. The difficulty here was that

some of the Executive Assistants checked 'Administrative' instead of 'Support' and so this inflated the number of administrative staff and deflated the number of support staff. That notwithstanding, this was little of a problem because we realized that the discrepancy had little significance when correlated with the WLB variables as shall soon become evident.

Nature of service, as well as academic rank, was considered as very crucial given the context of the present study – a university. It was considered that their relation with other demographic variables could prove very instructive. It was to this end that a cross-tabulation was run between service and age. Table 4.2 shows the results.

Table 4.2: Cross-tabulation for SERVICE and AGE

SERVICE		AGE			Total
		31-50	over50	under30	
admin	Count	13	8	7	28
	Expected Count	16.9	7.6	3.5	28.0
	% of Total	9.0%	5.6%	4.9%	19.4%
support	Count	9	0	5	14
	Expected Count	8.5	3.8	1.8	14.0
	% of Total	6.2%	.0%	3.5%	9.7%
teaching	Count	65	31	6	102
	Expected Count	61.6	27.6	12.8	102.0
	% of Total	45.1%	21.5%	4.2%	70.8%
Total	Count	87	39	18	144
	Expected Count	87.0	39.0	18.0	144.0
	% of Total	60.4%	27.1%	12.5%	100.0%

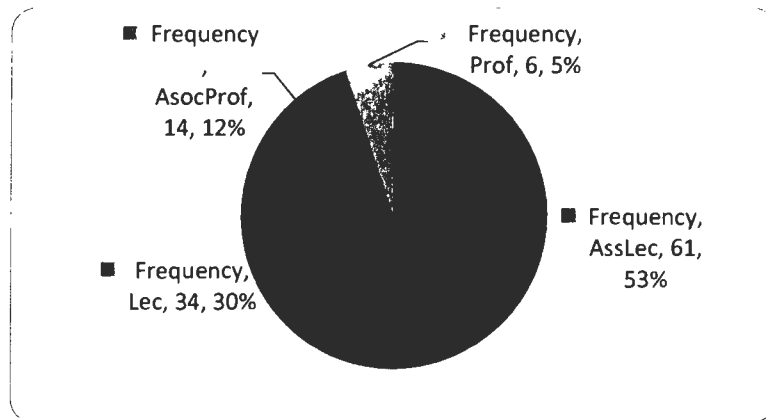
The first thing worthy of note here is the fact that respondents in the age bracket of 31-50 occupy the majority whether in administration, support of teaching. Certain views about the relationship between age and productivity come in very handy here. Some researchers have shown that cognitive aptitudes, reasoning, speed and sporadic memory significantly decline especially after the age of 50 (Verhaegen & Salthouse, 1997) and that maximum abilities are recorded in the 20s and early 30s (Avolio & Waldman, 1994).

This observed negative relationship between age and productivity – viewed here as the product of an individual's state of optimum capacity at the retained job – seems to vary with the nature of the required activity. Way back in 1966 and 1967, Horn and Cattell (1967) had distinguished between fluid abilities and crystallized abilities. They explained that fluid abilities are mental abilities that are radically reduced at older ages while crystallized abilities are abilities that remain highly functional until very late in life; that the former involve perceptual speed and reasoning, especially in dealing with tasks related to new or unconventional issues, while the latter involve abilities that get better with the accumulation of knowledge like verbal meaning and word fluency. It is in this light that Schwartzman, Gold, Andres, Arbuckle and Chaikelson (1987) posit that verbal abilities remain practically unaffected, while reasoning and speed abilities dwindle with age. Then again, since technological advancements seem to be ever rising, it seems more crucial for employers to pose the ability to learn and pace-up with the working novelties rather than to pose an irrelevant albeit quite long working experience. This is a major conundrum for the older employees because of their age-related decrease in processing speed and learning abilities (Baltes & Lindenberger 1997; Hoyer & Lincourt, 1998).

Nowadays, there is an increased demand for interactive skills and other crystallized abilities over and above the demand for mathematical capacity or other fluid aptitudes (Autor, Levy & Murnane, 2003). In a service industry like the IME, interactive skills are crucial even though cognitive skills cannot be pushed aside without significant consequences. Therefore, concentrating the labour force within the age bracket of 31-51, the IME increases the benefits accruable from both fluid and crystallized abilities and significantly mitigates their weaknesses; all in a bid to improve productivity.

With respect to academic rank, 6 (5%) of the respondents were Professors, 14 (12%) were Associate Professors, 34 (30%) were Lecturers and 61 (53%) were Assistant Lecturers. Figure 4.4 below demonstrates this.

Figure 4.4: ACADEMIC RANK



As aforementioned, academic rank was also considered very important and so its relationship with other demographic variables was examined using cross-tabs. The following tables demonstrate this.

Table 4.3: Cross-tabulation for Academic RANK and GENDER

Academic RANK		GENDER		Total
		Female	male	
AssocPro	Count	0	14	14
	Expected Count	4.0	10.0	14.0
	% of Total	.0%	9.7%	9.7%
AssLec	Count	17	44	61
	Expected Count	17.4	43.6	61.0
	% of Total	11.8%	30.6%	42.4%
Lec	Count	5	29	34
	Expected Count	9.7	24.3	34.0
	% of Total	3.5%	20.1%	23.6%
NA	Count	19	10	29
	Expected Count	8.3	20.7	29.0
	% of Total	13.2%	6.9%	20.1%
Prof	Count	0	6	6
	Expected Count	1.7	4.3	6.0
	% of Total	.0%	4.2%	4.2%
Total	Count	41	103	144
	Expected Count	41.0	103.0	144.0
	% of Total	28.5%	71.5%	100.0%

Besides the fact that the female percentage of the respondents is quite low – 28.5% as opposed to the 71.5% of male respondents – there was no female Professor or Associate Professor among the respondents. This picture is not helped by the fact

that, as is seen in Table 4.4, along the lines of the nature of service, the women outnumber men only at the level of support staff – 11 to 3.

Table 4.4: Cross-tabulation for SERVICE and GENDER

SERVICE		GENDER		Total
		female	male	
Admin	Count	10	18	28
	Expected Count	8.0	20.0	28.0
	% of Total	6.9%	12.5%	19.4%
Support	Count	11	3	14
	Expected Count	4.0	10.0	14.0
	% of Total	7.6%	2.1%	9.7%
Teaching	Count	20	82	102
	Expected Count	29.0	73.0	102.0
	% of Total	13.9%	56.9%	70.8%
Total	Count	41	103	144
	Expected Count	41.0	103.0	144.0
	% of Total	28.5%	71.5%	100.0%

At the level of teaching, men outnumber women by 82 to 20 and in the administration; men still outnumber women by 18 to 10. This picture especially when joined with that presented in Table 4.5 seems to suggest that even today, women in HE are still less educated than men. This might be because women are more susceptible to interruptions in career strides than men, most likely due to child-bearing. However, it is also a cultural issue as Williams (1993: 134) observes:

In some cultures, it is even taboo to educate female children because they are expected to be available for early marriage to elderly but affluent suitors. The money thus realized as bride-price and presented to in-laws is used for the education of the male siblings, since they are the ones to retain and propagate

the family name. By this practice, female's access to education is delayed in favour of their male siblings and sometimes it is completely ignored...This unfortunate practice ensured that females remained many paces behind their male counterparts in terms of education and all the opportunities that go with it. It is important to note at this juncture that these opportunities are, for example, the benefits that come from ascending the academic ladder, say from Lecturer to Associate Professor or Professor. This usually means smaller course loads albeit higher pay packages, and increased involvement in administration or management; and as shall soon become evident, these are actually the issues that concern WLB.

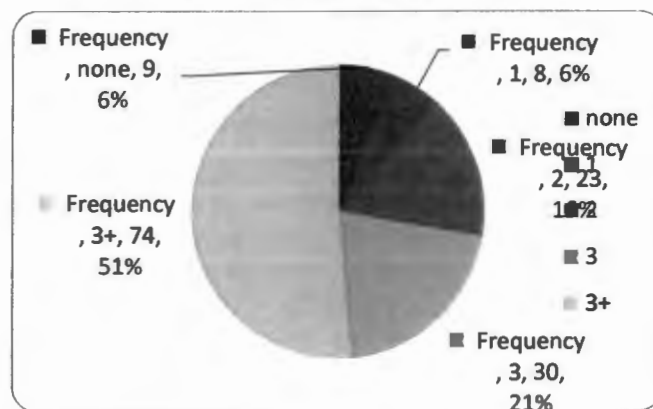
Table 4.5: Cross-tabulation for Academic RANK and AGE

Academic RANK		AGE			Total
		31-50	over50	under30	
AssocProf	Count	3	11	0	14
	Expected Count	8.5	3.8	1.8	14.0
	% of Total	2.1%	7.6%	.0%	9.7%
AssLec	Count	47	8	6	61
	Expected Count	36.9	16.5	7.6	61.0
	% of Total	32.6%	5.6%	4.2%	42.4%
Lec	Count	21	13	0	34
	Expected Count	20.5	9.2	4.2	34.0
	% of Total	14.6%	9.0%	.0%	23.6%
NA	Count	16	1	12	29
	Expected Count	17.5	7.9	3.6	29.0
	% of Total	11.1%	.7%	8.3%	20.1%
Prof	Count	0	6	0	6
	Expected Count	3.6	1.6	.8	6.0
	% of Total	.0%	4.2%	.0%	4.2%
Total	Count	87	39	18	144
	Expected Count	87.0	39.0	18.0	144.0
	% of Total	60.4%	27.1%	12.5%	100.0%

For the ranks of Associate Professor and Professor, there are more employees over 50 years of age – 11 out of 14 and 6 out of 6 respectively, whereas for the lower ranks, Assistant Lecturer and Lecturer, there are more people between 31-50 years of age – 47 out of 61 and 21 out of 34 respectively. Generally, and in terms of percentage, 31-50 is the most populated age bracket – 60.4%. The fact that this bracket occupies the majority of staff is the same as that shown in Table 4.6. As we said at that point, concentrating the labour force within the age bracket of 31-51, increases the benefits accruable from both fluid and crystallized abilities and significantly mitigates their weaknesses; and this betters the chances towards productivity.

The last respondent characteristic which was studied was the number of people who were dependent on the respondents. This was studied because it was expected that it would have a great impact especially on their involvement and satisfaction balance. Figure 4.5 gives a clear picture of the results.

Figure 4.5: DEPENDENTS



Evidently, 51% of the respondents are responsible for more than three people. This suggests that there could be a lot of pressure on them especially in terms of involvement and financial demands; in this way, this becomes an important consideration for involvement and satisfaction balance.

Having thus examined the various respondents' characteristics – the ways that some of these characteristics relate with each other and the way these might be instructive for the study of the various components of WLB – it is now appropriate for us to turn to the various components of WLB beginning with time balance.

4.2.2 Section 2: Time Balance analysis

TB1: The first item studied under time balance was whether the respondents spent more hours at work than they preferred. The results were cross-tabulated with nature of service. Table 4.6 shows the cross-tabulation with nature of service.

Table 4. 6: Cross-tabulation of Time Balance (TB1) and Service

TB1		SERVICE			Total
		Admin	support	teaching	
Yes	Count	23	4	40	67
	Expected Count	13.0	6.5	47.5	67.0
	% of Total	16.0%	2.8%	27.8%	46.5%
No	Count	5	10	62	77
	Expected Count	15.0	7.5	54.5	77.0
	% of Total	3.5%	6.9%	43.1%	53.5%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

This table shows that members of administrative staff have spent more time on school issues than support or teaching staff. 23 out of the 28 members of administrative staff – 82%, as opposed to the 28.5% for support staff and 39% for teaching staff – claimed that they had spent more time than they would have preferred at work. This was as a result of the fact that their office work required them to be in school at least from 8 am to 4 pm from Monday to Friday; and yet many claimed to spend much more time if pressures to meet-up with deadlines required it.

TB2: The second item required information on whether or not the respondents spent more time than they would have preferred doing university work at home. The results here were also cross-tabulated with nature of service as shown in Table 4.7.

Table 4. 7: Cross-tabulation of Time Balance (TB2) with Service

TB2		SERVICE			Total
		Admin	support	teaching	
Yes	Count	11	2	43	56
	Expected Count	10.9	5.4	39.7	56.0
	% of Total	7.6%	1.4%	29.9%	38.9%
No	Count	17	12	59	88
	Expected Count	17.1	8.6	62.3	88.0
	% of Total	11.8%	8.3%	41.0%	61.1%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

The results show that 39% of the members of administrative staff spend more time than they would like doing university work at home; this was also true of 14% of the members of support staff and 42% of the teaching staff. Since the total percentage of those who checked 'yes' to this – 38.9% – was quite low it was concluded that doing university work at home was not a significant challenge for either time balance or for administrative, teaching or support staff. Then again, the 46.5% of those who said that they spent more time at work than they would have preferred might just have been because the work, like any other decent employment is quite demanding; but this does not speak to time imbalance between work and other commitments.

TB3: Next, the respondents were asked if they spent as much time as they would have loved with their loved ones. The results were cross-tabulated with nature of service as demonstrated in Table 4.8.

Table 4.8: Cross-tabulation of Time Balance (TB3) and Service

TB3		SERVICE			Total
		admin	support	teaching	
Yes	Count	6	10	54	70
	Expected Count	13.6	6.8	49.6	70.0
	% of Total	4.2%	6.9%	37.5%	48.6%
No	Count	22	4	48	74
	Expected Count	14.4	7.2	52.4	74.0
	% of Total	15.3%	2.8%	33.3%	51.4%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

As was expected, a very high percentage of respondents from administrative staff – 78.5% as opposed to the 28% for support staff and 47% for teaching staff – checked ‘No’, meaning that they did not spend as much time as they would have loved with their loved ones. This was expected because a very high percentage of them – 82% – had indicated that they spent more time than they would have loved at work, as shown by Table 8. *Ipsa facto*, time balance for them was more challenging than for the others – support and teaching.

TB4: Respondents were asked if they spent most of their time doing what was most important to them. Their responses were cross-tabulated with nature of service as shown in Table 4.9.

Table 4.9: Cross-tabulation of Time Balance (TB4) with Service

TB4		SERVICE			Total
		admin	support	teaching	
Yes	Count	17	8	62	87
	Expected Count	16.9	8.5	61.6	87.0
	% of Total	11.8%	5.6%	43.1%	60.4%
No	Count	11	6	40	57
	Expected Count	11.1	5.5	40.4	57.0
	% of Total	7.6%	4.2%	27.8%	39.6%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%



The results show that the respondents generally spent most of their time doing what was important to them – 60.4% as opposed to 39.6%. More specifically, 60% of the respondents in administration (17 out of 28) checked ‘Yes’ meaning that they did what was important to them. This was a little odd considering that 78.5% of them had indicated that they did not spend as much time as they would have loved with their loved ones as shown in Table 4.9. This made sense because 82% of them had previously indicated that they spent more time at work than they would have preferred. The problem here is that spending sufficient time with loved ones seems quite important and so it seems ironical that one should at the same time say one does not spend enough time with one’s loved ones and yet that one spends most of their time doing what is important to them.

At closer look however, this irony or conflict is apparent; it is not logical to both do what is most important to one and at the same time lose out on quality time with loved ones. This in fact is one major challenge of time balance: work time is strongly

competing with family or personal time. From the foregoing, it can be inferred again that time balance is more challenging for administrators than for teaching or support staff.

TB5: Respondents were asked if they thought that time balance would make them more productive at the IME, and their responses were cross-tabulated with nature of service as shown in Table 4.10.

Table 4.10: Cross-tabulation of Time Balance (TB5) and Service

TB5		SERVICE			Total
		admin	support	teaching	
Yes	Count	25	13	100	138
	Expected Count	26.8	13.4	97.8	138.0
	% of Total	17.4%	9.0%	69.4%	95.8%
No	Count	3	1	2	6
	Expected Count	1.2	.6	4.2	6.0
	% of Total	2.1%	.7%	1.4%	4.2%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

The results were amazingly positive. 95.8% of the respondents checked 'Yes' indicating that they thought time balance would make them more productive at the IME. Given that the results were also very high for the teaching staff – 98% – a cross-tabulation was run between TB5 and academic rank; and to see if these were related in some way a Chi-Square test was also run and the results are shown in Table 4.12 and Table 4.14.

Table 4.11: Cross-tabulation of Time Balance (TB5) and Academic RANK

TB5		Academic RANK					Total
		AssocProf	AssLec	Lec	NA	Prof	
Yes	Count	13	59	34	26	6	138
	Expected Count	13.4	58.5	32.6	27.8	5.8	138.0
	% of Total	9.0%	41.0%	23.6%	18.1%	4.2%	95.8%
No	Count	1	2	0	3	0	6
	Expected Count	.6	2.5	1.4	1.2	.2	6.0
	% of Total	.7%	1.4%	.0%	2.1%	.0%	4.2%
Total	Count	14	61	34	29	6	144
	Expected Count	14.0	61.0	34.0	29.04	6.0	144.0
	% of Total	9.7%	42.4%	23.6%	20.1%	4.2%	100.0%

This table presents the cross-tabulation of academic rank and time balance leading to productivity. The overwhelming majority of respondents, (138 out of 144) agreed that time balance led to productivity.

One should also realise that the majority of those who did not check yes for this statement are the non-academic staff, probably because of the nature of their job. Their job is often assessed in terms of whether or not they are at work - not the results they have produced, meaning that a flexible work schedule will be very difficult to implement for them. Academic staffs are those with the idea that more time balance will yield a better productivity.

Table 4.12: Chi-Square Test for Time Balance (TB5) and Academic RANK

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.942 ^a	4	.293
Likelihood Ratio	5.783	4	.216
N of Valid Cases	144		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .25.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .293 and greater than .05 indicating that TB5 and Academic RANK are not independent. The observed pattern of 95.8% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.13 and TB4.12 is positively significant for Academic RANK.

TB: The respondents were asked if they thought that proper time balance would make them more productive and increase their desire to remain at the IME. This was considered as the main time balance variable. For that reason, the results here were cross tabulated with nature of service and the Chi-Square was used to test H₁. The results are shown in Table 4.14 and Table 4.15.

Table 4.13: Cross-tabulation of Time Balance (TB) with Service

TB		SERVICE			Total
		Admin	Support	teaching	
Yes	Count	24	13	90	127
	Expected Count	24.7	12.3	90.0	127.0
	% of Total	16.7%	9.0%	62.5%	88.2%
No	Count	4	1	12	17
	Expected Count	3.3	1.7	12.0	17.0
	% of Total	2.8%	.7%	8.3%	11.8%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

This table shows that 90 teaching staff and 13 support staff believed that time balance led to higher productivity. This is in line with the result of the academic rank and time balance, only with ten people fewer who viewed it differently. This result is compatible with the Chi-Square result which shows that there is a positive relationship between time balance and the nature of service.

Table.4 .14: Chi-Square Test for Time Balance (TB) with Service

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.458 ^a	2	.795
Likelihood Ratio	.491	2	.782
N of Valid Cases	144		

a. 2 cells (33.3%) have expected count less than 5.

The minimum expected count is 1.65.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .795 and greater than .05. This indicates that TB and SERVICE are not independent; they are related. The observed pattern, as shown in Table 4.15, of 88.2% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.14 shows that TB is positively significant for SERVICE. As such, H₁ is not rejected, implying that there is a relationship between time balance and nature of service.

Table 4.15: Cross-tabulation of Time Balance (TB) with Academic RANK

TB		Academic RANK					Total
		AssocProf	AssLec	Lec	NA	Prof	
Yes	Count	12	53	32	26	4	127
	Expected Count	12.3	53.8	30.0	25.6	5.3	127.0
	% of Total	8.3%	36.8%	22.2%	18.1%	2.8%	88.2%
No	Count	2	8	2	3	2	17
	Expected Count	1.7	7.2	4.0	3.4	.7	17.0
	% of Total	1.4%	5.6%	1.4%	2.1%	1.4%	11.8%
Total	Count	14	61	34	29	6	144
	Expected Count	14.0	61.0	34.0	29.0	6.0	144.0
	% of Total	9.7%	42.4%	23.6%	20.1%	4.2%	100.0%

With no surprise, a very high percentage of respondents from teaching staff (69.5%) checked 'yes' meaning that they believed a flexible time arrangement would yield more productivity. This was expected because a very high percentage of them had given the positive relationship between time balance and nature of service previously found.

Table 4.16: Chi-Square Test for Time Balance (TB) with Academic RANK

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.059 ^a	4	.398
Likelihood Ratio	3.524	4	.474
N of Valid Cases	144		

a. 4 cells (40.0%) have expected count less than 5.

The minimum expected count is .71.

The Pearson Chi-Square value in the Asymp shows Sig. (2-sided) column is .398 and greater than .05 indicating that TB and Academic RANK are not independent; they are related. The observed pattern, as shown in Table 4.15, of a 88.2% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.15 shows that TB is positively significant for Academic RANK. This implies that there is, at least, a relationship between time balance and Academic RANK.

The next demographic variable which was considered was GENDER. The following two tables demonstrate both the cross-tabulation between TB and GENDER and their Chi-Square test.

Table4.17: Cross-tabulation of Time Balance (TB) with GENDER

TB		GENDER		Total
		female	Male	
Yes	Count	39	88	127
	Expected Count	36.2	90.8	127.0
	% of Total	27.1%	61.1%	88.2%
No	Count	2	15	17
	Expected Count	4.8	12.2	17.0
	% of Total	1.4%	10.4%	11.8%
Total	Count	41	103	144
	Expected Count	41.0	103.0	144.0
	% of Total	28.5%	71.5%	100.0%

The table shows that 39 out of 41 (95%) females checked “yes” against 88 out of 103 (85%) of males. The interpretation is that females are more time-pressured compared to males. This goes back to the initial concept of WLB which was born out of concern of working females requesting more time for family care. Even though the maternity leave in many legislations is longer than paternity leave, mostly it still does not seem to be enough.

Table 4.18: Chi-Square Test for Time Balance (TB) with GENDER

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.642 ^a	1	.104		
Continuity Correction ^b	1.794	1	.180		
Likelihood Ratio	3.070	1	.080		
Fisher's Exact Test				.152	.085
N of Valid Cases ^b	144				

a. 1 cell (25.0%) has expected count less than 5. The minimum expected count is 4.84.

b. Computed only for a 2x2 table

Table 4.18 above offers a unique opportunity through Fisher's exact test. This is especially important since there is an expected cell count of less than 5 at least for one cell. The Fisher's exact value in the Exact Sig. (2-sided) column is .152 and greater than .05. This indicates that TB and GENDER are not independent. The observed pattern, as shown in Table 4.17, of 88.2% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.18 shows that TB is positively significant for GENDER. Whether the Fisher's exact value in the Exact Sig is (1-sided) column or the Pearson Chi-Square value in the Asymp shows. Sig. (2-sided) column, the decision is more or less the same because values, .152 and .104 respectively, are all greater than .05.

Next, AGE was considered. The following two tables demonstrate both the cross-tabulation between TB and AGE and their Chi-Square test.

Table 4.19: Cross-tabulation of Time Balance (TB) with AGE

TB		AGE			Total
		31-50	over50	under30	
Yes	Count	79	32	16	127
	Expected Count	76.7	34.4	15.9	127.0
	% of Total	54.9%	22.2%	11.1%	88.2%
No	Count	8	7	2	17
	Expected Count	10.3	4.6	2.1	17.0
	% of Total	5.6%	4.9%	1.4%	11.8%
Total	Count	87	39	18	144
	Expected Count	87.0	39.0	18.0	144.0
	% of Total	60.4%	27.1%	12.5%	100.0%

There were three age brackets. 16 out of 18 under 30 (88%) checked “yes”, 79 out of 87 (90%) of 31-50 checked “yes”, 32 out of 39 (82%) over 50 checked “yes”. The results from the lower to the higher bracket are not linear. Time balance relating to employee retention and productivity across different age group is not linearly aligned with age.

Table 4.20: Chi-Square Test for Time Balance (TB) with AGE

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.991 ^a	2	.370
Likelihood Ratio	1.863	2	.394
N of Valid Cases	144		

a. 2 cells (33.3%) have expected count less than 5.

The minimum expected count is 2.13.

The Pearson Chi-Square value in the Asymp Sig is (2-sided) column is .370 and greater than .05. What this means is that TB and AGE are not independent; that they are related. The observed pattern, as shown in Table 4.19, of 88.2% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.20 shows that TB is positively significant for AGE. This implies that there is a relationship between time balance and AGE.

The next demographic variable which was considered was STATUS. The following two tables demonstrate both the cross-tabulation between TB and STATUS and their Chi-Square test.

Table 4.21: Cross-tabulation of Time Balance (TB) with STATUS

TB		STATUS		Total
		fulltime	part-time	
Yes	Count	84	43	127
	Expected Count	87.3	39.7	127.0
	% of Total	58.3%	29.9%	88.2%
No	Count	15	2	17
	Expected Count	11.7	5.3	17.0
	% of Total	10.4%	1.4%	11.8%
Total	Count	99	45	144
	Expected Count	99.0	45.0	144.0
	% of Total	68.8%	31.2%	100.0%



The respondents were asked whether they think time balance relates to employee retention and productivity or not. 84 out of 99 (84%) full time checked "yes" as opposed to 43 out of 45 (95%) of part-time who checked "yes". This result is obvious, as those working part-time might imply that they might have more jobs elsewhere, making their time planning difficult. So should they be afforded the

opportunity to be full-time, they might focus more and stop comparing or looking for better opportunities.

Table 4.22: Chi-Square Test for Time Balance (TB) with STATUS

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.406 ^a	1	.065		
Continuity Correction ^b	2.456	1	.117		
Likelihood Ratio	3.975	1	.046		
Fisher's Exact Test				.093	.052
N of Valid Cases ^b	144				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.31.

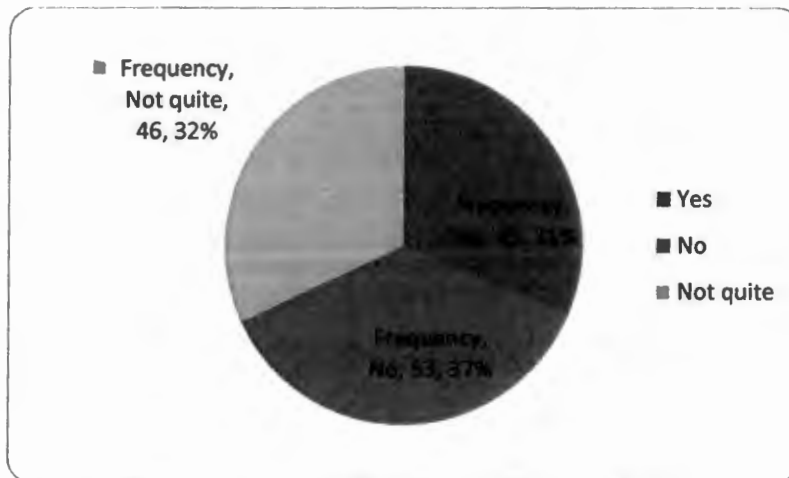
b. Computed only for a 2x2 table

Table 4.22 also offers a unique opportunity, Fisher's exact test. The Fisher's exact value in the Exact Sig. (2-sided) column is .093 and greater than .05. The observed pattern, as shown in Table 4.21, of 88.2% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.21 shows that TB is positively significant for STATUS. By looking at the Fisher's exact value in the Exact Sig. (1-sided) column or the Pearson Chi-Square value in the Asymp. Sig. (2-sided) column, the decision is more or less the same because values .052 and .065 respectively, are greater than .05.

4.2.3 Section 3: Involvement Balance analyses

IB1: The respondents were asked whether they were too involved at work to the detriment of their other commitments. The following, as shown in Figure 4.5, results were obtained.

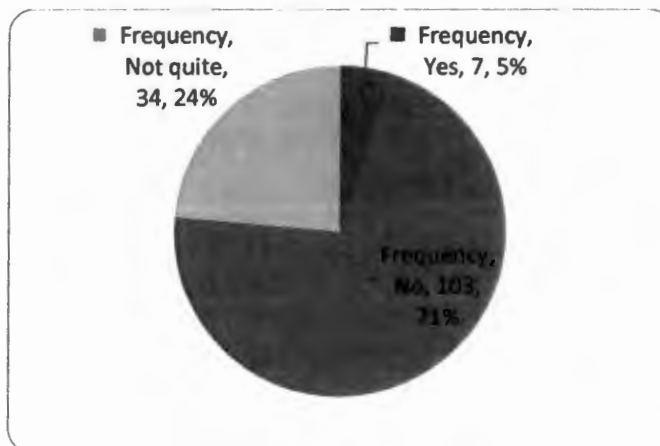
Figure 4.6: Involvement Balance (IB1)



Up to 31% of the respondents (45) reported that they were too involved, psychologically or otherwise, at work to the detriment of their other commitments. 37% (53 respondents) did not think that they were too involved at work to the detriment of their other commitments. However, 32% simply chose “Not quite”. What this means effectively is that generally there is not too much involvement at work to the detriment of the other commitments of the employees.

IB2: Respondents were asked whether they thought they were too involved in their other commitments to the detriment of their work. The results obtained are shown in the figure.

Figure 4.7: Involvement Balance (IB2)

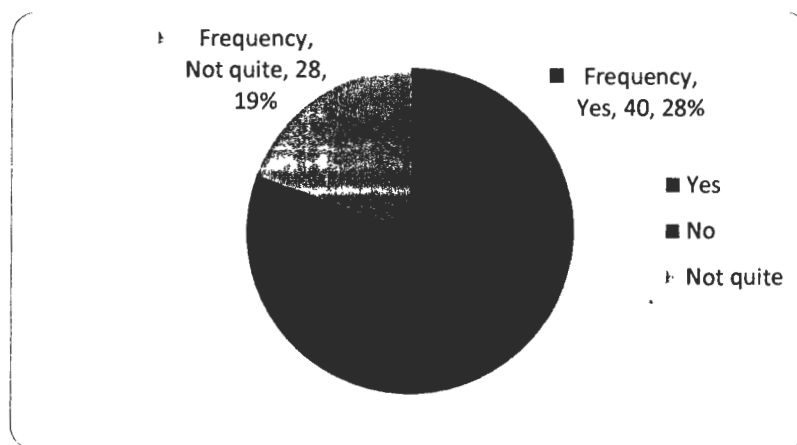


From the above figure, it is clear that a very high percentage of the respondents, 71% (103 respondents) were not too involved in their other commitments to the

detriment of their work. 24% (34 respondents) the remaining 29% checked “Not quite”. Thus, the respondents are capable of very properly involving themselves at work; capable of the kind of organizational commitment which is vital for the enhancement of a properly sustainable advantage at the IME. The fact that most of them are in the prime of their lives (31-50 years of age - 60.4% of the respondents) goes a long way towards confirming this assessment. This also means that if there is involvement imbalance it is not to be found or accounted for by the possible push and pull of commitments at work and other commitments.

IB3: The respondents were asked whether they felt sufficiently consulted on work decisions concerning them. The following figure captures their responses.

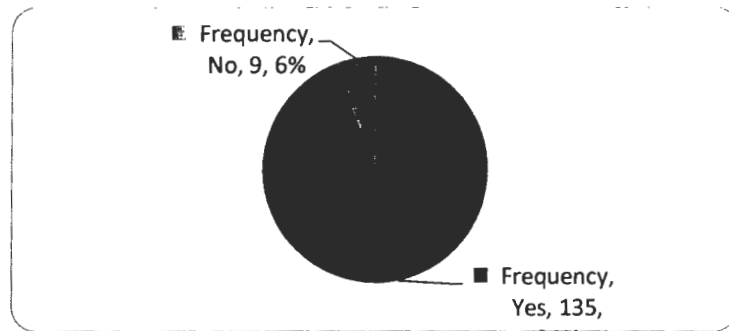
Figure 4.8: Involvement Balance (IB3)



Apparently, 53% (76 respondents) did not feel sufficiently consulted on the work decisions concerning them. Only 28% felt that they were sufficiently consulted on work decisions concerning them. This means that there were either significant communication gaps between the decision-makers – in this case management – and the employees or there was gross disregard for the input from the employees. Though it was assumed that the former was the case, neither of these is healthy for any contemporary organization that envisages a competitive advantage that is sustainable.

IB: The respondents were asked whether they thought proper involvement balance would make them more productive and increase their desire to remain at the IME. The results can be seen in the figure below.

Figure 4.9: Involvement Balance (IB)



Up to 94% of the respondents (135) maintain that proper involvement balance would make them more productive and increase their desire to stay at the IME. Verily, the findings from IB3 above suggest involvement balance is a real conundrum at the IME; that management policies should be put in place to ensure proper involvement balance. It is of monumental importance for this to be done because as is evident from Figure 4.9, involvement balance is critically pertinent to making the employees more productive and increasing their desire to stay at the IME.

This is consistent with the plethora of studies postulating that high-involvement and commitment-based HRM structure and practices enhance the superior performance capacities that are the product of employees' competencies, and also of the motivation and opportunities put in place to make the most of those competencies (Batt, 2002; Delaney & Huselid, 1996;)

Since IB was considered as the main involvement balance variable, its results were cross-tabulated with nature of service and the Chi-Square was used to test H₂. The results are shown in the following two tables.

Table 4.23: Cross-tabulation of Involvement Balance (IB) with SERVICE

IB		SERVICE			Total
		Admin	Support	teaching	
Yes	Count	25	14	96	135
	Expected Count	26.2	13.1	95.6	135.0
	% of Total	17.4%	9.7%	66.7%	93.8%
No	Count	3	0	6	9
	Expected Count	1.8	.9	6.4	9.0
	% of Total	2.1%	.0%	4.2%	6.2%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

Respondents were asked whether they thought involvement balance related to employee retention and productivity or not. The response was obvious, especially from the teaching staff. An overwhelming majority 135 out of 144 (93.8) checked “yes”. These results were achieved mostly by the support and teaching staff who scored 100% and 94% respectively.

Table 4.24: Chi-Square Test for Involvement Balance (IB) with SERVICE

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.909 ^a	2	.385
Likelihood Ratio	2.626	2	.269
N of Valid Cases	144		

a. 2 cells (33.3%) have expected count less than 5.

The minimum expected count is .88.

The Pearson Chi-Square value in the Asymp.Sig is (2-sided) column is .385 and greater than .05. This indicates that IB and SERVICE are not independent; they are related. The observed pattern, as shown in Table 4.6, of 93.8% count of those who checked 'Yes' is statistically significant. This therefore shows that IB is positively significant for SERVICE. As such, H₂ is not rejected, implying that there is a relationship between involvement balance and nature of service.

It was also assumed that it might prove enlightening to run cross-tabulations and Chi-Square tests for IB and other demographic variables like: Academic RANK, LONGEVITY, and DEPENDANTS. Academic RANK was chosen here because it covers the highest percentage of SERVICE. LONGEVITY and DEPENDANTS were chosen because it was expected they would have a great impact especially on involvement balance. The following tables display the results thereof.

Table4.25: Cross-tabulation of Involvement Balance (IB) with Academic RANK

IB		Academic RANK					Total
		AssocProf	Ass Lec	Lec	NA	Prof	
Yes	Count	12	58	32	27	6	135
	Expected Count	13.1	57.2	31.9	27.2	5.6	135.0
	% of Total	8.3%	40.3%	22.2%	18.8%	4.2%	93.8%
No	Count	2	3	2	2	0	9
	Expected Count	.9	3.8	2.1	1.8	.4	9.0
	% of Total	1.4%	2.1%	1.4%	1.4%	.0%	6.2%
Total	Count	14	61	34	29	6	144
	Expected Count	14.0	61.0	34.0	29.0	6.0	144.0
	% of Total	9.7%	42.4%	23.6%	20.1%	4.2%	100.0%

Respondents were asked whether they thought involvement balance relates to employee retention and productivity or not. An overwhelming majority 135 out of 144 (93.8) checked “yes”. It is important to realise that these results were pulled down by the associate professors of whom only 85% checked “yes”. This is not surprising given the fact that most of them are regarded as part-time workers.

Table4.26: Chi-Square Test for Involvement Balance (IB) with Academic RANK

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.156 ^a	4	.707
Likelihood Ratio	2.157	4	.707
N of Valid Cases	144		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .38.

The Pearson Chi-Square value in the AsympSig. (2-sided) column is .707 and greater than .05 indicating that IB and Academic RANK are not independent; that they are related. The observed pattern, as shown in Table 4.25, of 93.8% count of those who checked ‘Yes’ is statistically significant. Therefore, Table 4.26 shows that IB is positively significant for Academic RANK. This implies that there is, at least, a relationship between involvement balance and Academic RANK.

The next demographic variable which was considered was LONGEVITY. The following two tables demonstrate both the cross-tabulation between IB and LONGEVITY and their Chi-Square test.

Table 4.27: Cross-tabulation of Involvement Balance (IB) with LONGEVITY

10months	Count	0	1	1
	Expected Count	.9	.1	1.0
	% of Total	.0%	.7%	.7%
1year	Count	12	0	12
	Expected Count	11.2	.8	12.0
	% of Total	8.3%	.0%	8.3%
2years	Count	31	2	33
	Expected Count	30.9	2.1	33.0
	% of Total	21.5%	1.4%	22.9%
3months	Count	3	0	3
	Expected Count	2.8	.2	3.0
	% of Total	2.1%	.0%	2.1%
3years	Count	39	2	41
	Expected Count	38.4	2.6	41.0
	% of Total	27.1%	1.4%	28.5%
4years	Count	34	2	36
	Expected Count	33.8	2.2	36.0
	% of Total	23.6%	1.4%	25.0%
5years	Count	16	2	18
	Expected Count	16.9	1.1	18.0
	% of Total	11.1%	1.4%	12.5%

Total	Count	135	9	144
	Expected Count	135.0	9.0	144.0
	% of Total	93.8%	6.2%	100.0%

Respondents were asked whether they thought involvement balance related to employee retention and productivity or not. An overwhelming majority (135 out of 144, or 93.8%) checked “yes”. This perception was positively related to the years spent with the service, during the first three years and start to decline for the fourth year.

Table 4.28: Chi-Square Test for Involvement Balance (IB) with LONGEVITY

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.889 ^a	6	.010
Likelihood Ratio	8.254	6	.220
N of Valid Cases	144		

a. 9 cells (64.3%) have expected count less than 5.

The minimum expected count is .06.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .010 and less than .05 indicating that IB and LONGEVITY are independent; that they are not related. The observed pattern, as shown in Table 4.28 above, of a 93.8% count of those who checked ‘Yes’ is not statistically significant in this case. This implies that LONGEVITY has no bearing on the choice of either alternative, because involvement balance and LONGEVITY are independent of each other.

Next, DEPENDENTS were considered. The following two tables demonstrate both the cross-tabulation between IB and DEPENDANTS and their Chi-Square test.

Table 4.29: Cross-tabulation of Involvement Balance (IB) with DEPENDANTS

IB		DEPENDENTS					Total
		none	1	2	3	3+	
Yes	Count	8	7	23	27	70	135
	Expected Count	8.4	7.5	21.6	28.1	69.4	135.0
	% of Total	5.6%	4.9%	16.0%	18.8%	48.6%	93.8%
No	Count	1	1	0	3	4	9
	Expected Count	.6	.5	1.4	1.9	4.6	9.0
	% of Total	.7%	.7%	.0%	2.1%	2.8%	6.2%
Total	Count	9	8	23	30	74	144
	Expected Count	9.0	8.0	23.0	30.0	74.0	144.0
	% of Total	6.2%	5.6%	16.0%	20.8%	51.4%	100.0%

Respondents were asked whether they thought involvement balance related to employee retention and productivity or not. An overwhelming majority of 135 out of 144 (93.8) checked “yes”. 8 out of 9 (89%) of those with no dependants, 7 out of 8 (87%) of those with one dependant, all 23 with two dependants, 27 out of 30 (90%) of those with three dependants and 70 out of 74 (94.5%) of those with more than three dependants checked “yes”.

Table 4.30: Chi-Square Test for Involvement Balance (IB) and DEPENDANTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.240 ^a	4	.519
Likelihood Ratio	4.398	4	.355
N of Valid Cases	144		

a. 5 cells (50.0%) have expected count less than 5.

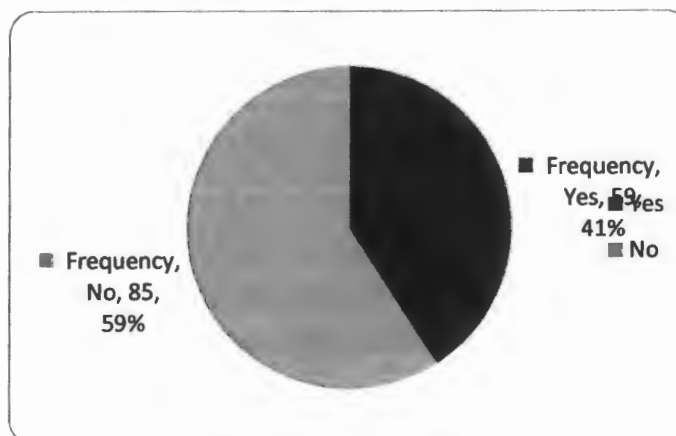
The minimum expected count is .50.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .519 and greater than .05. What this means is that IB and DEPENDANTS are not independent; that they are related. The observed pattern, as shown in Table 4.30, of 93.8% count of those who checked 'Yes' is statistically significant here. Therefore, Table 4.31 shows that IB is positively significant for DEPENDANTS. This implies that there is a relationship between involvement balance and DEPENDANTS.

4.2.4 Section 4: Satisfaction Balance analyses

SB1: Respondents were asked whether they were living their ideal lives. Their responses visually enhanced by the pie chart in the figure below.

Figure 4.10: Satisfaction Balance (SB1)

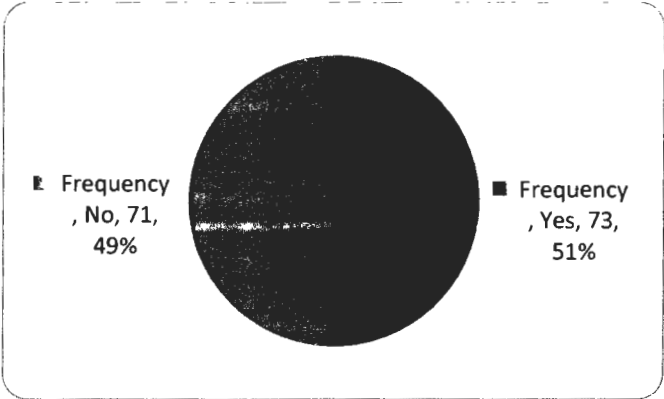


The figure above shows that 41% of the respondents responded that they were living their ideal lives while 59% responded that they were not living their ideal lives.

This is important because it speaks to the general disposition of the respondents. If they were living their ideal lives, as 59 of them said they were, then they were generally satisfied. Put differently, if they were living their ideal lives, then any satisfaction difficulties did not issue from the choice of job; these might issue from the working environment, involvement issues or other issues deriving from the management practices in place, some of which have been cleared by the foregoing.

SB2: Respondents were asked whether they had given up any activities they enjoyed because of their jobs. The following figure enables the visual comparison of their responses.

Figure 4.11: Satisfaction Balance (SB2)



This figure draws a very thin margin between those who responded that they had given up activities they enjoyed because of their jobs (73 respondents) and those who had not given up activities because of their jobs (71 respondents). Given that the margin between those who were living their ideal lives and those who were not is also quite narrow – 59% to 41% – these results were expected. From the results to these two questions, it can be inferred that for 51% of the respondents, the activities they enjoyed were not the foregone alternatives; in other words, their job did not cost them what they enjoyed.

This is consistent with the findings presented and discussed in TB4 above, where the results showed that 60.4% of the respondents spent most of their time doing what was most important to them. This is important because it speaks to the general disposition of the respondents with respect to their chosen field of work; it says that for (slightly) more than half of the respondents what they do is important and enjoyable to them. For the purpose of the present research, this means that with a few managerial adjustments the employees at the IME could actually become more productive, stay at

the IME and enable IME to achieve the sustained competitive advantage it legitimately craves.

SB3: The respondents were asked whether they got enough sleep, exercise and healthy food. The responses are represented on the figure below.

Figure 4.12: Satisfaction Balance (SB3)

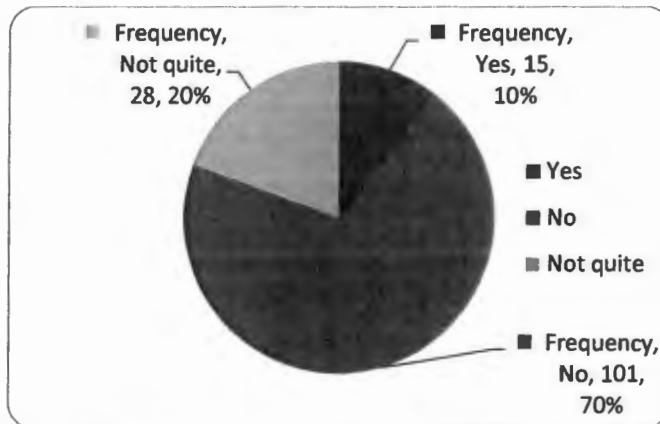


The results show that 83 respondents (58%) responded that they got enough sleep, exercise and enough healthy food and the remaining 42% said they did not. These three issues – sleep, exercise and healthy food – cover possible organizational stressors and the employees' ability to maintain their physical well-being in terms of sufficient time and means for exercise and sufficient means for the procurement of healthy food.

This is in line with the study of Jackson and Rothmann (2006). Besides identifying physical and psychological health of educators as examples of occupational stressors, they show how organizational stress and low organizational commitment accounted for the variance in physical and psychological ill-health. Their study actually builds upon that of Jones and Bright (2001), which posits that occupational stress is positively related with harmful occupational outcomes like job dissatisfaction, ill-health, absenteeism, higher turnover and lower productivity. This is what gives pertinence to gathering information such as this in a study on WLB.

SB4: Respondents were asked whether they were satisfied with their pay packages, and their responses can be seen in the figure 4.13 below.

Figure 4.13: Satisfaction Balance (SB4)

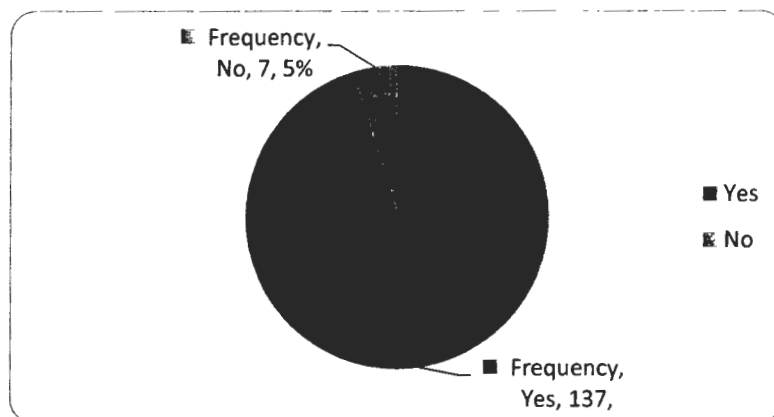


The fact of the matter is that the responses here were quite frightful. 70% of the respondents (101) responded that they were not satisfied with their pay packages. Of the remaining 30%, 20% were not quite sure whether or not they were satisfied and only 10% were satisfied.

This high dissatisfaction with pay packages is really not good for IME. House rents have spiked especially in Douala. Petrol and gas prices have been significantly increased. This phenomenon of the unbalanced Cameroonian economy has certain devastating effects on employees like the inability to take proper care of those under their care, or make rent payments, foot bills or cover other necessary expenses. The ultimate corollary of these difficulties is financial stress, which easily leads to malingering and lethargy, reduced productivity and accuracy, choleric temperaments, and distractedness *inter alia*. These could lead to behavioural anomalies like sales of examination questions to students, forcing students to buy lecture notes and other pamphlets, submitting doctored financial reports or inflating extra hours; all in a bid to earn some more money on the side. It is to avoid such nefarious behaviour that Hastings (2008) explains that efforts made by employers to help their employees deal with financial challenges lessen the effect which financial stress can have on the workplace. This would go a long way to improve on their overall job satisfaction and so positively impact their productivity and desire to remain at the IME. Practical ways in which this could be done will be discussed shortly. For now it might prove instructive to study the results of the opinion polls on whether or not satisfaction balance has any bearing on their productivity and desire to stay at the IME.

SB: The respondents were asked whether they thought that proper satisfaction balance would make them more productive and increase their desire to remain at the IME. The following figure represents their responses.

Figure 4.14: Satisfaction Balance (SB)



Evidently, a very high percentage of the respondents – 137 as opposed to 7 of them – responded that they thought proper satisfaction balance would make them more productive and want to remain at the IME. In other words, they wanted to remain at the IME – as can also be inferred from the foregoing – but this desire needs to be enhanced by proper satisfaction balance; IME HRM practices must seriously target employee satisfaction balances.

Since SB was considered as the main satisfaction balance variable, its results were cross-tabulated with nature of service and Chi-Square was used to test H₃. The results are shown in the following two tables.

Table 4.31: Cross-tabulation of Satisfaction Balance (SB) with SERVICE

SB		SERVICE			Total
		Admin	support	teaching	
yes	Count	26	14	97	137
	Expected Count	26.6	13.3	97.0	137.0
	% of Total	18.1%	9.7%	67.4%	95.1%
no	Count	2	0	5	7
	Expected Count	1.4	.7	5.0	7.0
	% of Total	1.4%	.0%	3.5%	4.9%
Total	Count	28	14	102	144
	Expected Count	28.0	14.0	102.0	144.0
	% of Total	19.4%	9.7%	70.8%	100.0%

Respondents were asked if their satisfaction balance related to employee retention and productivity or not. An overwhelming majority 137 out of 144 (95.1%) checked “yes”. It is important to realise that the administrative staff were those who pulled the results down, with only 26 out of 28 (less than 93%).

Table 4.32: Chi-Square Test for Satisfaction Balance (SB) with Service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.031 ^a	2	.597
Likelihood Ratio	1.673	2	.433
N of Valid Cases	144		

a. 3 cells (50.0%) have expected count less than 5.

The minimum expected count is .68.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .597 and greater than .05. This indicates that SB and SERVICE are not independent; they are related. The observed pattern, as shown in Table 4.33, of 95.1% count of those who checked 'Yes' is statistically significant. This therefore shows that SB is positively significant for SERVICE. As such, H₃ is not rejected, implying that there is a relationship between satisfaction balance and nature of service.

It was also assumed that it might prove enlightening to run cross-tabulations and Chi-Square tests for SB and other demographic variables like: Academic RANK, LONGEVITY, and DEPENDANTS. Since Academic RANK covers the highest percentage of SERVICE, it was chosen here. LONGEVITY and DEPENDANTS were chosen because it was expected they would have a great impact especially on satisfaction balance. The following tables display the results thereof.

Table 4.33: Cross-tabulation of Satisfaction Balance (SB) with Academic RANK

SB		Academic RANK					Total
		AssocProf	AssLec	Lec	NA	Prof	
Yes	Count	12	59	32	28	6	137
	Expected Count	13.3	58.0	32.3	27.6	5.7	137.0
	% of Total	8.3%	41.0%	22.2%	19.4%	4.2%	95.1%
No	Count	2	2	2	1	0	7
	Expected Count	.7	3.0	1.7	1.4	.3	7.0
	% of Total	1.4%	1.4%	1.4%	.7%	.0%	4.9%
Total	Count	14	61	34	29	6	144
	Expected Count	14.0	61.0	34.0	29.0	6.0	144.0
	% of Total	9.7%	42.4%	23.6%	20.1%	4.2%	100.0%

Respondents were asked whether their satisfaction balance related to employee retention and productivity or not. An overwhelming majority 137 out of 144 (95.1%) checked “yes”. Across the whole ranking, associate professors are those who score less than the average, with 12 out of 14, representing less than 86%.

Table 4.34: Chi-Square Test for Satisfaction Balance (SB) with Academic RANK

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.528 ^a	4	.474
Likelihood Ratio	2.988	4	.560
N of Valid Cases	144		

a. 5 cells (50.0%) have expected count less than 5.

The minimum expected count is .29.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .474 and greater than .05 indicating that SB and Academic RANK are not independent; that they are related. The observed pattern, as shown in Table 4.35, of 95.1% count of those who checked ‘Yes’ is statistically significant. Therefore, Table 4.35 shows that SB is positively significant for Academic RANK. This implies that there is a relationship between involvement balance and Academic RANK.

The following two tables demonstrate the cross-tabulation between IB and DEPENDANTS and their Chi-Square test, respectively.

Table 4.35: Cross-tabulation of Satisfaction Balance (SB) with DEPENDENTS

SB		DEPENDENTS					Total
		none	1	2	3	3+	
yes	Count	9	7	22	26	73	137
	Expected Count	8.6	7.6	21.9	28.5	70.4	137.0
	% of Total	6.2%	4.9%	15.3%	18.1%	50.7%	95.1%
no	Count	0	1	1	4	1	7
	Expected Count	.4	.4	1.1	1.5	3.6	7.0
	% of Total	.0%	.7%	.7%	2.8%	.7%	4.9%
Total	Count	9	8	23	30	74	144
	Expected Count	9.0	8.0	23.0	30.0	74.0	144.0
	% of Total	6.2%	5.6%	16.0%	20.8%	51.4%	100.0%

Respondents were asked whether their satisfaction balance related to employee retention and productivity or not. An overwhelming majority of 137 out of 144 (95.1%) checked “yes”. 9 out of 9 (100%) of those with no dependants, 7 out of 8 (87%) of those with one dependant, all the 22 out of 23 (95%) with two dependants, 26 out of 30 (86.6%) of those with three dependants and 73 out of 74 (98.5%) of those with more than three dependants checked “yes”.

Table 4.36: Chi-Square Test for Satisfaction Balance (SB) with DEPENDANTS



	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.109 ^a	4	.088
Likelihood Ratio	7.579	4	.108
N of Valid Cases	144		

a. 5 cells (50.0%) have expected count less than 5.

The minimum expected count is .39.

The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .088 and greater than .05 indicating that SB and DEPENDANTS are not independent; that they are related. The observed pattern, as shown in Table 4.37 above, of 95.1% count of those who checked 'Yes' is statistically significant. Therefore, Table 4.38 shows that SB is positively significant for DEPENDANTS. Worthy of note is the fact that SB seems more significant for SERVICE and Academic RANK than for DEPENDANTS. This is because their Chi-Square values .597 and .474, respectively, are higher than those of SB and DEPENDANTS, .088. This implies that though there is a relationship between SB and DEPENDANTS, policy that envisages satisfaction balance could focus more on SERVICE and Academic RANK.

Finally, cross-tabulation and Chi-Square tests were also run between SB and LONGEVITY. The following two tables show the results.

Table 4.37: Cross-tabulation of Satisfaction Balance (SB) with LONGEVITY

LONGEVITY		SB		Total
		yes	no	
10months	Count	1	0	1
	Expected Count	1.0	.0	1.0
	% of Total	.7%	.0%	.7%
1year	Count	12	0	12
	Expected Count	11.4	.6	12.0
	% of Total	8.3%	.0%	8.3%
2years	Count	32	1	33
	Expected Count	31.4	1.6	33.0
	% of Total	22.2%	.7%	22.9%
3months	Count	2	1	3
	Expected Count	2.9	.1	3.0
	% of Total	1.4%	.7%	2.1%
3years	Count	37	4	41
	Expected Count	39.0	2.0	41.0
	% of Total	25.7%	2.8%	28.5%
4years	Count	36	0	36
	Expected Count	34.2	1.8	36.0
	% of Total	25.0%	.0%	25.0%
5years	Count	17	1	18
	Expected Count	17.1	.9	18.0
	% of Total	11.8%	.7%	12.5%
Total	Count	137	7	144
	Expected Count	137.0	7.0	144.0
	% of Total	95.1%	4.9%	100.0%

Respondents were asked whether their satisfaction balance related to employee retention and productivity or not. An overwhelming majority 137 out of 144 (95.1) checked “yes”. From three months to four years, the sentiment that satisfaction relates to employee retention and productivity was growing and suddenly dropped in the 5th year. This might be the impression of the employee feeling that he is plateauing.

Table 4.38: Chi-Square Test for Satisfaction Balance (SB) with LONGEVITY

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.144 ^a	6	.119
Likelihood Ratio	9.268	6	.159
N of Valid Cases	144		

a. 9 cells (64.3%) have expected count less than 5.

The minimum expected count is .05.

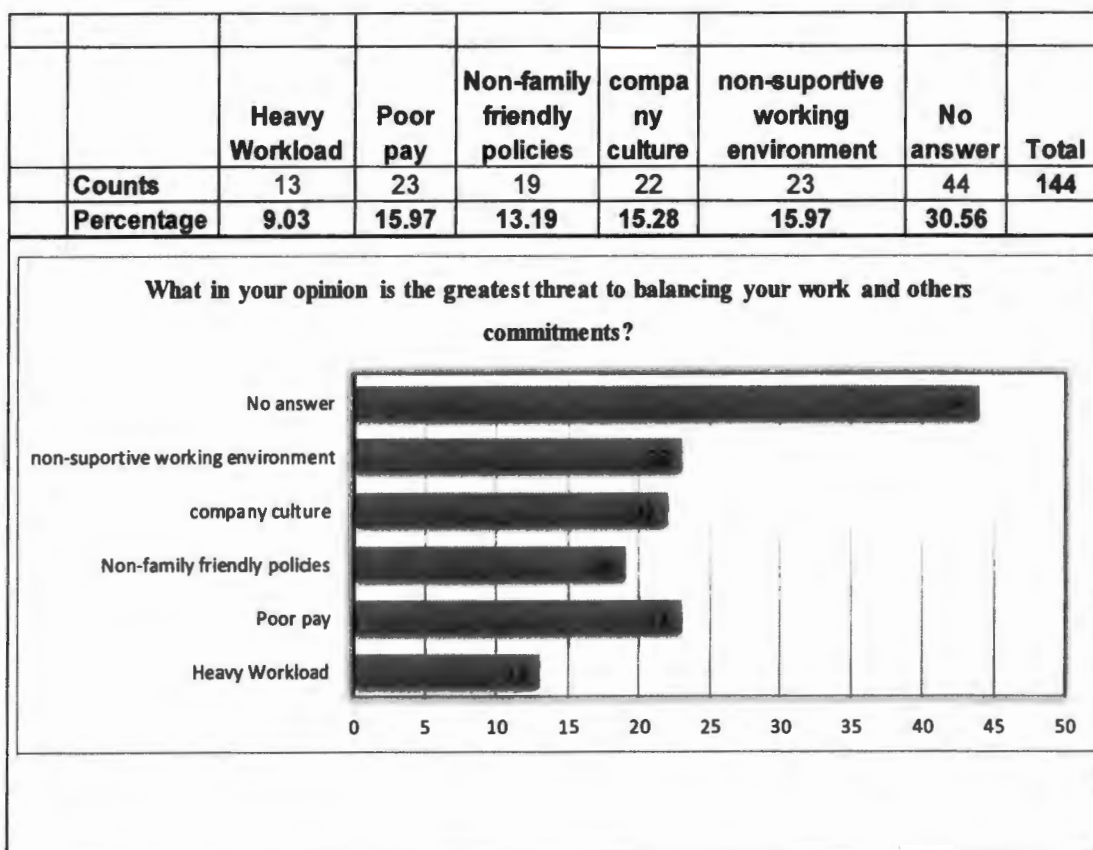
The Pearson Chi-Square value in the Asymp. Sig. (2-sided) column is .119 and greater than .05 indicating that SB and LONGEVITY are related; that they are not independent. The observed pattern, as shown in Table 4.39, of 95.1% count of those who checked ‘Yes’ is statistically significant. Therefore, Table 4.39 shows that SB is positively significant for LONGEVITY. It is also important to note that SB seems more significant for SERVICE and Academic RANK than for LONGEVITY, as was the case with DEPENDANTS. This is because their Chi-Square values .597 and .474, respectively, are higher than that of SB and LONGEVITY, 119. This implies that though there is a relationship between satisfaction balance and LONGEVITY, policy that envisages satisfaction balance could focus more on SERVICE and Academic RANK.

4.2.5 Section 5: Getting the balance analysis.

This section is a section containing two open ended questions, which collected qualitative data from the respondents about what they thought was the greatest threat that might hamper the balance between work and the others commitments and what IME could do to assist getting the balance. The results are first presented in a

table in which percentages are embedded for better understanding, then followed by the narration.

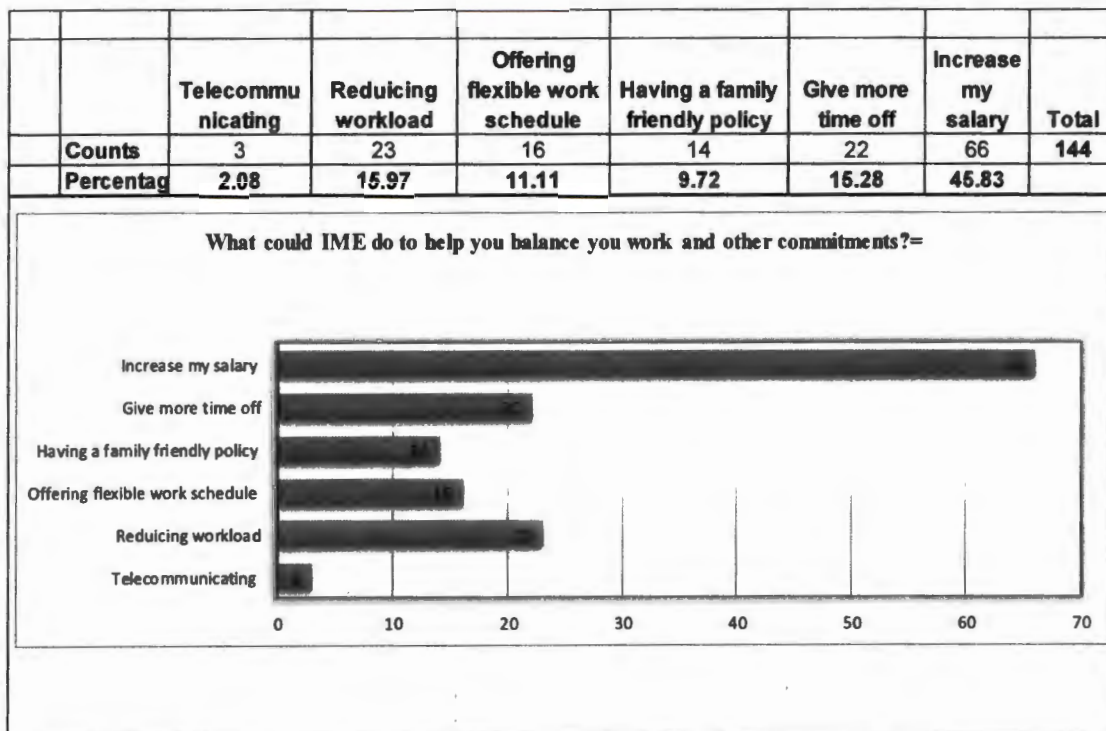
Table 4.39. Greatest threat to balancing work and others commitments



Respondents were given the opportunity to voice what they thought was the greatest threat to balancing their work and other commitments. Out of the 144 respondents, 44 did not provide any answers. 23 of the 144 cited an unsupportive or hostile working environment. 22 of the 144 blamed the organisational culture as the greatest risk to balancing their work and other commitments. This can also be associated with the hostile working environment; hence culture is the major player in the workplace. 23 also cited poor pay. Even though it might be difficult to objectively figure out how better pay will improve the work family balance, it can be guessed that this category might mean getting better pay so that they can afford helpers or house

mates to release them from certain house duties and even to afford more needed and deserved holidays.

Table 4.40. What IME could do to help balance work and others commitments



Respondents were given the opportunity to voice what they thought IME could do to help balance their work and other commitments. With no surprise the answers of the previous question; better salary was the leading factor. 66 out of 144 sought better salary as work conflict balance enhancer. This might imply that those who were silent in terms of threats would have cited poor pay. Their silence might be attached to the difficulty of establishing the correlation between work balance and rewards, mainly money. This also points to the fact that many were leaving for the seeking of greener pastures, as they were not content with their current rewards.

This study has used closed-ended questions from sections one to four which amounts to quantitative data collection. Further to that, the 5th section on how to get the balance contains two open-ended questions inquiring about the threat to balance and the how IME can assist employees in getting the balance. Sections 2, 3 and 4 answer research questions 1, 2 and 3. One can therefore conclude that even though the last session was qualitative in collection and analyses, the whole work, if more

quantitative, thus almost all the research questions were solved quantitatively. It goes without saying that the mixed research method was used in this research but the quantitative approach predominated.

To summarise, the study has identified certain WLB intricacies that necessitate strategic intervention. The study identified time balance as a major challenge for administrators; that though WLB was of great significance for nature of service and other demographic variables at the IME, there was an alarming rate of dissatisfaction with managerial policies, especially with respect to employee involvement and remuneration. These are two major factors that contribute to the highly elusive nature of outstanding employee and productive employees.

4.3 Discussions of findings

4.3.1 Research Question 1: What are the problems and significance of time balancing at the IME?

Some of these have already been seen above. Time balance is generally more challenging for the administrative staff as was seen in Table 4.7 and Table 4.9. This was because they generally spent more hours at work than they preferred, as a result of the nature of their work. A very devastating corollary of this was that they did not spend as much time as they would have preferred with their loved ones. Time with loved ones is a priceless means towards mitigating the rather devastating incidence and consequences of occupational stress. Then again, doing university work at home was not a significant challenge to time balance as shown in Table 4.8.

Time balance is very important. Table 4.11 shows that a very high percentage of the respondents – 95.8% – maintained that time balance would make them more productive.

Besides seeing that time balance was a major challenge for administrators, Table 4.13 shows a positive significance of TB5 for Academic RANK. Worthy of note is the fact that TB5 samples opinion on whether or not time balance leads to productivity. As such, what the former statement means is that with respect to academic rank, there was a high percentage of those who chose “Yes”, a high percentage of those who thought that time balance would make them more productive at the IME. But then, “positive significance” also suggests that as academic rank

increases – from assistant lecturer to professor – time balance also increases and this leads to higher productivity at the IME.

There are several reasons why time balance could be related to academic rank or teaching in general. For one thing, the higher your academic rank the lower the amount of time you input in terms of coursework. This might have been the reason why almost 80% of Assistant lecturers indicated that their number of courses or course load did not enhance their time balance. Many of them explained that they were expected to cover a minimum of 12 credit hours per week and yet meet up with the exigencies of their doctoral and other research. This caused great difficulties in terms of time for their other commitments.

Above and beyond, the members of the teaching core were not open to the outlined hindrances to time balance. Most of them indicated “No” or “Not applicable” to things like long working hours, compulsory over-time, or week-end.

4.3.2 Research Question 2: What are the difficulties and importance of involvement balancing at the IME?

The foregoing has already laid some of these bare. Any possible involvement imbalance is not attributable to the push and pull of work and other commitments as shown in Figures 4.6 and 4.8. What this effectively means is that the involvement challenges are intrinsic to their working environment. As seen from the discussion around IB3 above, this comes down to challenges like inadequate consultation of employees on decisions concerning them, communication gaps, overbearing and impromptu policy decisions, non-professional involvement in policy decisions, negative attitude of management, direct supervisors and colleagues. The real conundrum here is that, as Garner (2012:12) observes that “When people at work have a problem the organization also has a problem”. To deal with these difficulties, the following table of administrative attributes, skills and knowledge presented in Joshi (2012) might prove very instructive.

Table 4.41: Administrative attributes, skills and knowledge

Integrity	Communication	Staff needs
Flexibility	Listening	Organizational policy
Open-mindedness	Motivation	Organizational procedures
Decisiveness	Delegation	Organizational objectives
Trustworthy	Innovation	Services
Unbiased	Training	Competition
Enthusiastic	Planning	Financial
Imaginative	Controlling	
Humorous	Influencing	

It is critical for IME to use these and similar tools to address these issues because, as seen in Figure 4.8, IB is of monumental importance in increasing employee productivity and a desire to remain at the IME. It does this by occasioning an increase in employee commitment to the organization. However, beyond diagnosing the problem, the present study has also identified the causes of the involvement imbalance. Cognizant of the fact that simply calling on the members of staff to be more committed does not seem a sufficient solution to the problem the next chapter of the present research will provide some practical ways in which this spirit of commitment and involvement could be enhanced and properly harnessed for sustained competitive advantage.

A proper approach to communication and employee involvement is priceless. To this effect, Bratton and Gold (2000: 301) have this to say:

From a managerial perspective, there is the argument that communication plays a critical role in constructing and maintaining a 'strong' organizational culture...and in the leadership process 'leadership is to a great extent a communication process'...Further, there is the argument that [employee involvement] fundamentally transforms the climate of the employment relations because it leads, not only to changes in worker behaviour, but more significantly to long-term changes in worker attitudes and commitment, and that these in turn will result in gains in labour productivity and quality.

Way back in 1978, Driscoll carried out a study on the relationship between participation in decision-making in an organization and dealt with satisfaction with the organization. His case study was an arts college in upstate New York. He measured the satisfaction of the members of faculty with their participation in decision-making related to such issues as the appointment of new faculty, faculty promotion, faculty salary increases, appointment of a new department head and the allocation of the college budget. From his study, it was clear that the postulation that the decision-making process in an organisation affects the satisfaction of its members is true even for academic circles. Since proper involvement results in satisfaction, it seems proper to take a closer look at satisfaction balance at this juncture.

4.3.3 Research Question 3: What are the intricacies and impacts of satisfaction balance at the IME?

The fact that for a good percentage of respondents (51%), the activities they enjoy are not the foregone alternative means that more than half of the respondents are doing what is important and enjoyable for them. This is important because it reveals the generally positive disposition of the respondents and suggests that only a few managerial adjustments are really necessary to retain the outstanding employees whose resulting increase in productivity is crucial to enhancing IME's strive for a sustained competitive advantage. One sure way to do this is by ensuring proper satisfaction balance, hence its importance.

The required employee or job satisfaction can be achieved by putting in place certain policies that ensure the physical and psychological well-being of the employees. This was the bottom-line of the discussion around SB3 above. But such employee or job satisfaction also means ability to meet up with financial demands and this is ultimately about having a satisfactory pay package or better yet being satisfied with pay package – a luxury which 70% of the respondents cannot afford. It might prove instructive to take a closer look at this pay package issue.

There seems to be a certain endemic dissatisfaction with the salaries of many workers even beyond IME. Among the many discussions in this area is the issue of fair wage – since this seems to steadily fuel multiple avenues of ethical neglect, while itself being a possible expression of such neglect. It might prove instructive to make a more profound consideration of the philosophy of fair wage.

4.3.4 The philosophy of fair wage

There seems to be a contemporary proliferation of labour unions with a view of negotiating fair minimum wage standards for workers. More importantly, they try to bargain for fair wages, which are above what would barely be accepted by workers who have been put into tight corners by the high rate of unemployment. Most people would agree that wages should be fair. But then, what should be considered as 'fair wage' and who should decide it? How do we divide revenue and profits among those responsible for its generation?

There are basically three models of determining fair wage, which models are built on three philosophical theories. The three models are the egalitarian, the meritocratic and the libertarian. We shall attempt a very succinct study of these, show those which modern society is more inclined towards and why, and make a modest recommendation.

The first model, the egalitarian model, proposes that economic gain be equally divided between the involved parties. This model can be applied in two respects. The first is at the level of direct wage or salary. According to an extremist interpretation of this model, all the actors in the particular organization – administrative, teaching and support – should receive equal wage packages. Besides the fact that this sounds absurd even to the man on the street, it is inconsistent with the economic logic behind ideas like 'specialization of labour', or 'skilled and unskilled labour' and the many ramifications predicable to those.

The second and more realistic interpretation of this egalitarian model is at the level of what might be called 'fringe benefits' or other financial benefits which do not fall into the pay package as such. These might more properly fall into the connotation of 'economic gain' in the sense that it is what accrues to the business unit from point of view of profits. The point is that these should be equally shared among the various actors or parties responsible for its production. Fair enough. However, the issue here is with the pay package as such and since the 'non-utopic' interpretation of this model shifts the goal posts, it does not seem proper to dwell on it. Suffice it to say that as a model for determining fair wage, this model is simply unrealistic, economically incoherent and rationally untenable.

The meritocratic model, on the contrary, recommends the splitting of economic gain proportionately to the contributions to its creation. As if to cure the utopia of the

extreme interpretation of the foregoing model, this present model envisages a division of economic gain or wages, according to merit judged by contributions made to its creation. This seems consistent with the rationality behind statements like: “what you sow is what you will reap” or “garbage in garbage out”. Unfortunately, this is not consistent with the phenomenon of the “skilled and unskilled labour mentality”. IME as well as other reputable institutions adopt this model – pay their workers according to academic rank, the reason being that higher academic rank usually means more experience, more value for institutional image.

Arguably, however, greater credentials (which are supposed to be the pointers to skill) do not translate into putting in more in the creation of economic gain. More often than not, it is the workers at the lower ranks (lesser credentials) who put in the most in the creation of economic gain. If this is the case, as is all too often the case, this model would be defective in determining fair wage. At best, the ambiguity surrounding merit – credentials or energies – weakens this model. If by merit we actually mean the work and energies actually put in the creation of economic gain and not just credentials or qualifications, then this model would make more sense. Cognizance of this seems to be the reason why, besides the regular salaries, IME like many other institutions also makes room for responsibility allowances.

The third model, the libertarian model, was put forth by Nozick (1974). This model was guided by a principle which he formulated as “justice in transfer”. According to this principle, all allocations resulting from freely chosen transfer are fair. This provides the basis for the common business argument according to which the most appropriate test for fair wages is not whether the wage reaches some predetermined standard, but whether it is freely accepted by ‘reasonably’ informed workers.

Considering the idea of ‘free acceptance’ to what extent would someone tight-cornered by massive unemployment be ‘free’ in accepting whatever wage the employer proposes? The high rates of unemployment put a certain ‘messiah complex’ in many employers and managers. They imagined that their employees are very desperate and thus treat them with reckless abandon and spite. In fact, such a list showing that many employees are treated on a sub-human basis is inexhaustible. Could a fair wage result from such a sullied atmosphere? Is it not the case that the employers pretend to negotiate while actually imposing for the simple reason that they think the employees are desperate?

In truth, Law No 92-007 of 14 August 1992 on the (Cameroon) Labour Code deals commendably with many issues related to the present discussion. Part III of the said law deals with contracts of employment, Part IV deals with wages and Part V relates to the conditions of employment. Without meaning to give a comprehensive study of this labour code, it simply suffices to say it subscribes more to this libertarian model of wage determination albeit it's setting the minimum wages in various areas of employment. With all due respect to the propriety of this law, we simply wonder if the foregoing considerations were made, especially the difficulty born and nourished by the unemployment issue. Is the messiah complex of many employers really checked by this law? To what extent are the employees really free in the acceptance of these wages? Does the fact that this model is widely employed make it free of difficulties?

The way out of this precarious situation is justice, honesty and most importantly the ethical disposition that enhances our seeing the other – in this case the employee – as a human person with an inviolable human dignity even in an issue as mundane as wages. This perspective adopted from Rawls (1999), construes justice not simply as giving each man what is his due, but most especially as fairness, which is the hope of social institutions that do not confer morally arbitrary lifelong advantages on some persons at the expense of others. This is precisely what Rawls means by 'justice as fairness' in his strongly egalitarian form of liberalism.

When all is said and done, this philosophy of fair wage culminates in one basic and instructive truth: both intrinsic and extrinsic considerations must come into fairness of wage considerations. The extrinsic considerations concern the means by which the wage is arrived at, while the intrinsic considerations deal with the nature of the pay package itself. Given that IME is following the aforementioned conventional salary model, it seems proper to say the great dissatisfaction is more with the nature of the pay package itself. In this light, when 95.1% of the respondents say that proper satisfaction balance will make them more productive and increase their desire to remain at the IME, at least 70% of them interpret this to primarily mean an increase in pay package.

That notwithstanding, it would be an unfortunate mistake to interpret the foregoing as meaning that job satisfaction exclusively means satisfaction with pay package. In fact, Locke (1976:1304) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences".

In fact, Spector (1997) adumbrates the following as the fourteen common facets of job satisfaction: appreciation, communication, co-workers, fringe benefits, and job conditions, nature of the work, organization, personal growth, policies, procedures, promotion opportunities, recognition, security, and supervision.

From the foregoing list, it can be deduced that the other two components of WLB – time and involvement balance – fall under satisfaction balance to the extent which satisfaction balance studies various facets of job satisfaction like nature of work, communication, co-workers, recognition and supervision, *inter alia*, which are also treated by either time balance or involvement balance. Ipso facto, in targeting satisfaction balance, IME would be significantly targeting the kind of WLB that translates into a sustainable competitive advantage by ensuring the retention of outstanding and very productive employees.

WLB is of indubitably high significance for IME. Yet the discussions, especially under IB, show that there are severe management problems that threaten WLB, such as communication gaps, overbearing and impromptu decisions, inadequate involvement of staff in the decision-making process, and too much non-professional involvement in policy decisions. The matter is made more deplorable by the fact that 90% of the respondents identify negative attitudes of management as a major hindrance to their involvement balance. What this means is that managerial gaps need to be closed for this highly significant WLB to really translate into a sustained competitive advantage.

The ultimate point here is that by targeting employee job satisfaction in policy, IME would be operating the human resource-based theory of competitive advantage. By operating this theory – putting the accent on the relations between the internal features of the firm and the business strategy (Barney, 1991) - IME would be precluding the negative attitude of management, supervisors and colleagues, which negative attitudes significantly, hinder involvement balance. Putting this theory into practice entails putting in place certain HRM policies that enhance employee satisfaction, retention and productivity in view of a sustained competitive advantage (ALDamoe, Yazam, and Ahmid, 2012; Mokaya & Gitari, 2012; Narang, 2013).

4.4 Summary

This chapter constitutes a presentation of results, analyses and discussion of the findings of the present research. The data were analysed beginning from the

demographic variables, the time balance variables, involvement balance variables and the satisfaction balance variables. Instructive relationships among the demographic variables and between the WLB variables and the demographic variables were identified and discussed. The hypotheses were all accepted, to the effect that there is a relationship between WLB and SERVICE. The three research questions were also answered by the discussion attempting to lay by the intricacies and pertinence of WLB at the IME. Cognizant of the endemic dissatisfaction with salaries, which for most of the respondents was a major hindrance to satisfaction balance, this chapter ended with a discussion of the philosophy of fair wage – the proper foundation of the claim that there is more to job satisfaction than a 'fair wage'.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter is divided into three main sections, the summary of the study, the conclusions and the recommendations.

5.1 Summary

Building from the idea that dramatic national and international changes have forced universities to adopt strategies and practices hitherto exclusive to the world of business, this research set out to study the intricacies and pertinence of one such managerial strategy – WLB – in view of achieving sustained competitive advantage. Using both qualitative and quantitative research paradigms, this study made very instructive findings which have been discussed above. At this juncture it suffices to examine the contributions of the current study, implications for management, directions for future research, limitations of the study, and a conclusion.

5.1.1 Contributions of the current study

There are basically three ways in which this organization theory could make a difference: developing new approaches to the management and leadership of organizations; developing both staff and the organization or engaging a process of change that takes into account the human factor; and development of improved relationships between different levels in the organization (McAuley, Duberley & Johnson, 2007:107). This is also the major contribution of the present research: that it proposes a new approach to the management of IME and the HE at large; that it proposes a wave of change at the IME, and the HE in general, that focuses on the human factor; and that it defines organizational development at the IME, and the entire HE, in terms of improved relationship along the lines of the various levels in the nature of service – administration, teaching and support.

By evidencing significant relationships between WLB and various demographic variables at the IME, in view of the kind of employee retention and productivity that enable the organization to achieve a sustainable competitive advantage – evidence which both replicates and challenges previously found in relationships – this study contributes to theory on the effects of HRM practices, in this case WLB initiatives, on sustainable competitive advantage. Then again, the findings imply that the HR

managers at the IME would be wise to account for the nature of service and academic identity/rank of their employees while implementing their WLB initiatives. This is simply because the success of these initiatives, and the managerial policies that go with them, depend for the most part on the nature of service and academic rank of their employees. This reinforces the notion that the human resource-based theory of competitive advantage can be brought to have a great effect in securing sustained competitive advantage through the proper harnessing of WLB initiatives.

Another important contribution of this research is that it attempts a comprehensive study of the three major components of WLB – time, involvement and satisfaction balance – and their relationship with demographic variables in view of sustainable competitive advantage through outstanding employee retention and productivity. This is a major contribution because, as was seen in the empirical literature above, the impact of the components of WLB on organizational outcomes like employee retention and productivity still remains unidentified.

5.1.2 Implications for management of the HEI

The above findings lend credence to the claim that WLB practices can significantly influence the development of the IME – as well as the other institutions in the HE environment – by enhancing employee satisfaction, retention and increased productivity, all of which are crucial to securing a sustained competitive advantage for IME. IME's employment of "other sympathetic elements" will enable it to generate the sort of human capital advantage which is a vital source of sustained competitive advantage (Boxall & Pucell, 2007).

This has critical practical implications for IME management and that of the IPES at large. The most fundamental management implication of this study is that HE providers can make use of the human resource-based view of competitive advantage as a framework for the configuration of their HRM practices – more specifically, their WLB initiatives – with a view to achieving a sustainable competitive advantage. The target here is to design a WLB framework that is valuable, rare, inimitable and non-substitutable. In this light, the following recommendations could come in handy. To facilitate comprehension here, the recommendations have been grouped into the three components of WLB.

5.2 Suggestions for future research

This study examines the importance of WLB at the IME. The study design does not give sufficient inferential support for the nature of the relationship between WLB and the demographic variables under study. Much remains to be studied in this area. Therefore, directions for future research include the following:

Firstly, instead of the cross-sectional design of this study, it might prove instructive to carry out longitudinal studies. This would occasion a proper study of the nature of the relationship that exists between WLB variables and the demographic variables; and this would afford a clearer picture of the intricacies and pertinence of WLB.

Secondly, for the purposes of making a better comparison, future research should get more data from other private institutions in Cameroon. Such comparison could take into consideration the socio-political specifics of management across religions or other affiliations of the institutions.

In the third place, it might prove interesting to pay closer attention to the cultural specificity of WLB studies in Africa. Though this study did this in part, a fuller consideration is in order.

Liff and Cameron (1997) explain that many organizations overlook the formal monitoring and evaluation of their WLB initiatives; they simply assume that WLB initiatives are being offered and that they are being used effectively. This is the reason why McDonald, Guthrie, Bradley and Shakespeare-Finch (2005) posit that there is a paucity of research on whether or not WLB policies are meeting their targets. This could be a potent avenue for future research. The benefit here will also be that instead of treating the impact of WLB initiatives as important possibilities but as significant practices already in place. Moreover, the organizational outcomes in view – employee retention and productivity – were treated as implicit in the responses to the questionnaires. Future research could benefit from isolating these and treating them as explicit considerations.

5.3 Limitations of the study

Like every human endeavour, this study has its limitations. For one thing, as already indicated above, there was some inevitable confusion of some respondents with regard to the question on the hindrances to the components of WLB. This might have resulted in sampling bias. This was not helped by the fact that for a good number of the respondents, WLB was an entirely new concept. There were also budgetary constraints; and this partly accounted for the impossibility of engaging in a longitudinal study which seems to be the preferred design for such studies. These difficulties notwithstanding, the findings of this research significantly contribute to the paucity of literature on WLB especially in the sub-region which plays host to the study area.

5.4 Conclusion

This study has made a significant contribution to scholarship in the area of SHRM. It contributes to the research on the challenges and importance of WLB initiatives on securing a sustainable competitive advantage by means of retaining outstanding employees and occasioning an increase in their productivity. The study provides empirical evidence to both support and occasion the practicability of the human resource-based theory of competitive advantage. The study also identifies the relationship that the various components of WLB have with various demographic variables, in a bid to shed light on the challenges and pertinence of WLB at the IME.

There are practical implications from the findings of the study; top among which is the fact that WLB can greatly impact IME's strive for sustainable competitive advantage. For this reason, the role and impact of WLB initiatives need to receive more attention in the strategic planning of organizations. This is as true of IME as it is for the IPES industry, HE and any other business form.

5.4 Recommendations

5.4.1 Time Balance

It must be remembered here that time balance was more challenging for administrators than for teaching or support staff, albeit positively significant for nature of service. For this reason, it is recommended that WLB initiatives and practices that mitigate the time balance challenges especially for administrators be put in place. For one thing, it is of utmost importance to implement flexible starting and closing times, and time off for family emergencies and events. Then again, long working hours, compulsory overtime, and weekend work must be reduced to the barest minimum; and

if these must happen they must be compensated for not only by payment for extra time but also by some time off in the subsequent working week possibly in terms of latter starting time or earlier closing time – this is consistent with the ideal of flexible starting and closing times.

5.4.2 Involvement Balance

The main difficulties here were at the managerial level. It seems that the colossal challenges at this level issue from the fact that the managers have no formal initial or ongoing training in management; and so they lack the requisite managerial skills to achieve the desired sustained competitive advantage. In this light, Joshi (2012) discusses some very usable administrative skills like: supervisory skills (like technical skills, human skills, conceptual skills, diagnostic skill, and political skill), and effective communication skills, in the likes of face-to-face communication, listening skills, and questioning techniques, *inter alia*. Workshops and other training forums like the Quality Assurance Workshop should be organized to inculcate these skills, making them part and parcel of the organizational culture. This should be especially the case for managers because as Garner (2012: 12) observes, the “manager who does not possess the skills and intelligence to help employees with personal problems put themselves at a huge disadvantage today. The counselling approach has become a ‘must-have’ skill for modern managers”.

5.4.3 Satisfaction Balance

As was insinuated above, this is actually the crux of the matter since it seems to be the culminating point of the others. For this reason, the recommendations here are more wide-ranging and practical.

In the first place, IME should develop a proper health management plan for the employees. This could include health risk assessments, and health insurance schemes. IME can provide health insurance for all her employees and their even the immediate families members of the full-time employees at least. This looks very heavy, but in reality it is not.

Moreover, IME should ensure the best career growth opportunities for the employees. Since most of them are living their ideal life and doing what they think is important for them, they will develop a sense of fulfilment and satisfaction which will ultimately lead to a sustainable competitive advantage for IME. These career growth opportunities could take the form of scholarships, school fees loans, and properly designed work-study programmes. This also means that mentorship of younger employees should be taken seriously.

To finally conclude, it is not any WLB initiative or HR policy that should be adopted. The study has shown that WLB is especially significant for nature of service and academic rank. It was also indicated that satisfaction balance was not very significant for longevity of service. The implication of this is that policies that target satisfaction balance or WLB at large could focus more on issues connected to nature of service and academic rank than issues about service longevity.

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APPENDIXES

Questionnaire

Dear Respondent,

I am an MBA student at the North West University in South Africa. I am conducting a study on the following topic: "Examining the Intricacies and Pertinence of Work-life balance at the Institute of Management and Entrepreneurship (IME)."

Your responses to this questionnaire will help the study achieve its objectives. Rest assured that your responses will be strictly confidential and used only for academic purposes, and your identity will neither be disclosed nor traceable.

Please return this questionnaire to Feussi Polycarpe (+27 72 466 8928, polycarpef@gmail.com) by 5th June, 2016.

Thanks for your cooperation.

Section 1: Demographic information

1. What gender are you? Male Female
2. What is your age bracket? Under 30 31 – 50 Over 50
3. What is your marital status? Married Single
4. What is the nature of your service? Administrative Teaching Support
5. What is your academic rank? (If applicable)
 Assistant Lecturer Lecturer Associate Professor
 Professor
6. What is your employment status? Full-time Part-time
7. How long have you worked with IME? _____
8. How many people are dependent on you?
 None 1 2 3 more than 3

Section 2: Time balance

9. Do you spend more hours than you would like at work? Yes No
10. Do you spend more hours than you would like doing university work at home? Yes No

11. Do you spend as much time as you would have loved to spend with your loved ones? Yes No

12. Do you spend most of your time doing what is most important to you? Yes No

13. Do you think that time balance will make you more productive at the IME? Yes No

14. Do you think proper time balance will make you more productive and increase your desire to remain at the IME? Yes No

15. Do any of the following **help** you balance your work and other commitments?

	Yes	No	Not available to me	Not applicable to me
Flexible starting and closing times				
Number of courses and course load				
Time off for family emergencies & events				
Part-time or reduced work hours				
Time off in school holidays				
Compressed working week				

16. Do any of the following **hinder** you from balancing your work and other commitments?

	Yes	No	Not applicable to me
Long working hours			
Compulsory overtime			
Weekend work			
Course load			

Section 3: Involvement Balance

17. Do you think you are too involved (psychologically or otherwise) at work, to the detriment of your other commitments? Yes No Not quite

18. Do you think you are too involved (psychologically or otherwise) in your other commitments to the detriment of your work? Yes No Not quite

19. Do you feel sufficiently consulted on work decisions concerning you? Yes No Not quite



20. Do you think proper involvement balance will make you more productive and increase your desire to remain at the IME? Yes No

21. Do any of the following help you balance your work and other commitments?

	Yes	No	Not available to me	Not applicable to me
Support from management				
Support from direct supervisor				
Support from colleagues				

22. Do any of the following hinder you from balancing your work and life commitments?

	Yes	No	Not applicable to me
Negative attitude of management			
Negative attitude of direct supervisors			
Negative attitude of colleagues			

Section 4: Satisfaction balance

23. Are you living your ideal life? Yes No

24. Have you given up activities you enjoy because of your job? Yes No

25. Do you get enough sleep, exercise and healthy food? Yes No

26. Are you satisfied with your pay package? Yes No Not quite

27. Do you think that proper satisfaction balance will make you more productive and increase your desire to remain at the IME? Yes No

Section 5: Getting a balance

28. What in your opinion is the greatest threat to balancing your work and other commitments?.

29. What could IME do to help you balance your work and other commitments

Consent to conduct the study from IME

Institute Management Entrepreneuriat

20th March, 2016

To whom it may concern

Dear Sir/Madam,

The Institute Management and Entrepreneurship (IME) in a bid to provide quality, practical, and professional education and academic excellence that meets national and international standards, is pleased to give the opportunity to:

Mr. FEUSSI POLYCARPE
Student number: 257 644 89,
Tel: +237 72 466 8928
Email: polycarpef@gmail.com

To gather the vital information he requires from you and your establishment to accomplish his Master of Business Administration (MBA) in the Graduate School of Business and Government Leadership, Faculty of Commerce and Administration at the North West University in South Africa, entitled:

'An analysis of work life balance within the Institute of Management and Entrepreneurship in Douala, Cameroon'

Sir/Madam, while counting in your cooperation, accepts my very high regards.
Yours faithfully



Alain Ndedi, PhD
Professor in Entrepreneurship and Organisation
Head of Research Unit
Email: alain_ndedi@hotmail.com
Tel: +237 690 757 969 / 237 683 508 257

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Certificate of language editing



Declaration

This is to declare that I, Annette L Combrink, accredited language editor and translator of the South African Translators' Institute, have language-edited the mini-dissertation by

P Feussi (257 644 89)

with the title

AN ANALYSIS OF WORK-LIFE BALANCE WITHIN THE INSTITUTE OF
MANAGEMENT AND ENTREPRENEURSHIP (IME) IN DOUALA,
CAMEROON

A handwritten signature in black ink, appearing to read 'Annette L Combrink', written in a cursive style.

*Prof Annette L Combrink
Accredited translator and language editor
South African Translators' Institute
Membership No. 1000356
Date: 18 November 2016*