

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Work-Life Balance Practices and Teacher Performance in Public Secondary Schools in Kenya

Phylisters Daizy Matula

Senior Lecturer, Department of Educational Management, Policy & Curriculum Studies,
University of Nairobi, Kenya

Abstract:

The importance of Work-Life Balance (WLB) in organizations cannot be over-emphasized, for there is so much to lose or gain depending on whether the Work-Life Balance practices are available or not. The objective of this study was to investigate the influence of work-life balance practices (administrative adherence to leave policies, supportive work environment by the school administration, make-up time, and job sharing) on teachers' performance in public secondary schools in Homa-Bay County, Kenya. The variables of the study were discussed in relation to spillover theory. The study used a descriptive survey design. The sample included 320 teachers from 74 schools. Simple and stratified random sampling techniques were used. Questionnaires were used to collect data. Content validity was tested through expert judgement. Test re-test was used to test reliability. The reliability of the questionnaire instrument was 8.5. The study used Pearson correlation coefficient, ANOVA, and multiple linear regression analysis in the data analysis. The study established that work-life balance leads to an increase in teachers' performance. The study concluded that WLB translates to productivity and that people who combine all aspects of their life in a balanced manner are satisfied with their jobs. The study recommended, among others, that institutions invest in more work-life balance practices to enable teachers to maintain a healthy balance between work and their private lives. It is also recommended that policies and structures that enhance the WLB of teachers should be promoted. Additionally, it is recommended that the Teachers Service Commission should support regulations on work-life balance practices to improve teacher performance.

Keywords: *Work-Life balance, teachers' performance, leave policies, supportive work environment, make-up time, and job sharing*

1. Introduction

Work-Life balance (WLB) is about finding the right balance between work and other aspects of life, about feeling comfortable with both work and family commitments. Azeem & Nadeem (2014) discovered that work-life conflict is a significant cause of teachers' work-related stress. Work-Life conflict occurs when an individual has to perform multiple roles that require time, energy, and commitment. According to Patel and Cunningham (2012), Work-Life conflict (WLC) manifests when work and life (family and personal life) demands are incompatible. The effect of the incapability of work-life balance is the increasing level of work-life conflict. This conflict occurs when time devoted to one role hinders the fulfillment of another role. This may manifest in the form of stress, absenteeism, turnover, lower job commitment, errors, and ultimately lower productivity which tend to cause a great loss to the organization for which one is working (Kamau, Muleke, Mukaya & Wagoki, 2013). Work-Life struggle takes place when an individual has to carry out more than one role that requires time, energy, and dedication.

Work-Life imbalance causes high levels of stress, lowers one's quality of life, and eventually decreases people's productivity at work (Gragnano Simbula & Miglioretti, 2020). According to a study by Kaur (2019) on factors affecting work-life balance among Indian women teaching professionals, high job pressure, meeting other expectations and a lack of personal time are the main reasons why this balance is disrupted for Indian women. Consequently, working women often suffer from job burnout, high stress and anxiety, and the inability to realize their full potential. An open discussion with women further revealed that those who have family support, good organizational policies, facilities of crèches, and flexible working hours have better work-life balance.

WLB practices include time such as:

- Work hours (for instance, contact hours with students, timetable, arrival and departure time, start and finish times),
- Working from home (telework),
- Job sharing, family leave programs (for instance, parental leave and adoption leave, among others),
- On-site childcare and other job benefits (Kar & Misra, 2013)

Dhanya and Kinslin (2016) suggested best work-life balance practices, including flexible work hours, a five-day work system, planned vacations, leave facilities, talent development, and welfare schemes. Schools put in force specific work-life practices to increase teachers' morale, productivity, and overall institutional performance.

Studies (Borman & Dowling, 2008, Minabere, 2020) found that schools where teachers were offered administrative support, make-up time, leave facilities job sharing opportunities) have low attrition rates compared to schools without these features. Generally, employees who combine all aspects of their life in a balanced manner are satisfied and happy as they tend to have good health physically, psychologically, and emotionally.

For teachers to perform well in their job, they must build a long, happy, and healthy career made possible by maintaining a work-life balance. The teaching profession in Homa Bay County is characterized by absenteeism and lateness to school without regard to the official reporting time, especially by young female teachers who are often off school attending to family issues. This means that the teachers lack adequate time to handle their personal issues. A high teacher turnover rate has also hit the teaching profession in Kenya due to work-related stress, such as work overload and too much pressure to produce results with limited resources. As a result, most teachers are not motivated to work hard and have resorted to various actions, such as seeking transfers to the neighboring counties.

1.1. Statement of the Problem

The government of Kenya has put in place policies to make the life of the teachers comfortable both in school and at home to enhance teacher performance. In line with the government efforts, individual institutions have also put in place interventions such as leave practices, enhanced supportive work environment, provision for make-up time, job sharing, and co-teaching. However, despite the measures and interventions by the government and individual schools to address the problems associated with work-life balance among the teachers in Homa Bay County, teachers still experience conflict regarding the teaching job and the individual life as they continue to look for the kind of life they desire. Studies have been done locally with regard to work-life balance and its effect on performance. However, there is scanty information on the influence of work-life balance practices on the performance of secondary school teachers in Homa Bay County, Kenya, hence a research gap. This study, therefore, seeks to fill this gap by investigating the influence of work-life balance practices on secondary school teachers' performance in Homa-Bay County. Though there are many work-life balance practices, the study focused on leave, make-up time, work environment, and job sharing only.

1.2. Objective of the Study

The main objective of the study was to determine how combined work-life balance practices of administrative adherence to leave schedules, supportive work environment, make-up time, and job sharing predict teachers' performance in public secondary schools in Kenya.

1.3. Research Hypothesis

- **H₀₁**: There is no significant relationship between combined work-life balance practices of administrative adherence to leave schedules, supportive work environment, make-up time, and job sharing and teachers' performance in public secondary schools in Kenya.

2. Review of Related Literature

2.1. Work-Life Balance and Teacher Performance

Beauregard & Henry (2009) conducted a comprehensive narrative review of the literature to identify the various ways in which organizational work-life practices influence organizational performance using a wide range of studies from various disciplines. The empirical review evaluated the link between work-life practices and organizational performance at both the individual and organizational levels. The review established that adherence to work-life balance practices is often associated with improved organizational performance. Equally, organizations offering work-life practices are more likely to engage in high-quality management practices overall, generating positive effects on employees and performance outcomes.

In a study that was carried out by Subha (2013), it was concluded that educational institutions should:

- Address work-life balance issues, especially for their female staff, and
- Make a holistic approach to design and implement policies to support teaching staff so that female employees can efficiently manage their work and family

In Nigeria, Abioro, Oladejo & Ashogbon (2018) examined the influence of work-life balance practices on employees' productivity at the Nigerian University. Findings from the study revealed that there is a significant effect of work-life balance on employee productivity ($R^2=0.171$, Adjusted $R^2= 0.154$, $P=0.000$). Johari *et al.* (2018) conducted a study on autonomy, workload, work-life balance, and job performance among teachers. The findings reported that autonomy and work-life balance had a significant impact on respondents' job performance.

In Sri Lanka, Vanes & Mangaleswaran (2018) conducted a study to test the relationship between work-life balance and the job performance of employees. The findings of the study revealed that work-life balance has a positive and significant relationship with job performance. Elsewhere, Quintana *et al.* (2019) did a descriptive study on the perception of higher education institution Science, Technology, Engineering, Agriculture, and Mathematics (STEAM) teachers on the influence of work-life balance on well-being and teaching performance. The study generated the general perceptions of STEAM teachers on the influence of work-life balance on well-being and teaching performance, but failed to identify the impact of WLB on teachers' well-being and teaching performance.

In Ghana, Edwards & Oteng (2019) investigated the extent to which female teachers in Ghana can balance their careers and social roles while acting as role models in career progression. Findings revealed that female teachers balance their career goals with societal demands and expectations, which often compete or interfere with their private lives. In another study, Polat & Özdemir (2020) examined the relationship between the job characteristics of the teaching profession and the work-life balance of teachers according to the teachers' opinions in Turkey. As a result of the analysis, it was observed that there is a significant correlation between the job characteristics of the teaching profession and the work-life balance of teachers.

Chetri (2020) conducted a study on the work-life balance among private school teachers in Sivasagar District. The study found that work-life balance programs can extensively reduce absenteeism, improve employee morale, and maintain organizational knowledge, particularly during hard economic times. Elsewhere, Ramos & Galleto (2020) conducted a study to measure the interplay between the work-life balance practices and productivity of the 220 teachers in the quality of learning circle in one of the first congressional districts of Zimoanga del Sur during the school year 2018- 2019. The study revealed that the teachers had a balance between their work in school and personal life outside the workplace to a large extent. In Indonesia, Wolor, Kurnianti, Zahra, & Martono (2020) carried out a study on the importance of work-life balance on employee performance: Millennial generation. The findings revealed that work-life balance affects the performance of millennial generation employees.

In Nigeria, Tamunomiebi & Oyibo (2020) reviewed the literature on work-life balance and employee performance as an attempt at knowledge building. The study posits that employees who have balanced work and non-work roles are more likely to perform better. Thus, it is essential for employers to promote policies and structures that enhance the work-life balance of employees in their organizations. Elsewhere, Roopavathi & Kishore (2020) carried out a study on the impact of work-life balance on employee performance. The results showed that workers respond negatively when they perceive a work-life imbalance. Cura & Sabir (2021) conducted a study to investigate the effects of work-life balance on academic employees' performance, motivation, and job satisfaction among private and public universities in Kurdistan Region, Iraq. The research data findings showed that work-life balance plays an important role in employee motivation and performance more than job satisfaction.

Elsewhere, Ramos & Galleto (2020) conducted a study to measure the interplay between the work-life balance practices and productivity of the 220 teachers in the quality of learning circle in one of the first congressional districts of Zimoanga del Sur during the school year 2018- 2019. The study revealed that the teachers had a balance between their work in school and personal life outside the workplace to a large extent. They were also very highly productive in personal, academic, planning curriculum and instruction, classroom management, and social. However, the interplay between the work-life balance practices of teachers and their productivity was negligible and not significant.

Elsewhere, Malik & Allam (2021) empirically investigated work-life balance and satisfaction among University Academicians. The study's findings revealed that all facets of WLB have positive relationships with one another, resulting in workplace satisfaction. In Saudi, Al-Alawi, Al-Saffar, Alomohammedsaleh, Alotaibi, & Al-Alawi (2021) studied the effects of work-family conflict, family-work conflict, and work-life balance on female teachers' performance in the public education sector with job satisfaction as a moderator. The results showed that there is a positive and highly significant impact on employee performance by work-life balance and job satisfaction. In contrast, there is a positive but not significant effect regarding the work-family conflict. However, family-work conflict revealed a significant negative impact on employee performance.

In Sri Lanka, Preena & Preena (2021) conducted a study on the impact of work-life balance on employee performance. It was revealed that there is a strong positive relationship between work-life balance and employee performance.

In Kenya, Keino & Kithae (2016) conducted a study on the effects of Work-life balance on staff performance in the telecommunication sector. The study revealed that work-life balance factors such as long working hours, overtime, lack of vacation, family responsibilities, and family work conflict all negatively affect staff performance at work. Nasimiyu & Egessa (2021) study explored the influence of work-life balance on employee commitment among civil servants in state corporations in Kenya. There was a weak positive relationship between work-life balance and commitment among employees because they were not satisfied with paternity leave, study leaves, and part-time work.

In yet another study, Odisa, Kalai & Okoth (2021) sought to establish the influence of work-life balance practices on teachers' levels of job satisfaction in public secondary schools in Nairobi County, Kenya. The key findings were that most principals were forced to hire teachers on Board of Management terms to help in managing teachers' workload occasioned by the shortage of teachers.

Most studies (Chetri, 2020; Malik & Allam, 2021; Cura & Sabir, 2021; Abioro, Oladejo & Ashogbon, 2018; among others) agree that there is a significant positive relationship between work-life balance and employee performance. However, a review of the literature questions this purported link between work-life balance practices and organizational effectiveness. The mechanisms by which the provision of work-life practices affects both employee behavior and organizational performance remain unclear and under-researched. Similarly, many studies have discussed WLB and its associated effects without adequate consistency. Additionally, a clear line linking WLB and performance, especially of teachers, has not been sufficiently highlighted by researchers.

2.2. Theoretical Framework

This study was guided by Spillover Theory developed by Jane Jacobs and John Jackson in 1969. Spill-over can be explained as a process by which work and family affect one another, generating similarities between the two domains

(Pradhan, 2016). It occurs when one domain impacts the other domain in the same way, despite having established boundaries between an individual's family and work domain.

The spillover theory is based on asymmetric permeable boundaries between the family and work. According to Offer (2014), spillover is a positive or negative relationship between work and family. Hence, positive work experiences would be associated with positive family experiences, and negative work experiences would be associated with negative family experiences. Positive spillover explains that satisfaction and achievement in one area result in fulfillment and accomplishment in an alternate space (Xu, 2009). Whenever there is flexibility such that an employee can integrate and overlap family and work responsibilities in space and time, a positive spillover is experienced, which is crucial in attaining healthy balanced life (Abe, Fields & Atiku, 2016). Positive spillover thus leads to high employee performance.

The relevance of this theory to the study is that school administrators are expected to embrace constructive work-life balance practices, which will make every teacher committed to teaching hence good teacher performance. Positive work-life balance policies will enable employees to have a positive work-life balance which will make them effective in their performance.

3. Research Methodology

The study used a descriptive survey design. The target population of this study was drawn from 257 public secondary schools in Homa Bay County, Kenya. It comprised a total of 2,231 teachers in Homa Bay County. Stratified proportionate sampling and simple random sampling were used to arrive at a sample of 74 schools and 320 teachers. A questionnaire tool was used to collect data. Peer review of instruments and use of expert judgment was used to enhance content validity. Reliability analysis for testing reliability and the internal consistency of the data items was tested using Cronbach's alpha. The study used Pearson correlation coefficient, ANOVA, and multiple linear regression analysis in the data analysis. The hypothesis was tested at a 0.05 level of significance. The variables of the study were discussed in relation to spillover theory.

4. Data Analysis, Interpretation and Discussions

4.1. Multiple Linear Regression Analysis

The study sought to determine how combined variables of work-life balance, namely: administrative adherence to leave practices, Supportive work environment by the school administration, Make up time, & job sharing) explain teachers' performance. To help in this, a multiple linear regression analysis was computed based on the following model:

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e$$

Where:

- Y – Teachers' performance (Dependent variable)
- a – Constant
- β - Change in Y
- e - error term
- x_1 = administrative adherence to leave practices
- x_2 = Supportive work environment by the school administration
- x_3 = Make-up time
- x_4 = job sharing (Independent or Predictor Variable)

Regression analysis was presented in table 1, table 2, and table 3 as follows.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 ^a	.481	.473	4.541

Table 1: Regression Model Summary of Combined Work-Life Balance Variables and Teachers' Performance

Table 1 shows an R Square of 0.481 with an adjusted R square of 0.473. This implies that the combined work-life balance explains 48.1% of variations in teachers' performance. In other words, work-life balance predicted teachers' performance by 48.1%. This implies that WLB practices predict teacher performance to a level that policymakers may use to make crucial decisions while formulating policies.

4.2. ANOVA Analysis on Work-Life Balance Variables and Teachers' Performance

The study further sought to determine whether the model represented in table 1 was fit and significant. This led to the computation of ANOVA analysis, as presented in table 2.

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4498.000	4	1124.500	54.542	.000 ^b
Residual	4844.996	235	20.617		
Total	9342.996	239			

Table 2: ANOVA Analysis of Work-Life Balance Variables and Teachers' Performance

Table 2 shows statistics to ascertain whether the model, which shows the combined variable of work-life balance and teachers' performance, is a fit. The results show $F = 54.542$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ were found to be less than 0.05 level of significance, it was concluded that the model was significant and fit. Therefore, it was concluded that the four variables of work-life balance were significant in predicting teachers' performance in public secondary schools in Homa Bay County, Kenya.

4.3. Coefficients Analysis for Combined Variables of Work-Life Balance and Teachers' Performance

The study sought to establish how a unit of work-life balance led to an increase in teachers' performance. The results of the analysis are presented in table 3.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	5.088	2.477		2.054	.041
	Adherence to leave practice	.199	.076	.158	2.615	.010
	Supportive working environment	.059	.086	.049	.678	.498
	Make-up time	.252	.054	.263	4.661	.000
	Job sharing	.318	.045	.413	7.054	.000

Table 3: Coefficients Analysis for Combined Variables of Work-Life Balance and Teachers' Performance

Table 3 shows that when all variables of WLB are considered together in a model, as shown above, the four variables contributed to variation in teachers' performance differently. There was an increase of 0.199 as a result of X_1 , 0.059 as a result of X_2 , 0.252 as a result of X_3 , and an increase of 0.318 as a result of X_4 . Based on a $P\text{-Value}$ of 0.00, as shown in table 3, all the increase was significant except for the variable on the supportive work environment. To determine the impact of all the four variables, their statistics were substituted in the model as shown:

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e$$

$$\text{Then, } Y = 5.088 + 0.199(X_1) + 0.059(X_2) + 0.252(X_3) + 0.318(X_4)$$

This implies that work-life balance can lead to an increase in teachers' performance. These findings concur with those of Beaugard & Henry (2009), who conducted a comprehensive narrative review of literature to identify the various ways in which organizational work-life practices influence organizational performance using a wide range of studies from various disciplines. The empirical review evaluated the link between work-life practices and organizational performance at both the individual and organizational levels. The review established that adherence to work-life balance practices is often associated with improved organizational performance. However, these findings are contrary to those of Ramos & Galleto (2020). They concluded that teachers' work-life balance practices and productivity do not affect each other. Moreover, the productivity of teachers does not significantly depend on their work-life balance practices, and the work-life balance practices of teachers do not significantly translate into their productivity.

5. Conclusion and Recommendations

5.1. Conclusion

The study concluded that WLB translates to increased teacher performance. Thus, successful work-life balance practices serve the needs of both individual teachers and their schools and hence, have a vital impact on employee productivity and performance.

5.2. Recommendations

Research revealed that Successful work-life balance practices serve the needs of both individual teachers and their schools and hence have a vital impact on employee productivity and performance. It is, therefore, recommended that schools' management should invest in more work-life balance practices to enable teachers to maintain a healthy balance between work and their private lives. It is also recommended that the Ministry of Education should enforce policies and structures that enhance WLB of teachers. Additionally, it is recommended that the Teachers Service Commission should support regulations on work-life balance practices to improve teacher performance.

6. References

- i. Abioro, M. A., Oladejo, D. A. & Ashogbon, F. O. (2018). Work-Life balance practices and employees productivity in the Nigerian university system. *Crawford journal of business & social sciences*, xiii (ii) 49-59.
- ii. Al-Alawi, A. I., Al-Saffar, E., Alomohammedsaleh, Z., Alotaibi, H., & Al-Alawi, E. I. (2021). A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. *Journal of International Women's Studies*. 22(1), 486-503.
- iii. Azeem, S. A., & Akhar, N. (2014). 'The influence of work-life balance and job satisfaction on organizational commitment of healthcare employees.' *International Journal of Human Resource Studies* 4 (2), 18-24.

- iv. Beauregard, T. A., & Henry L.C. (2009). 'Making the link between work-life balance practices and organizational performance.' *Human Resource Management Review* 19(1), 9-22.
- v. Chetri, G. (2020). Work-Life Balance among the Private School Teachers in Sivasagar District. *Pal Arch's Journal of Archaeology of Egypt / Egyptology*, 17(6), 14631-14640.
- vi. Cura, F. & Sabir, R.A. (2021). The Effects of Work-Life Balance on the Academic Employees' Performance, Motivation, and Job Satisfaction among Private and Public Universities of Kurdistan Region, Iraq. *Journal of Contemporary Issues in Business and Government*. Vol. 27 (2), 674 - 678.
- vii. Dhanya, J.S. & Kinslin, D. (2016). Study on work-life balance of teachers in engineering colleges in Kerala. <https://www.researchgate.net/publication/310480890>.
- viii. Edwards, A. K. & Oteng, R. (2019). Attaining work-life balance and modeling the way among female teachers in Ghana. *Education policy and leadership*, 15(7), URL: <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/851> doi: 10.22230/ijepl.2019v15n7a851.
- ix. Galleto, P.G. & Ramos, D. S. (2020). The interplay between work-life balance practices and productivity among public secondary school teachers: Basis for Guidance and Counselling Program. *American Journal of Multidisciplinary Research & Development (AJMRD)*. Vol. 2 (3) 45 - 55.
- x. Gragnano, A., Simbula, S. & Miglioretti, M. (2020). Work-life balance: Weighing the importance of work-family and work-health balance. *Int. J. Environ. Res. Public Health*, 17, (907).
- xi. Johari, J., Tan, F. Y. & Zulkarnain, Z. I. T. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32 (1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>.
- xii. Kamau, J. M., V. Muleke, S. O. Mukaya, & J. Wagoki. (2013) 'Work-Life Balance Practices on Employee Job Performance at Eco Bank Kenya.' *European Journal of Business and Management* 5(25), 23-34.
- xiii. Kaur, A.A. (2019). Factors affecting work-life balance of working females: with special reference to Private Education Institutions in Delhi and NCR India. A Conference paper. Conference: 19th International Business Horizon INBUSH Era World Summit on Honouring the past, Treasuring the present, Shaping the future Global leaders of Today and Tomorrow at Amity University Noida.
- xiv. Kar, S. & Misra, K. (2013). 'Nexus between Work-Life Balance Practices and Employee Retention – The Mediating Effect of a Supportive Culture.' *Asian Social Science* 9: 63-69.
- xv. Keino, D. C. & Kithae, P. P. (2016). Effects of Work-Life Balance on Staff Performance in the Telecommunication sector in Kenya. *Archives of Business Research*. 4(1), 129 - 138.
- xvi. Malik, A., & Allam, Z. (2021). An Empirical Investigation of Work-Life Balance and Satisfaction among the University Academicians. *The Journal of Asian Finance, Economics, and Business*, 8(5), 1047-1054.
- xvii. Minabere, I.E. (2020). Job sharing and organization performance of Telecommunication companies in Rivers State, Nigeria. *International Journal of Innovative Social Sciences & Humanities Research* 8 (1), 92-100.
- xviii. Nasimiyu, R.M., & Egezza, R. (2021). Work-Life balance and employee commitment in state commissions in Kenya. A critical review. *The Strategic Journal of Business and Change Management*. Vol. 8 (1), 457 - 481.
- xix. Odisa, A. M., Kalai, M. J. & Okoth, A. U. (2021). Influence of work-life balance practices on teachers' levels of job satisfaction in public secondary schools in Nairobi, Kenya. *Journal of Pedagogy, Andragogy, and Heutagogy in Academic Practice*, 2(2), 79-97.
- xx. Patel, S. P. & Cunningham, C. J. L. (2012). 'Religion, Resources, and Work-Family Balance.' *Mental Health, Religion, and Culture*: 389-390.
- xxi. Polat, S. & Özdemir, M. (2020). An examination of relationship between job characteristics and work-life balance according to the teachers' opinions. *Education and Science*: DOI: 10.15390/EB.2020.7944
- xxii. Preena, R. & Preena, R. (2021). Impact of work-life balance on employee performance: An empirical study on a shipping company in Sri Lanka. *International Journal on Global Business Management and Research*. Vol. 10 (1), 48 - 73.
- xxiii. The vanes, N. & Mangaleswaran, T. (2018). Relationship between Work-Life Balance and Job Performance of Employees. *IOSR Journal of Business and Management*. (IOSR - JBM). Vol. 20, Issue 5 (1), 11 - 16.
- xxiv. Subha, T. (2013). A study on Work-Life Balance among Women Faculties working in Arts and Science Colleges with special reference to Coimbatore city. *Parpex- Indian Journal of Research* 2 (12): 160- 163.
- xxv. Tamunomiebi, M. D. & Oyibo, C. (2020). Work-Life balance and employee performance: A literature review. *European Journal of Business and Management Research*, 5 (2), 1 – 10.
- xxvi. Roopavathi, S. & Kishore, K. (2020). The Impact of Work-Life Balance on Employee Performance. *Journal of Interdisciplinary Cycle Research*. VII (X), 31 - 37.
- xxvii. Wolor, C. W. Kurnianti, D., Zahra, S. F. & Martono, S. (2020). The importance of work-life balance on employee performance millennial generation in Indonesia. *Journal of critical reviews*, 7 (9), 1103 – 1109.
- xxviii. Xu, L. (2009). View on work-family linkage and work-family conflict model. *International Journal of Business and Management*, Vol.4, 229 – 233.