

**WORK-LIFE BALANCE PRACTICES ON EMPLOYEE PERFORMANCE OF  
ACADEMIC STAFF AT CHARTERED PRIVATE UNIVERSITIES IN KENYA**

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Accepted, Sep 28<sup>th</sup>, 2024

**Abstract**

In the current world, most employees are grappling with various personal and family responsibilities together with demands at the workplace resulting to workplace conflicts. This in most cases has ended up creating imbalance between the demands of employees' personal lives and workplace demands. The general objective of this study was to assess the effects of work-life balance practices on employee performance of academic staff at chartered private universities in Kenya. The specific objectives were to examine the effect of flexible working arrangements and workload management on employee performance of academic staff at chartered private universities in Kenya. The study used descriptive correlational research design. The target population comprised of the heads of departments from the 25 chartered private universities in Kenya. Data was collected through an online survey using a well-structured questionnaire which was sent to the target respondents via Google Forms. Descriptive and inferential data analysis was done on the quantitative data collected. Correlation analysis revealed a moderate positive and statistically significant relationship between flexible working arrangements and workload management and employee performance, with a correlation coefficient of,  $r = 0.533$  and  $r = 0.512$  respectively. The regression model indicated that flexible working arrangements accounts for 28.4% of the variability in employee performance. Similarly, workload management accounts for 26.2% of the variability in employee performance. The study therefore recommended that universities should consider formalizing flexible working arrangements, such as adjustable work hours or the option to work remotely when necessary. Chartered private universities should develop and implement clear guidelines on managing workloads, ensuring that academic staff are not overwhelmed with excessive tasks.

**Keywords:** *Work-Life Balance, Flexible Working Arrangements, Workload Management, Employee Performance*

**INTRODUCTION**

In the current working environment, characterized by rapid technological advancements and evolving organizational structures, the dynamics of work have undergone significant transformations. Alongside these changes, there has been a noticeable increase in work-life related conflicts, where employees often struggle to manage the demands of their professional responsibilities with their personal lives (Roopavathi, & Kishore, 2021). This phenomenon underscores the growing importance of work-life balance practices as essential

tools for enhancing employee well-being and organizational effectiveness. Achieving a harmonious balance between work and personal life has become not only a personal priority for many employees but also a strategic imperative for businesses aiming to foster a productive and engaged workforce (Tamunomiebi & Oyibo, 2020). Organizations that prioritize and support work-life balance initiatives tend to experience higher levels of employee satisfaction, reduced turnover rates, and improved overall performance.

Work-life balance holds profound significance for employees across both private and public sectors, serving as a cornerstone for overall well-being and job satisfaction. In today's competitive business landscape, organizations that prioritize work-life balance not only attract top talent but also cultivate a loyal workforce (Wiradendi, 2020). Employees increasingly seek workplaces that value their personal lives alongside professional commitments, as this balance directly impacts their mental health, productivity, and job engagement. For businesses, fostering a supportive work-life balance culture not only enhances employee retention but also boosts morale and reduces absenteeism. Moreover, it contributes to a positive employer brand, making the organization more attractive to prospective hires (Dousin, Collins, & Kler, 2019). In sectors where the job nature is particularly demanding, promoting work-life balance is crucial for maintaining employee motivation and preventing burnout.

Work-life balance plays a pivotal role in enhancing organizational performance, especially in today's fiercely competitive business environment. Organizations that prioritize and promote work-life balance initiatives often experience several benefits that contribute to their competitive edge (Aisyah, Wolor, & Usman, 2021). A balanced work-life environment leads to higher levels of employee satisfaction and morale, resulting in increased productivity and creativity among staff. Employees who feel supported in managing their personal and professional lives are more likely to be motivated and engaged, which in turn fosters innovation and problem-solving capabilities within the organization (Thamrin, & Riyanto, 2020). Organizations that effectively manage work-life balance tend to have lower turnover rates and higher retention of skilled talent. This continuity in workforce stability allows for the accumulation of institutional knowledge and expertise, which is crucial for maintaining competitive advantage in the marketplace. Promoting work-life balance also helps in attracting top talent, as prospective employees prioritize workplaces that prioritize their overall well-being.

Work-life balance refers to the harmonious integration of professional responsibilities and personal activities in a way that allows individuals to effectively manage both aspects of their lives. It entails striking a sustainable equilibrium where work commitments are fulfilled without compromising personal well-being, family time, or other non-work priorities (Preena, 2021). Achieving work-life balance involves adopting practices and policies that support flexibility, time management, and boundary-setting between work and personal life. This balance is essential for maintaining mental and physical health, reducing stress and burnout, and enhancing overall quality of life. Some of the work-life balance practices include leave practices, flexible working arrangements, employee assistance programmes, workload management, health and wellness programs and job sharing among others (Tamunomiebi, & Oyibo, 2020).

Employee performance refers to the effectiveness and productivity with which an individual fulfills their job responsibilities and achieves organizational goals. It encompasses various aspects such as task completion, quality of work, adherence to deadlines, problem-solving abilities, and contribution to team or organizational objectives (Arunashantha, 2019). Assessing employee performance involves evaluating these factors through objective

measures, performance reviews, feedback from supervisors and peers, and performance metrics aligned with job expectations and organizational standards. Employee performance is crucial to organizational success and sustainability (Arunashantha, 2019). High-performing employees drive productivity and efficiency, contributing to the achievement of business goals and competitive advantage. They often demonstrate initiative, creativity, and a commitment to excellence, which fosters innovation and continuous improvement within the organization.

Work-life balance practices significantly impact employee performance by promoting well-being, job satisfaction, and productivity. When employees can effectively manage their work commitments alongside personal and family responsibilities, they experience reduced stress, improved mental health, and greater job satisfaction (Adnan, 2019). This positive work environment enhances motivation and morale, leading to increased engagement and discretionary effort in performing job duties. Work-life balance practices contribute to a balance between work and personal life by empowering employees to maintain healthy work-life integration. As a result, organizations that prioritize work-life balance tend to experience higher levels of employee retention, lower absenteeism rates, and greater overall productivity.

### **Statement of the Problem**

Organization's success relies on the effective use of human resources. As a result, must adopt efforts to balance work and life and recognize that employees have other responsibilities outside their jobs. If not, organizations will constantly fail due to personal issues which may compromise corporate existence (Preena, 2021). According to Cowling (2023) on university enrollment in Kenya, the number of students enrolled in universities increased from 562,100 in 2021/22 academic year to around 563,000 in 2022/23 academic year. However, on the same period, the number of students enrolled in chartered private universities decreased from 96,600 in 2021/22 to 94,600 in the academic year 2022/23. This implies that, despite the overall increase in the number of enrollment of students to Kenyan universities from 2021/22 to 2022/23, chartered private universities registered a drop on the enrollment rate. Number of students enrolled in private universities has dropped by 14.1% from 112,287 to 96640 this year, according to the Economic Survey 2024 released by the Kenya National Bureau of Statistics (KNBS). This implies that chartered private universities in Kenya are facing a shortage of students, a situation likely to worsen since the government announced it will no longer offer scholarships to students in chartered private universities. This may force chartered private universities to take drastic measures, such as significantly reducing part-time lecturers' workloads and increasing them for permanent lecturers, potentially causing work-life imbalance.

According to UNESCO 2023 report on exploring burnout among school teachers and university lecturers in Kenya, The study established that the shares of lecturers experiencing burnout due to work-related issues are high. The most common issues are low remuneration, slow job progression, and being over-engaged with work. The percentage distribution of causes of burnout as established by the report was as follows 21.4% for feelings of reduced accomplishment, 30.0% for depersonalization, 55.9% for lack of job satisfaction, 66.3% for emotional exhaustion, and 79.3% for high workload. This implied that, between two thirds and four fifths of lecturers were found to experience work-related burnout with regards to workload and emotional exhaustion.

Studies have been done on the area of work-life balance on employee performance, some of which have been discussed in this section. Demir and Budur (2023) studied the effects of work-life balance on the employee motivation, job satisfaction and employee performance of academic staff of major public and chartered private universities in Kurdistan Region of Iraq

and established that work-life balance had a significant effect on employee motivation but not job satisfaction. However, the study was done in Iraq with different market dynamics as compared to Kenya. Babatunde, Olanipekun, Lateef, and Babalola (2020) did a study on work life balance and the performance of academic staff at the selected tertiary institutions in Kwara State, Nigeria and established that work flexibility and work environment had an impact on staff performance. However, the study only focused on two work-life balance practices (work flexibility and work environment), this study is going to focus on four work-life balance practices namely leave practices, flexible working arrangements, employee assistance programs and workload management. Abdirahman, Najeemdeen, Abidemi, and Ahmad (2020) did a study on the relationship between job satisfaction, work-life balance and organizational commitment on employee performance among administrative staff in Northern region universities in Malaysia and established a positive association between work-life balance and employee performance. However, the study only focused on the administrative staffs leaving out the academic staffs, which this study seeks to target. John, Anthony and Bakari (2020) did a study on the impact of work life balance on the psychological wellbeing of employees in the University of Cape Coast and established that the work life balance of employees has a significant impact on employees' wellbeing. However, the study only focused on employee wellbeing without checking on their performance, which this study seeks to address. This study sought to fill these gaps by assessing the effects of work-life balance practices on employee performance of academic staff at chartered private universities in Kenya. It specifically focused on leave practices, flexible working arrangements, employee assistance programs and workload management.

### **Research Objectives**

The general objective of the study was to assess the effects of work-life balance practices on employee performance of academic staff at chartered private universities in Kenya.

The specific objectives were;

- i. To examine the effect of flexible working arrangements on employee performance of academic staff at chartered private universities in Kenya.
- ii. To assess the effects of workload management on employee performance of academic staff at chartered private universities in Kenya.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Social Exchange Theory**

The Social Exchange theory, primarily developed by George C. Homans in 1958, revolves around the concept that employees engage in voluntary actions driven by the incentives they receive. This theory highlights reciprocity and trust as central elements in the exchange process. According to this framework, employers provide benefits or favors, and employees respond with positive behaviors. For example, when employers foster a supportive work environment that respects the balance between work and personal life, employees may reciprocate by showing increased commitment and engagement, ultimately leading to enhanced productivity.

This theory illustrates how the relationship between employers and employees functions as a social exchange. Strengthening this relationship can make employees feel valued, which in turn improves their job performance. In the context of this study, the social exchange framework involves employers implementing work-life balance practices to support employees, who respond with heightened energy and dedication, resulting in improved productivity. Recent developments in social exchange theory suggest that benefits related to both work and personal life can stimulate employee engagement and initiative, driven by a



sense of obligation to reciprocate for these additional benefits. This perspective directly aligns with the study's objective which explores how flexible working arrangements influence employee performance.

### **Role Stress Theory**

The Role Stress theory, which builds upon classical role theory and was developed by Robert Kahn in 1964, posits that uncertainty in roles can create adverse conditions. A fundamental premise of this theory is that heightened demands within roles lead to stress. When individuals juggle multiple roles, each role can contribute to stress, compounding its effects. This implies that the roles individuals occupy, whether in work or other domains, are interconnected with external expectations. The theory assumes that individuals have limited psychological and physiological resources to fulfill these obligations effectively.

Role Stress theory is particularly relevant for examining the impact of work-life balance practices on employee performance because it underscores the interdependence of roles individuals fulfill across different domains and the expectations associated with them. Meeting these expectations is crucial for achieving successful role performance and satisfaction, both at work and in personal life. Therefore, implementing flexible work programs that enable employees to manage their work and family responsibilities can alleviate stress and enhance commitment. Role theory provides valuable guidance for decision-makers aiming to mitigate conflicts between work and personal life. In the context of this study, the theory is pertinent to addressing the study's objective on workload management among university staff as a potential source of work-related stress.

### **Empirical Review**

#### **Flexible Working Arrangements and Employee Performance**

Flexible working arrangements (FWAs) have emerged as a pivotal component of work-life balance strategies, allowing employees to better harmonize their professional and personal lives (Austin-Egole, Iheriohanma & Nwokorie, 2020). By offering options such as remote work, flextime, compressed workweeks, and job sharing, organizations can accommodate the diverse needs of their workforce. These arrangements not only foster a supportive work environment but also enhance employee satisfaction and well-being. The ability to manage personal responsibilities alongside work commitments reduces stress and burnout, leading to increased motivation and productivity (Austin-Egole, Iheriohanma & Nwokorie (2020). Consequently, FWAs have a significant positive influence on employee performance, as they empower individuals to work at their optimal times and in preferred settings, ultimately contributing to improved job outcomes and organizational success.

Idowu (2020) explored how flexible working hours impact employee job performance and retention. The study used purposive sampling to gather data from 227 permanent and contract employees across five manufacturing industries in Agbara, Ogun State. A flexible working hour questionnaire was used for data collection, which was then analyzed using descriptive and inferential statistics, including Linear Regression and Pearson Correlation to test the relationship between variables. The findings revealed that flexible work-hour arrangements enhanced employee performance, boosted retention, and decreased work stress. It was recommended that organizations adopt a proactive strategy to align flexible work-hour agreements with other HR policies such as recruitment, promotion, training, rewards, and performance assessment.

Sekhar and Patwardhan (2023) investigated the impact of flexible working arrangements (FWAs) on employee job performance. Data were collected from 214 employees in 46 service firms in India using a cross-sectional approach and analyzed using structural equation modeling. Results showed that employees with flexible working hours had higher job

satisfaction. The study concluded that implementing flexible working arrangements with proper organizational planning enhances employee well-being, work-life balance, reduces turnover, and increases productivity.

Orishede and Ndudi (2020) examined the relationship between different measures of flexible work arrangements and employee performance, focusing on telecommuting, flextime, job sharing, and compressed workweek. The study synthesized literature, theories, conceptual formulations, and empirical findings. Results indicated that three out of the four FWA measures positively affected employee performance, with the compressed workweek showing both positive and negative relationships. It was concluded that allowing employees flexibility in their work schedules leads to better performance and meeting business demands. Job sharing was found to be beneficial for skill and idea sharing. The study recommended that for higher productivity in telecommuting, there should be a good job-candidate fit, and for flextime, work times should be chosen based on when employees are most productive.

### **Workload management and Employee Performance**

Workload management is a critical aspect of work-life balance that significantly impacts employee performance. It involves the strategic allocation and distribution of tasks to ensure that employees can effectively handle their responsibilities without experiencing undue stress or burnout (Rusmiati, Harjadi, & Fitriani, 2021). Proper workload management not only facilitates the timely and efficient completion of tasks but also enhances job satisfaction and overall well-being. By fostering a balanced work environment, organizations can boost employee morale, reduce turnover rates, and improve productivity. The influence of workload management on employee performance is profound, as it directly affects their ability to perform optimally, maintain high levels of engagement, and achieve a sustainable work-life balance.

Akbar, Tahir, Chamidah, and Siregar (2021) analyzed the effect of workload on employee performance directly and through time management and work stress among educators at Pelamonia Makassar, Indonesia. Using a cross-sectional quantitative approach, data from 53 employees were analyzed using path model analysis. The study found that workload significantly impacted time management, work stress, and employee performance.

Syihabudhin, Nora, Juariyah, Hariri, and Dhika (2020) did a study on the description of workload, work life balance and job performance at Ollino Garden Hotel Malang in Malaysia. The study focused on establishing whether workload effect had a significant effect on work life balance, whether work life balance effect had a significant effect on job performance, and whether workload bears direct effect towards job performance through work life balance. This study used questionnaires to collect data which was analyzed using path analysis. The study target population comprised of 48 employees of Ollino Garden Hotel Malang. The study used proportionate Random Sampling to generate study sample. The findings established that workload has a positive and significant effect on work life balance, work life balance has a positive and significant effect on performance.

Rusmiati, Harjadi, and Fitriani (2021) investigated the effect of risk and workload on employee motivation and performance at El-Syifa Kuningan Hospital in Indonesia. Using Structural Equation Modeling (SEM) with AMOS, data from 137 employees were analyzed. Results showed that work risk did not affect motivation or performance, while workload positively influenced both motivation and performance.

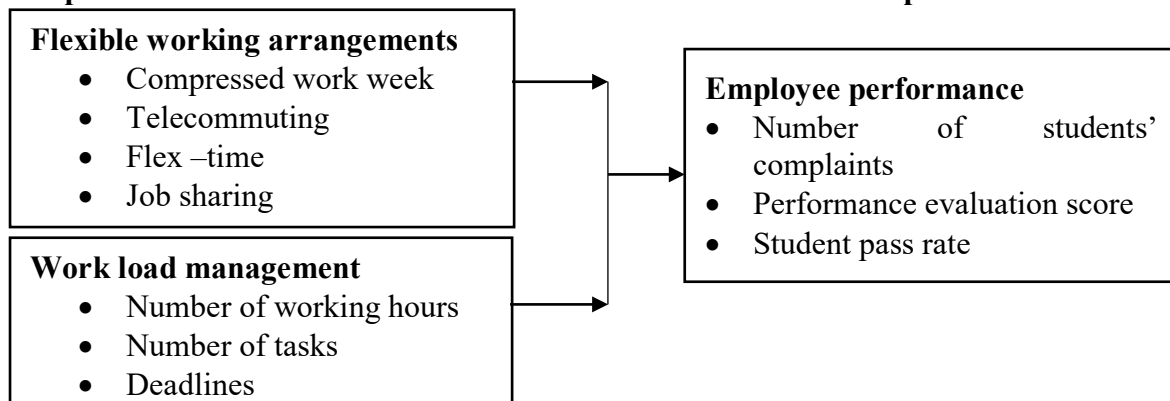
### **Conceptual Framework**

A conceptual framework is a hypothesized model that compares the independent and dependent variables. For this study, independent variables comprise of flexible working

arrangements and workload management. The dependent variable is the performance of academic staff at the chartered private universities in Kenya.

**Independent variables**

**Dependent Variable**



**Figure 1: Conceptual Framework**

**RESEARCH METHODOLOGY**

**Research Design**

The study utilized a descriptive correlational research design. Descriptive correlational research design is a type of non-experimental study that aims to describe the characteristics of a phenomenon and examine the relationships between variables without manipulating them (Hennink, Hutter, & Bailey, 2020).

**Target Population**

The target population comprised of the 290 heads of departments of 25 chartered private universities in Kenya.

**Sample Size and Sampling Techniques**

This study employed stratified random sampling technique to select respondents into the study. Stratification was based on each specific university, whereby each university acted as stratum so that all the chartered private universities are represented in the study. The Yamane formula was used to compute the desired sample size as illustrated below to arrive at a desired sample size of 169 respondents (where N=290, e=0.05).

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{290}{1 + 290 * 0.05^2} = 169$$

From each chartered private university, heads of departments were picked into the sample proportionately.

**Research Instruments**

Primary data was collected through an online survey using a well-structured questionnaire. Google Forms were used for its cost-efficiency. A five-point Likert scale was used for each variable section.

**Data Processing and Analysis**

This study employed quantitative analysis. Data was analyzed using Statistical Package for Social Science (SPSS) version 24. After cleaning the raw data, analysis began with coding the questionnaire in SPSS. Data was then imported from an Excel file generated from Google Forms, which contained the responses, to create a dataset for analysis. The quantitative analysis included both descriptive and inferential statistical procedures. Descriptive analysis

in this study involved obtaining frequency counts, percentages, arithmetic means, and standard deviations.

Inferential statistical analysis techniques such as correlation analysis and regression analysis were used to determine relationships between different work-life balance practices and staff performance.

Univariate regression model assessed how well a single explanatory variable (independent variable) can predict the dependent variable (academic staff performance). The regression model was of the following form:

$$P = \beta_0 + \beta_1 X_i + \varepsilon$$

Where:

$P$  = Staff Performance

$\beta_0$  = Constant (The intercept of the model)

$\beta_1$  = Coefficient of independent variable

$X_{i(i=1,2)}$  = Independent variables

$\varepsilon$  = error term

## RESULTS AND DISCUSSION

### Response Rate

Out of 169 questionnaires distributed online via Google Forms, 138 were completed, resulting in a response rate of 81.7%. A 100% response rate was not achieved because some respondents did not complete the questionnaires, even after receiving reminders sent to their official email addresses. According to American Association for Public Opinion Research (AAPOR) (2015) report, a response rate of at least 60% is acceptable for data analysis. This therefore implied that 81.7% response rate was considered sufficient enough for further analysis.

### Descriptive Statistics of Study Variables

#### Effect of Flexible Working Arrangements on Employee Performance

According to Table 1, the department heads largely agreed that the academic staff are content with the availability of remote work options at the university ( $M=3.28$ ,  $S.D=0.910$ ). They are also satisfied with the current compressed work week arrangements ( $M=3.36$ ,  $S.D=1.152$ ) and the flexibility provided by flex-time arrangements ( $M=3.59$ ,  $S.D=0.971$ ). The staff are pleased with the job sharing opportunities offered by the university ( $M=3.78$ ,  $S.D=0.894$ ). Remote work options are perceived by the staff as having a positive impact on their job satisfaction ( $M=3.68$ ,  $S.D=0.846$ ), and they believe that a compressed work week benefits their work-life balance ( $M=3.23$ ,  $S.D=0.969$ ) while also reducing stress levels ( $M=3.25$ ,  $S.D=1.176$ ). Austin-Egole, Iheriohanma and Nwokorie (2020) in their study on flexible working arrangements and organizational performance also established that flexible working arrangements not only foster a supportive work environment but also enhance employee satisfaction and well-being. They further asserted that the ability to manage personal responsibilities alongside work commitments reduces stress and burnout, leading to increased motivation and productivity.

The staff agree that flex-time arrangements help them manage personal responsibilities without compromising their work ( $M=3.38$ ,  $S.D=0.686$ ) and feel that remote work options facilitate easier engagement with students online ( $M=3.99$ ,  $S.D=0.645$ ). In addition, they are content with the time provided by a compressed work week for course preparation ( $M=3.49$ ,  $S.D=0.922$ ) and believe that flex-time arrangements improve their ability to meet deadlines ( $M=3.81$ ,  $S.D=0.884$ ). The staff are also satisfied with the professional development opportunities that job sharing provides ( $M=3.57$ ,  $S.D=0.819$ ) and feel that remote work enhances their flexibility and autonomy ( $M=3.84$ ,  $S.D=0.813$ ). They also believe that a



compressed work week enhances their overall job performance (M=3.80, S.D=0.660) and agree that flex-time allows them to work during their most productive hours (M=3.91, S.D=0.573). The staff are pleased with how job sharing arrangements contribute to their work-life balance (M=3.79, S.D=0.739).

**Table 1: Descriptive Statistics for Flexible Working Arrangements**

|  | N   | Mean | S. Dev |
|--|-----|------|--------|
| The academic staffs are satisfied with the availability of remote work options at the university.                  | 138 | 3.28 | 0.910  |
| The academic staffs are content with the current compressed work week arrangements provided by the university.     | 138 | 3.36 | 1.152  |
| The academic staffs are satisfied with the flexibility that flex-time arrangements offer.                          | 138 | 3.59 | 0.971  |
| The academic staffs are pleased with the job sharing opportunities available at the university.                    | 138 | 3.78 | 0.894  |
| The academic staffs feel that remote work options positively influence their job satisfaction.                     | 138 | 3.68 | 0.846  |
| The academic staffs believe that a compressed work week positively impacts their work-life balance.                | 138 | 3.23 | 0.969  |
| The academic staffs feel that a compressed work week reduces their stress levels.                                  | 138 | 3.25 | 1.176  |
| The academic staffs agree that flex-time helps them manage personal responsibilities without affecting their work. | 138 | 3.38 | 0.686  |
| The academic staffs feel that remote work options make it easier to engage with students online.                   | 138 | 3.99 | 0.645  |
| The academic staffs are content with the amount of time a compressed work week allows for course preparation.      | 138 | 3.49 | 0.922  |
| The academic staffs believe that flex-time arrangements help them meet deadlines more effectively.                 | 138 | 3.81 | 0.884  |
| The academic staffs are satisfied with the professional development opportunities provided by job sharing.         | 138 | 3.57 | 0.819  |
| The academic staffs feel that remote work enhances their work flexibility and autonomy.                            | 138 | 3.84 | 0.813  |
| The academic staffs believe that a compressed work week improves their overall job performance.                    | 138 | 3.80 | 0.660  |
| The academic staffs agree that flex-time allows them to work during their most productive hours.                   | 138 | 3.91 | 0.573  |
| The academic staffs are satisfied with how job sharing arrangements improve their work-life balance.               | 138 | 3.79 | 0.739  |

**Effect of Workload Management on Employee Performance**

Based on the findings in Table 2, department heads generally agreed that academic staff effectively manage their workload within the standard working hours (M=3.95, S.D=0.767). They are able to maintain a healthy work-life balance despite their responsibilities (M=3.19, S.D=0.868). The staff are capable of completing all tasks within regular working hours (M=3.17, S.D=1.284) and can meet deadlines for teaching, research, and administrative duties without needing to work beyond these hours (M=3.38, S.D=1.292). They plan their workload effectively, ensuring they have sufficient time for personal activities outside of work (M=3.70, S.D=0.751), and they stay organized and focused to meet deadlines (M=3.79, S.D=0.759). According to Rusmiati, Harjadi and Fitriani (2021), proper workload

management not only facilitates the timely and efficient completion of tasks but also enhances job satisfaction and overall well-being. They asserted that, by fostering a balanced work environment, organizations can boost employee morale and improve productivity.

Academic staff manage their workload in a way that allows them to pursue professional development opportunities (M=3.94, S.D=0.577), maintain a positive work-life balance even during busy periods (M=3.81, S.D=0.730), and utilize university resources and support to help manage their workload and meet deadlines (M=3.72, S.D=0.683). They can adjust their workload as needed to accommodate personal or family commitments (M=3.72, S.D=0.846) and meet deadlines without feeling rushed or overwhelmed (M=3.60, S.D=0.824). The staff also take breaks and time off as necessary to recharge and prevent burnout (M=3.60, S.D=1.008), and they manage their workload in a way that allows them to engage in personal interests and hobbies outside of work (M=3.55, S.D=0.997).

**Table 2: Descriptive Statistics for Workload Management**

|   | <b>N</b> | <b>Mean</b> | <b>S. Dev</b> |
|---|----------|-------------|---------------|
| The academic staffs are able to manage their workload effectively within the standard working hours.                                      | 138      | 3.95        | 0.767         |
| The academic staffs are able to maintain a healthy work-life balance despite their workload.  | 138      | 3.19        | 0.868         |
| The academic staffs are able to complete all their tasks within regular working hours.  | 138      | 3.17        | 1.284         |
| The academic staffs are able to meet deadlines for teaching, research, and administrative tasks without working outside of regular hours. | 138      | 3.38        | 1.292         |
| The academic staffs are able to plan their workload to ensure they have sufficient time for personal activities outside of work.          | 138      | 3.70        | 0.751         |
| The academic staffs are able to stay organized and focused to meet deadlines for their workload.  | 138      | 3.79        | 0.759         |
| The academic staffs are able to manage their workload in a way that allows them to pursue professional development opportunities.         | 138      | 3.94        | 0.577         |
| The academic staffs are able to maintain a positive work-life balance even during busy periods at the university.                         | 138      | 3.81        | 0.730         |
| The academic staffs are able to access resources and support provided by the university to help manage their workload and meet deadlines. | 138      | 3.72        | 0.683         |
| The academic staffs are able to adjust their workload when necessary to accommodate personal or family commitments.                       | 138      | 3.72        | 0.846         |
| The academic staffs are able to meet deadlines for their workload without feeling rushed or overwhelmed.                                  | 138      | 3.60        | 0.824         |
| The academic staffs are able to take breaks and time off as needed to recharge and avoid burnout from their workload.                     | 138      | 3.60        | 1.008         |
| The academic staffs are able to manage their workload in a way that allows them to pursue personal interests and hobbies outside of work. | 138      | 3.55        | 0.997         |

### **Employee Performance**

Based on the findings in Table 3, the academic staff consistently show a high level of expertise and knowledge in their subject areas (M=4.08, S.D=0.684). They effectively engage students by using interactive and innovative teaching methods (M=3.96, S.D=0.597) and

regularly update their course materials to align with current research and industry trends (M=3.88, S.D=0.695). The staff provide timely and constructive feedback on student assignments and exams (M=3.87, S.D=0.781) and maintain clear, open communication with students to foster a positive learning environment (M=3.92, S.D=0.855). They contribute to the development and improvement of their academic departments (M=4.16, S.D=0.557) and demonstrate a strong commitment to ongoing professional development and learning (M=4.06, S.D=0.692). Academic staff mentor and advise students, helping them achieve their academic and career goals (M=3.86, S.D=0.821). They also exhibit professionalism and ethical behavior in all interactions with students and colleagues (M=4.05, S.D=0.697). Additionally, they demonstrate flexibility and adaptability in response to changing educational needs and challenges (M=3.91, S.D=0.806) and actively seek and incorporate student feedback to enhance their teaching practices (M=3.74, S.D=0.795).

**Table 3: Descriptive Statistics for Employee Performance**

|  | N   | Mean | S. Dev |
|--|-----|------|--------|
| Academic staff consistently demonstrates a high level of expertise and knowledge in their subject areas.           | 138 | 4.08 | 0.684  |
| Academic staff effectively engages students through interactive and innovative teaching methods.                   | 138 | 3.96 | 0.597  |
| Academic staff regularly updates their course materials to reflect current research and industry trends.           | 138 | 3.88 | 0.695  |
| Academic staff provides timely and constructive feedback on student assignments and exams.                         | 138 | 3.87 | 0.781  |
| Academic staff maintains clear and open communication with students, fostering a positive learning environment.    | 138 | 3.92 | 0.855  |
| Academic staff contributes to the development and improvement of their academic departments.                       | 138 | 4.16 | 0.557  |
| Academic staff demonstrates a commitment to ongoing professional development and learning.                         | 138 | 4.06 | 0.692  |
| Academic staff mentor and advice students, helping them achieve their academic and career goals.                   | 138 | 3.86 | 0.821  |
| Academic staff exhibit professionalism and ethical behavior in all interactions with students and colleagues.      | 138 | 4.05 | 0.697  |
| Academic staff demonstrates flexibility and adaptability in response to changing educational needs and challenges. | 138 | 3.91 | 0.806  |
| Academic staff actively seeks and incorporate student feedback to improve their teaching practices.                | 138 | 3.74 | 0.795  |

### **Inferential Statistics of Study Variables**

#### **Correlation Analysis**

Correlation analysis was performed to examine the statistical relationship between each independent variable (flexible working arrangements and workload management) and the dependent variable, employee performance. The findings, presented in Table 4, showed that flexible working arrangements had a correlation coefficient of  $r = 0.533$  and a P-Value of 0.000, also less than 0.05, confirming the significance of the correlation. This indicates a moderate positive and statistically significant relationship between flexible working arrangements and employee performance. These results align with those of Orishede and Ndudi (2020), who explored the relationship between various flexible work arrangements, such as telecommuting, flextime, job sharing, and compressed workweeks, and employee performance, finding that these arrangements positively impact performance.

Workload management had a correlation coefficient of  $r = 0.512$  and a P-Value of 0.000, indicating a significant correlation. This suggests a moderate positive and statistically significant relationship between workload management and employee performance. These findings are consistent with those of Akbar, Tahir, Chamidah, and Siregar (2021), who studied the effect of workload on employee performance, concluding that workload positively and significantly affects time management, work stress, and overall employee performance.

**Table 4: Correlation Analysis for Work-Life Balance Practices and Performance**

|                      |                     | Flexible Working Arrangements | Workload Management |
|----------------------|---------------------|-------------------------------|---------------------|
| Employee Performance | Pearson Correlation | .533**                        | .512**              |
|                      | Sig. (2-tailed)     | .000                          | .000                |
|                      | N                   | 138                           | 138                 |

### Univariate Regression Analysis

#### Univariate Regression Analysis for Flexible Working Arrangements

Table 5 presents the regression analysis model summary for the relationship between flexible working arrangements and employee performance. The results suggest that flexible working arrangements variable explains around 28.4% of the variability in employee performance ( $R^2 = 0.284$ ).

**Table 5: Model Summary for Flexible Working Arrangements**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0.533 <sup>a</sup> | 0.284    | 0.278             | 0.5600                     |

a. Predictors: (Constant), Flexible Working Arrangements

ANOVA was conducted to determine if a linear relationship exists between flexible working arrangements and employee performance. The results in Table 6 indicate a statistically significant linear relationship between the two variables ( $F(1, 136) = 53.844, p < .05$ ). Austin-Egole, Iheriohanma and Nwokorie (2020) also established that flexible working arrangements have a statistically significant and positive influence on employee performance, as they empower individuals to work at their optimal times and in preferred settings, ultimately contributing to improved job outcomes and organizational success.

**Table 6: ANOVA for Flexible Working Arrangements**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.               |
|-------|------------|----------------|-----|-------------|--------|--------------------|
| 1     | Regression | 16.887         | 1   | 16.887      | 53.844 | 0.000 <sup>b</sup> |
|       | Residual   | 42.653         | 136 | 0.314       |        |                    |
|       | Total      | 59.540         | 137 |             |        |                    |

a. Predictors: (Constant), Flexible Working Arrangements

b. Dependent Variable: Employee Performance

Table 7 displays the regression coefficients for the model involving flexible working arrangements and employee performance. The results indicate a statistically significant influence of flexible working arrangements on employee performance ( $\beta = 1.001, t(138) = 2.477, p < .05$ ).

$$Y = 1.001 + 0.831X$$

**Table 7: Regression Coefficients for Flexible Working Arrangements**

|            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|------------|-----------------------------|------------|---------------------------|-------|-------|
|            | B                           | Std. Error | Beta                      |       |       |
| (Constant) | 1.001                       | 0.404      |                           | 2.477 | 0.014 |

|                       |         |       |       |       |       |       |
|-----------------------|---------|-------|-------|-------|-------|-------|
| Flexible Arrangements | Working | 0.831 | 0.113 | 0.533 | 7.338 | 0.000 |
|-----------------------|---------|-------|-------|-------|-------|-------|

a. Dependent Variable: Employee Performance

### Univariate Regression Analysis for Workload Management

Table 8 presents the regression analysis model summary for the relationship between workload management and employee performance. The results suggest that workload management variable explains around 26.2% of the variability in employee performance ( $R^2 = .262$ ).

**Table 8: Model Summary for Workload Management**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0.512 <sup>a</sup> | 0.262    | 0.256             | 0.5685                     |

a. Predictors: (Constant), Workload Management

ANOVA was conducted to determine if a linear relationship exists between workload management and employee performance. The results in Table 9 indicate a statistically significant linear relationship between the two variables ( $F(1, 138) = 48.223, p < .05$ ). Syihabudhin, Nora, Juariyah, Hariri, and Dhika (2020) also established similar findings on their study on the description of workload, work life balance and job performance. They found out that workload has a positive and significant effect on employee performance.

**Table 9: ANOVA for Workload Management**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.               |
|-------|------------|----------------|-----|-------------|--------|--------------------|
|       | Regression | 15.585         | 1   | 15.585      | 48.223 | 0.000 <sup>b</sup> |
| 1     | Residual   | 43.955         | 136 | 0.323       |        |                    |
|       | Total      | 59.540         | 137 |             |        |                    |

a. Predictors: (Constant), Workload Management

b. Dependent Variable: Employee Performance

Table 10 displays the regression coefficients for the model involving workload management and employee performance. The results indicate a statistically significant influence of workload management on employee performance ( $\beta = 1.763, t(138) = 5.550, p < .05$ ).

$$Y = 1.763 + 0.642X$$

**Table 10: Regression Coefficients for Workload Management**

|                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|---------------------|-----------------------------|------------|---------------------------|-------|-------|
|                     | B                           | Std. Error | Beta                      |       |       |
| (Constant)          | 1.763                       | 0.318      |                           | 5.550 | 0.000 |
| Workload Management | 0.642                       | 0.092      | 0.512                     | 6.944 | 0.000 |

a. Dependent Variable: Employee Performance

## Conclusions and Recommendations

### Conclusions

Flexible working arrangements have a positive and a significant effect on employee performance. The ability to adjust work schedules to accommodate personal and professional needs contributes to reduced stress and higher job satisfaction, ultimately boosting performance. Flexibility empowers employees to maintain a better work-life balance, which translates into greater engagement and commitment to their roles.

Workload management has a positive and significant influence on employee performance. When workloads are balanced and manageable, employees can maintain high levels of



productivity without experiencing burnout or stress. Effective workload management allows staff to complete tasks efficiently while staying engaged and motivated in their work.

### **Recommendations**

Universities should consider formalizing flexible working arrangements, such as adjustable work hours or the option to work remotely when necessary. This would provide academic staff with a better work-life balance, reducing stress and increasing job satisfaction, which in turn would enhance their performance. Management should also provide the necessary resources and support, including access to technology and clear communication channels, to ensure that flexible work arrangements do not hinder employee productivity or collaborative efforts with colleagues and students.

Chartered private universities should develop and implement clear guidelines on managing workloads, ensuring that academic staff are not overwhelmed with excessive tasks. Regular assessments should be carried out to maintain a balance between staff capacity and the demands placed upon them, helping prevent burnout and promoting sustained productivity. Institutions should also ensure equitable distribution of tasks and provide additional support during peak periods, such as exam seasons, to prevent performance dips during times of increased workload.

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