

# A Study on the Work-Family Balance and Job Performance of Academics in Sri Lanka

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*Work-family balance is a challenging issue for many working adults. As far as Sri Lanka is concerned, employees' awareness and perception about work-family balance is very limited as compared to the western countries. Academics in Sri Lanka are no exception and they receive very little or no family-friendly support from universities as they struggle to achieve a balance between work and family with their never-ending workload. The objective of this study is to investigate the relationship between university academics' work-family balance and job performance. Further, this study aims to find the dimensional impact of work-family balance on job performance of university academics. With the purpose of accomplishing the aforesaid objectives, a self-administered survey is carried out among 200 university academics from the four largest government universities in Sri Lanka. The sample is selected based on simple random sampling from the management faculties of the respective universities. This study finds a statistically significant positive relationship between work-family balance and job performance among academics. It also finds that a significant positive relationship exists between work-family balance dimensions and job performance. Further, satisfaction balance is identified as the major contributor to job performance.*

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## **Introduction**

Work-family balance is a challenging issue for many working adults as it could lead to inter-role conflict as the role demand on one sphere (work) is incompatible with the role demand of another sphere (family) (Greenhaus and Beutell, 1985; and Kelloway *et al.*, 1999). As stated by O'Laughlin and Bischoff (2005), balancing parenthood and career is very challenging for all professionals. When both the

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parents are involved in their work, they have to face time pressure and confront an overlap between work and family.

While the Sri Lankan interest in work-family balance is gradually increasing, most employees give first priority to work-related activities as compared to their family involvement. The employees' awareness and perception about work-family balance is very little in comparison to European countries. The employers also have not given much consideration to work-family balance (Arachchige, 2013). The available research in the Sri Lankan context is more on work-family conflict, especially on dual-career families (Aryee *et al.*, 2005 as cited in Kailasapathy *et al.*, 2014).

This research is based on investigating work-family balance of academics. There are studies on issues in balancing work life and family life in academia. According to Acker and Armenti (2004, p. 19), "university is a meritocratic discourse", and due to this, universities selectively measure the performance of academics without considering their differences in workplace performance. Baker (2008, p. 16) has pointed out that universities help academics who are "willing to work long hours, publish widely and remain full time in the profession throughout their working lives". Similarly, Bellas and Toutkoushian (1999) argued that universities tend to reward research and publications rather than teaching and service. As a result, academics tend to pay more attention to the higher reward aspects of their work with the resulting competition and stress. O'Laughlin and Bischoff (2005) have called for greater institutional support to minimize work-family stress which they believe will help to increase academics' job performance. The academics in Sri Lanka receive very little or no family-friendly support from universities. This is an issue yet to be addressed by the government and university administration. Based on the above and the preliminary investigation carried out by the researchers, it is observed that there is a lack of understanding of the relationship between work-family balance and job performance of academics in Sri Lanka. Hence, this research attempts to examine whether work-family balance impacts the job performance of academics in Sri Lanka.

The paper is structured as follows: it presents a review of the relevant literature, followed by concept of the study. Subsequently, the methodology employed is described, and then the results are discussed. Finally, the conclusion is offered.

## **Literature Review**

### **Work-Family Balance**

Work-family balance is an emerging contemporary issue that everyone is struggling to achieve between the work sphere and the family sphere. Work-family balance is a "sub-set of work-life balance" (Pronk, 2005, p. 34). It is a central issue in human resource development (Grzywacz and Carlson, 2007). Clark (2000, p. 748) stated work-family balance as "one of the most challenging concepts". It is a "central

issue in twenty-first century societies” (Lewis *et al.*, 2003, p. 838). Clark (2000, p. 748) pointed out that “with the growth of the industrial market economy during the past 300 years, a trend began which segmented activities associated with generating income and caring for family members”. With the emergence of the industrial market economy, organizations took control of production from families, thereby creating two distinct spheres, namely, work and family. In that context, people have to play various roles, mainly such as father, mother, husband, wife, employer and employee. Successful performance in each role determines the success of work-family balance. Hence, every role player should reconcile his/her obligations with one another (Broers, 2005).

It is a fact that most couples engage in some form of work. Most families have become dual earners to be ‘economically viable’ (Haddock *et al.*, 2006, p. 207). McGovern (2009, p. 42) introduced this as “dual income workaholic consumerism.” A “gendered division of labor, with the wife caring for the family and the husband assuming the breadwinner role, is no longer a viable option for many couples” (Higgins *et al.*, 1994, p. 144). It is a consequence of ever-changing workforce demographics which have emerged with the industrial revolution. Haddock *et al.* (2006) found that dual earner couples exercise a tradeoff system in their life to have a balance in work and family. In the tradeoff system, both parents have to sacrifice one role for the other, to some extent. It exists because of the scarcity of time experienced by individuals (Lautsch and Scullys, 2007). Forster (2001) found that when both are engaged in work, tension could be an inevitable factor. Then, it may become a cause for conflict arising between work and family domains.

## **Work-Family Balance and Academics**

People who engage in different careers perceive work-family balance on the same line. Academics also perceive it as one of the most significant factors for their success. Academics have a central role in a university. “Academics in various fields of expertise have been pioneering new ideas, concepts or theories towards making discoveries, expansion of knowledge as well as creations and inventions that are technologically based” (Arokiasamy *et al.*, 2011, p. 2). An academic’s main responsibilities would normally encompass teaching, research, administration and management (Oshagbemi, 2000). More importantly, universities are very competitive in nature and they expect more than people can sacrifice for it. As mentioned by Currie *et al.* (2000, p. 270), universities are ‘greedy’ institutions.

Academics’ work is not limited to teaching and writing research publications. Bellas and Toutkoushian (1999, p. 372) gave three definitions for the work of academics. According to them, the first definition includes “only hours of paid work at the employing institution (e.g., teaching, research, service and administration)”. Second definition includes “hours of unpaid work at the employing institution”, and the third definition includes “unpaid professional service outside the institution”.

When doing all these activities, academics enjoy considerable academic freedom. Similarly, Santos and Cardoso (2008, p. 446) stated that an academic's job has more flexibility than in industry, and it gives a clue to assume that it helps to have "conciliation between work and family." Rafnsdottir and Heijstra (2011) argued that academics have the power to decide their schedule at the university even though they are employees in the organizations. This 'apparent flexibility' in academia encourages and attracts women to academia as they are able to balance their work and family life (Panofsky, 2003, p. 104). Though they have academic freedom, academics have to finish their tasks even during weekends, or at their home, and this creates a behavior-based conflict, where "behaviors expected in one role are incompatible with behaviors expected in another role" (O'Laughlin and Bischoff, 2005, p. 80). Such academics' never-ending workload jeopardizes their work and family balance. Similarly, as illustrated by Jacobs and Winslow (2004), as the value of research productivity increased in the world of academia, academics have to spend 60 or more hours per week on research publications. Then they have to spend more hours on work and less on family obligations. Apparently, both men and women in academia sacrifice their personal life and they invest more time and energy on their institutions. They are very interested in doing their work and in turn they become workaholic academics. As a solution, Milkie and Peltola (1999, p. 477) illustrated that family members try to share their family obligations between themselves in a 'perceived fair' manner and it is "important to one's own feelings of work-family balance."

Studies showed that academics' "freedom and responsibility go hand in hand" (Ward and Wendel, 2004, p. 224; O'Laughlin and Bischoff, 2005; and Santos and Cardoso, 2008). Especially, this flexibility in the world of academia does not clearly mean the word 'freedom', and academics argue that they are often unable to "spend time with their family without having work-related issues on their minds all the time" (Rafnsdottir and Heijstra 2011, p. 6). Indeed, flexibility and freedom to work is a 'double-edged sword', as mentioned by Rafnsdottir and Heijstra, (2011, p. 7). Ward and Wendel (2004, p. 254) concluded that balancing work life and the family life is 'very delicate'.

### **Measuring Work-Family Balance**

Many scholars have developed different measures to assess the degree of work-family balance. The study by Haddock *et al.* (2006) measures work-family balance using five variables, namely, control over schedule, job autonomy, supervisor support, co-worker relationship, and workplace culture. In their study of the relationship between work-family balance and quality of life, Greenhaus *et al.* (2003) proposed a measure to assess work-family balance using three components: the time balance (equal time devoted to work and family), involvement balance (equal involvement in work and family) and satisfaction balance (equal satisfaction with work and family). According to their components, it helps to measure the work-

family balance in relation to negative and positive perspectives, considering that “level of time, involvement or satisfaction are equally high or equally low.” Milkie and Peltola (1999) identified time, role harmony and tradeoff as independent variables in their study of work-family balance and these variables are highly focused towards identifying gender differences in work-family balance. Further, “How often does your job interfere with your family life?” and “How often does your family interfere with your work on the job?” are the variables that Lawton and Tulkin (2010, p. 10) used to measure the work-family balance.

### **Job Performance**

Job performance of employees is one of the critical factors in an organization. The organization’s overall performance is determined by their members’ job performance level. Performance is classified into two types: organizational performance and individual performance. As stated by Sonnentag *et al.* (2008), individual performance of the members of the organization is very significant for the organization as well as for its members. Most organizations conduct performance evaluations to enhance the performance level of their organizational members. As per the study by Griffin *et al.* (2007, p. 327), according to the traditional way, “work performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in his or her job description.” “One attribute, one outcome or one factor cannot be labeled as job performance and it is a multidimensional construct” (Campbell *et al.*, 1990, p. 278). Many scholars (Campbell *et al.*, 1990; and Motowidlo *et al.*, 1986) have used different performance measurements and those job performance measurements vary from one occupation or profession to another. On the performance measurement, certain groups have used different performance ratings. Thus, “performance ratings have traditionally played a central role in the measurement of job performance in industrial organizational psychology” and those “ratings are subjective evaluations obtained from supervisors, peers, subordinates, self or customers” (Viswesvaran *et al.*, 2002, p. 345). Researchers (Cambell *et al.*, 1990; Borman and Motowidlo, 1997; and Sonnentag *et al.*, 2008) have mainly identified three types of job performance, namely, task performance, contextual performance and adaptive performance.

### **Measuring Job Performance**

Campbell *et al.* (1990) identified five dimensions of task performance as job-specific task proficiency, non-job-specific task proficiency, written and oral communication proficiency and supervision, in case of leadership position, and partly, management/administration. Borman and Motowidlo (1997, p. 100), in their study mentioned that in contextual performance contextual activities contribute to the “organizational effectiveness in ways that shape the organizational, social and psychological context that serves as the catalyst for task activities and processes.” The five categories

of contextual behavior identified by Borman and Motowidlo (1993) and cited in Borman and Motowidlo (1997) are: volunteering for activities beyond a person's formal job requirements, persistence of enthusiasm and application when needed to complete important task requirements, assistance to others, following rules and prescribed procedures even when it is inconvenient, and openly defending organizational objectives. According to Pulakos *et al.* (2000), another important factor in job performance is adaptive performance. Pulakos *et al.* (2000) identified eight dimensions of adaptive performance as handling emergencies or crisis situations, handling work stress, solving problems creatively, dealing with uncertain and unpredictable work situations, learning work tasks, technologies and procedures, demonstrating interpersonal ability, demonstrating cultural adaptability, and demonstrating physically-oriented adaptability. Adaptive performance varies from one job to another (Pulakos *et al.*, 2000).

### **Job Performance of Academics**

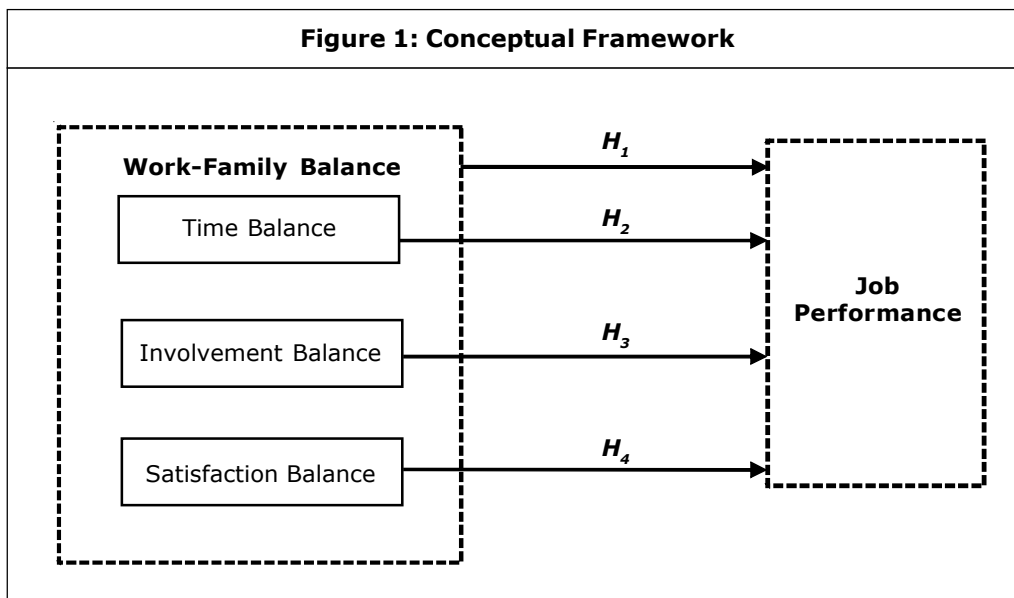
If the job performance varies from one occupation to another, then academics' job performance could vary according to the number of tasks, duties and responsibilities that they have to perform. The field of academic is very demanding (Jacobs and Winslow, 2004). Unlike other professionals or job holders academics have to work for progress in their career. Being an academic is not just a job, it is their career (Hill *et al.*, 2003). For some of them, being an academic is their lifestyle (Rafnsdottir and Heijstra, 2011). Career progress determines the success in their field, and it is the tool which measures their competencies. As stated by Ismail *et al.* (2005, p. 117), "Professor is the highest position in the ladder of an academician." Career centrality is one of the main characteristics among high-flyer university academics (Ismail *et al.*, 2005). For them, research and publications determine their performance rather than teaching, and they find sabbatical leave quite helpful in their career advancement (Ismail *et al.*, 2005). Similarly, Bellas and Toutkoushian (1999) have stated that research and publications are more highly rewarded than teaching and service by many universities, and research and publications are the most demanding factors for faculty. However, the quality of research productivity is questionable. According to these previous studies, many of them measure the impact of academics' work-family balance on career progress (Ismail *et al.*, 2005; and Thanacoody *et al.*, 2006) and very few of them measure its impact on job performance.

### **Relationship Between Work-Family Balance and Job Performance**

Achieving work-family balance is very significant for personal success and the success of the organization. Work-to-family conflict and family-to-work conflict have caused lower performance of individuals at the workplace and their personal lives and ultimately it leads to withdrawal from work (Hammer *et al.*, 2003; and Naithani,

2010). Moreover, Naithani (2010) stated that individuals with successful work-life balance will contribute to the success of the organization and those who receive workplace support through family-friendly policies have a high productivity level at the workplace. Gomez *et al.* (2010) mentioned that a balance between work responsibilities and marital obligation is a key to achieving success in family and the organization. Guest (2002) showed that work-life balance not only contributes to the satisfaction and wellbeing of life, but also for the performance of work and family. Surprisingly, Malik *et al.* (2010, p. 2864) have found a 'weak relationship' between employee performance and work-family balance. Other than that, according to the results of multiple regression analysis, Malik *et al.* (2010, p. 2864) found that employee performance has a "highly significant moderate relationship" with work-family balance among Pakistani working women.

Based on the above characteristics, this study tests the conceptual model as given in Figure 1 in order to achieve the research objectives.



In work-family balance, the balance is considered as positive balance as stated by Greenhaus *et al.* (2003). Many researchers have found that work-life balance has a positive relationship to work performance (Gomez *et al.*, 2010; and Naithani, 2010). In contrast to that, Nawab and Iqbal (2013) stated that work characteristics directly affect the individuals' work-family conflict, and it in turn diminishes the balance between work and family domains. Further, they have pointed out that work-family conflict occurred due to overload of both roles and then it negatively affects individuals' performance in work and family roles. As found by Patel *et al.* (2006, p. 43) work-family conflict has a 'weak positive correlation' with job performance. However, "women's experience in work-family conflict impacted negatively on their

level of job performance" (Ogbogu, 2013, p. 19). Accordingly, the study proposes that employees who successfully balance their work and family experience higher performance at the workplace. Hence,

*H<sub>1</sub>: Work-family balance has a positive relationship with job performance.*

High level of work-to-family conflict reduces the amount of time that is available for "parenting and other family responsibilities" (Frone *et al.*, 1997, p. 148). Moreover, the family-to-work conflict reduces the time that is available for work demands at the workplace. In that sense, work-to-family conflict and family-to-work conflict arise because of time imbalance between work and family domains. Accordingly, Frone *et al.* (1997) found that family-to-work conflict is negatively related to the work performance of individuals. Time management is an important aspect in job performance (Njagi and Malel, 2012). Hence, the present study proposes that individuals who balance their time between work and family, perform on their job in a successful manner. Hence,

*H<sub>2</sub>: There is a positive relationship between time balance and job performance.*

In involvement balance, job involvement and family involvement are two determinants. As stated by Diefendorff *et al.* (2002, p. 103), job involvement is a 'potentially important determinant' of job performance of individuals. Higher levels of job involvement of employees determine their performance at the workplace, and generally a higher level of job involvement exerts more effort on work and then it "displays a higher level of role in job performance" (Chughtai, 2008, p. 170). According to the study by Kossek *et al.* (2001, p. 39), employees are inclined to sacrifice their "family performance for the sake of work performance." Moreover, they have argued that "home or family-based care-giving decisions" have a 'detrimental' relationship with performance of employees. In the light of the above-mentioned previous studies, the current study predicts that individuals who balance their involvement between work and family domains perform well at their work. Hence,

*H<sub>3</sub>: There is a positive relationship between involvement balance and job performance.*

Satisfaction balance has two components, namely, job satisfaction and family satisfaction. According to Judge *et al.* (2001), job satisfaction has a positive effect on job performance of individuals. As stated by Nawab and Iqbal (2013), work and family help to achieve satisfaction in individual's lives and work-family conflict negatively affects life satisfaction. Accordingly, it diminishes the performance level of each role (Nawab and Iqbal, 2013). In that sense, the current study hypothesizes that both work and family satisfaction positively relate to the job performance of individuals.

*H<sub>4</sub>: There is a positive relationship between satisfaction balance and job performance.*



## Data and Methodology

This study was based on a quantitative approach. The population of the study was the university academics in Sri Lanka. A sample of respondents was drawn from the management faculties of four universities who were selected using simple random sampling. The questionnaire used in this study consists of two parts (see Appendix). The first part covered demographic factors such as gender, marital status and tenure. The second part covered the main variables, work-family balance and job performance. 200 questionnaires were distributed by the researchers individually and through a staff member of each university. To increase the response rate, the questionnaire distribution procedure involved follow-up contact with participants. 196 usable questionnaires were received and it yielded an overall response rate of 98%.

## Measures

In this study, job performance is the dependent variable. According to the previous researchers (Campbell *et al.*, 1990; Borman and Motowidlo, 1993; and Pulakos *et al.*, 2000), three dimensions were identified under job performance, viz., task performance, contextual performance and adaptive performance. To measure the task performance, eight items were developed based on five indicators which were proposed by Campbell *et al.* (1990). However, for the purpose of the current study, one indicator (non-job-specific task proficiency) was ignored due to its being inappropriate in the current context. Each item [e.g., "I have completed all assigned hours for teaching within the semester on time"; "I always administer my course in a proper manner (student attendance record, student tutorials, etc.)"] was answered on 5-point Likert scale questions, ranging from strongly disagree to strongly agree. According to Borman and Motowidlo (1993), contextual performance was assessed by using six items based on five indicators, and each item (e.g., "I spend extra hours on university activities other than teaching", "I have taken the initiative in many academic activities of the department/university") was measured on a 5-point Likert scale from strongly disagree to strongly agree. Using 11 items based on 8 indicators, adaptive performance was measured according to Pulakos *et al.* (2000), and each item [e.g., "I like to learn new methods to make my work more effective", "I successfully deal with unforeseen and/or unexpected events (disturbances, interruptions, losses/deficiencies, crises, stagnations) in my job activity generally"] was assessed on a 5-point Likert scale from strongly disagree to strongly agree.

Work-family balance is the independent variable in the current study and it was measured by using three dimensions as developed by Greenhaus *et al.* (2003). These dimensions are: time balance, involvement balance and satisfaction balance. Time balance was measured using four items (e.g., "When I am working, I give my complete attention to what I am doing") which was developed by Marshall and Barnett (1993). Those four items were measured on a 5-point Likert scale from strongly disagree to strongly agree. Involvement balance was assessed with four

items, and two of them [e.g., “Most important things which I value (recognition, admiration, etc.) are happening to me when I am at my job”, “Most important things which I value (recognition, admiration, etc.) are happening to me when I am with my family”] were measured on a 5-point Likert scale from strongly disagree to strongly agree. Four items were used to assess the satisfaction balance, and those four items (e.g., “I am generally satisfied with the kind of work I do on my family”, “I am satisfied with the success I have achieved in my job”) were measured on a 5-point Likert scale from strongly disagree to strongly agree.

Structural Equation Modeling (SEM) was used to test the validity and reliability of data based on a confirmatory factor analysis. The composite reliability values of time balance (0.76), involvement balance (0.78), satisfaction balance (0.82) and job performance (0.93) were above 0.7. Average Variance Extracted (AVE) of time balance (0.52), involvement balance (0.55), satisfaction balance (0.60) and job performance (0.51) were above the accepted level of 0.5.

The discriminant validity of the latent variables was tested using Fornell and Larcker’s (1981) criterion, which requires that each latent variable’s AVE is greater than the latent variable’s squared correlation with any other construct in the model. Table 1 shows that the variables are uncorrelated and thus the model is acceptable.

<b>Table 1: Discriminant Validity of the Latent Variables</b>				
<b>Latent Variable</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Involvement Balance (1)</b>	0.55			
<b>Job Performance (2)</b>	0.24	0.51		
<b>Satisfaction Balance (3)</b>	0.22	0.34	0.60	
<b>Time Balance (4)</b>	0.34	0.31	0.27	0.52

## Results

According to the results of correlation analysis, all hypotheses were supported (Table 2).  $H_1$  supported by the data ( $r = 0.587$ ). Therefore, a statistically significant ( $p < 0.01$ ) moderate positive relationship exists between work-family balance and job performance.  $H_2$  is supported by the data ( $r = 0.482$ ). Therefore, a statistically significant ( $p < 0.01$ ) moderate positive relationship exists between time balance and job performance.  $H_3$  is also supported by the data ( $r = 0.482$ ). Therefore, a statistically significant ( $p < 0.01$ ) moderate positive relationship exists between involvement balance and job performance.  $H_4$  is supported by the data ( $r = 0.512$ ). Therefore, a statistically significant ( $p < 0.01$ ) moderate positive relationship exists between satisfaction balance and job performance.

According to multiple regression analysis, satisfaction balance, time balance and involvement balance could significantly ( $p < 0.001$ ) explain 34.8% ( $R^2$ ) of the variance in job performance (Table 3).

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Time Balance (1)</b>	-				
<b>Involvement Balance (2)</b>	0.562**	-			
<b>Satisfaction Balance (3)</b>	0.510**	0.572**	-		
<b>Work-Family Balance (4)</b>	0.829**	0.864**	0.813**	-	
<b>Job Performance (5)</b>	0.482**	0.482**	0.512**	0.587**	-

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std.Error of the Estimate</b>	<b>Change Statistics</b>		
					<b>R<sup>2</sup> Change</b>	<b>F Change</b>	<b>Sig. F Change</b>
1	0.590	0.348	0.338	0.36710	0.348	34.211	0.000

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients Beta</b>	<b>t-Value</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>			
1	(constant)	2.039	0.218		9.737	0.000
	TB	0.168	0.054	0.229	3.219	0.002
	IB	0.130	0.053	0.189	3.958	0.000
	SB	0.236	0.061	0.287	3.264	0.001

Coefficient values arrived at the multiple regression analysis further reveal that among the three variables, Satisfaction Balance (SB) worked out as the strongest contributor (SB = 0.236) to job performance, while Time Balance (TB) and Involvement Balance (IB) respectively remain as low contributors (TB = 0.168, IB = 0.130) (Table 4).

## **Discussion**

This research examined the relationship between work-family balance and job performance among academics in Sri Lanka, and the results suggest that there is a statistically significant positive relationship between work-family balance and job performance. The results reveal a significant positive relationship between work-family dimensions like time balance, involvement balance and the satisfaction balance and job performance.

This research confirms through hypothesis testing that a statistically significant positive relationship exists between work-family balance and job performance among

academics such that the higher the work-family balance, the higher would be the job performance. Similarly, the regression analysis showed work-family balance could be significantly explained by the variance of job performance. The above finding is in line with those of many previous studies on work-family balance (Guest, 2002; Gomez *et al.*, 2010; and Naithani, 2010). Most academics perceive "family-work integration as a major problem throughout their university careers" (Gatta and Roos, 2004, p. 129). "Work interfering with family and family interfering with work" has "negatively impacted on organizational, family and personal outcomes" (Boyar *et al.*, 2008, p. 216). However, in contrast to the findings of the current study, Malik *et al.* (2010) have found a weak relationship between employee performance and work-family balance. Also, Ward and Wendel (2004) have found a negative relationship between family status and carrier outcomes.

In this study, the relationship between time balance and job performance is found to be statistically significant but a moderate one. Based on regression analysis, it shows that time balance of the academics are less. This shows that academics may have an issue in giving full attention either to job or to the family. Most of previous literature (Jacobs and Winslow, 2004; Thanacoody *et al.*, 2006; and Santos and Cardoso, 2008) has found that balancing time between work and family is one of the difficult factors for academics with housework and childcare activities and hence it negatively affects their work performance. According to Acker and Armenti (2004), faculty members allocate less time for family responsibilities and more time for work responsibilities. Hence, it clearly shows that achieving time balance may affect either family balance or work balance, or both.

Further, this study confirms a significant positive relationship between involvement balance and job performance such that the higher the involvement balance, the higher would be job performance. However, based on the regression analysis, it is clear that involvement balance of the academics is very less. This shows that academics may have an issue in giving their full involvement either to job or to the family. Most studies done in western countries (Acker and Armenti, 2004; Armenti, 2004; and Doherty and Manfredi, 2006) have found that finding a balance involvement between work and family is tough for academics due to their heavy workload. According to Allison (2007, p. 26), managing "the demands of tenure process" and the demands of the family is a "formidable challenge for academic parents". In the Sri Lankan context, since academics are more secure in nature, the issue of keeping the job is not a major problem. However, career progression (i.e., to become a Senior Lecturer or Professor) requires much more involvement in the job. According to UGC Circular No. 869 in Sri Lanka, involvement is needed in three major areas of the job, namely, teaching, research and contributions to university and national development. If the involvement is less in these three areas, it is impossible to advance in one's career.

The results of this study also show a statistically significant but moderate relationship between satisfaction balance and job performance such that the higher the satisfaction balance, the higher would be job performance. Based on the regression analysis, it shows that satisfaction balance of the academics is high. This means that Sri Lankan academics are somewhat satisfied with their personal lives as well as with their jobs. Nonetheless, Jacobs and Winslow (2004) found that satisfaction among academics varied due to their level of credentials. Credentials work as a part of the academic job performance. According to them, academics with more credentials were highly dissatisfied than the ones with lower credentials. Horton (2006), in a study on employee satisfaction among faculty and staff, stated that faculty members are dissatisfied with their personal/work-life balance. Accordingly, more future research is needed in this area to find a relationship between satisfaction balance and job performance.

## **Conclusion**

The present study indicates the need for university administrations to examine the issue of work-family balance as a means to increase the level of job performance of their academics. During the employment relationship, administrative authorities need to increase their understanding regarding employees' work roles and family roles. By establishing an effective two-way communication, they can collect more information regarding issues of academics' work and family life. In Sri Lanka, the government is trying to upgrade universities to international level and accordingly it becomes necessary that universities start to address the involvement of academics to enhance their performance without sacrificing their family lives. The true performance lies on a balance between work life and family life. According to the findings of this study, universities can improve academics' work life and family life by adopting supportive policies at work. Most importantly, family-friendly policies help to create a family-supportive organizational environment.

**Limitations and Scope for Future Studies:** There are certain limitations in this study. Firstly, the data for this study was collected from the government universities in Sri Lanka. Hence, generalizability of the findings to other types of universities in Sri Lanka may not be appropriate. Further, generalizability of the findings to other institutions and other countries may not also be appropriate. The second limitation is that the job performance of the academics was measured based on their own judgment. This study has used a structured questionnaire for data collection and it limits the opportunity to collect in-depth data from the academics about their work life and family life. Despite these limitations, it is believed that this research makes a significant contribution to the existing literature on work-family balance.

This research mainly focused on finding a relationship between academics' work-family balance and job performance. Therefore, further studies are needed to identify other factors that affect job performance levels of academics, in addition to work-family balance. This research has found significant and positive influence of gender on the relationship between work-family balance and job performance. However, it

does not pay attention to male and female academics separately and hence further research can be carried out on the gender difference in achieving work-family balance and job performance in the Sri Lankan context. Further, this research was carried out to measure academics' subjective work-family balance, therefore future research can be based on both subjective and objective balance of their time, involvement and satisfaction with regard to work and family.

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## Appendix

### Questionnaire

#### Survey on the Relationship Between Work-Family Balance and Job Performance of University Academics

Please answer the following questions by crossing (X) on the relevant box or writing down your answer in the space provided.

1. Gender:            Male                Female
2. Marital Status:   Married            Single            Widowed      
                                  Separated         Divorced

3. Dependent Children:

Nil	<input type="checkbox"/>
1-3	<input type="checkbox"/>
4-6	<input type="checkbox"/>

4. Tenure:

Professor	<input type="checkbox"/>
Senior Lecturer Grade I	<input type="checkbox"/>
Senior Lecturer Grade II	<input type="checkbox"/>
Probationary Lecturer	<input type="checkbox"/>

## Appendix (Cont.)

Please indicate to what extent you agree with each of the following statements:						
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
5.	When I am working, I give my complete attention to what I am doing.	1	2	3	4	5
6.	When I spend time with my family, I totally devote myself to household.	1	2	3	4	5
7.	I am honestly satisfied with the time that I have spent on work.	1	2	3	4	5
8.	I am honestly satisfied with the time that I have spent on family.	1	2	3	4	5
9.	Most important things which I value (recognition, admiration, etc.) are happening to me when I am at my job.	1	2	3	4	5
10.	Most important things which I value (recognition, admiration, etc.) are happening to me when I am with my family.	1	2	3	4	5
11.	I am very much involved in my family members' lives.	1	2	3	4	5
12.	I am very much involved in my job.	1	2	3	4	5
13.	I am generally satisfied with the kind of work I do on my job.	1	2	3	4	5
14.	I am generally satisfied with the kind of work I do for my family.	1	2	3	4	5
15.	I am satisfied with the success I have achieved in my job.	1	2	3	4	5
16.	I am satisfied with my present family situation.	1	2	3	4	5
17.	I have completed all assigned hours of teaching, within the semester on time.	1	2	3	4	5
18.	I have relevant qualifications to do my job efficiently.	1	2	3	4	5
19.	I am competent in performing my job as an academic.	1	2	3	4	5
20.	I always administer my course in a proper manner (student attendance record, student tutorials, etc).	1	2	3	4	5

## Appendix (Cont.)

		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
21.	I express written correspondence in a clear manner.	1	2	3	4	5
22.	I express oral correspondence in a clear manner.	1	2	3	4	5
23.	I take care of the effective usage of university resources.	1	2	3	4	5
24.	I maintain a good working relationship with my staff members.	1	2	3	4	5
25.	I spend extra hours on university activities other than teaching.	1	2	3	4	5
26.	I have taken initiatives in many academic activities of the Department/University.	1	2	3	4	5
27.	I often engage in work enthusiastically.	1	2	3	4	5
28.	I act cooperatively with my colleagues.	1	2	3	4	5
29.	I am always committed to the success of my university.	1	2	3	4	5
30.	I always follow the rules and policies of my university.	1	2	3	4	5
31.	I am able to cope successfully with the difficult situations (emergencies, crises) that arise from my job.	1	2	3	4	5
32.	I successfully cope with work stress.	1	2	3	4	5
33.	I can remain calm in many situations at the workplace.	1	2	3	4	5
34.	I usually provide creative ideas in complex situations.	1	2	3	4	5
35.	I successfully deal with unforeseen events (disturbances, interruptions, losses/deficiencies, crises, stagnations) in my job.	1	2	3	4	5
36.	I like to learn new methods to make my work more effective.	1	2	3	4	5
37.	I like to learn new technologies to make my work more effective.	1	2	3	4	5

### Appendix (Cont.)

		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
38.	I do not force others to work according to my schedule.	1	2	3	4	5
39.	I am an open-minded person.	1	2	3	4	5
40.	I deal professionally with other department members as necessary.	1	2	3	4	5
41.	Without any fatigue, I can do lectures for many hours.	1	2	3	4	5

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