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**The Impact of Work-Life Balance on
Employee Productivity in Educational
Institutions: A Case Study of All Saints'
Cathedral School', Nairobi**

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ABSTRACT

As a working professional, often personal demands increase, therefore achieving a balance between work and life has become critically important for both employee well-being and organizational performance. This research proposal aimed at investigating the impact of work-life balance (WLB) on employee productivity at All Saints Cathedral School in Nairobi. It sought to uncover the factors that either enhance or hinder employee performance within an educational setting. The study was guided by four specific objectives: firstly, to evaluate the current state of Work Life Balance among employees at All Saints Cathedral School; secondly, to assess the level of employee productivity within the institution, thirdly, to identify the factors that influence Work- Life Balance; and finally, to propose strategies for improving Work Life Balance and productivity at All Saints Cathedral School. These objectives meant to provide a comprehensive understanding of how work-life balance affects productivity and what could be done to foster a more harmonious and efficient work environment. To achieve these objectives, the research was anchored on several theoretical frameworks. The Work-Family Border Theory was used to examine how employees navigate and manage the boundaries between their work and personal lives. The Spillover Theory was used to help understand how experiences in one domain of life can influence outcomes in another, while the Conservation of Resources Theory offered insights into how individuals often strive to acquire, retain, and protect their resources, such as time and energy, in the face of work and life demands. The research methodology used involved a mixed-methods approach, combining both quantitative and qualitative data analysis. Quantitative data analysis, including correlation and regression analyses, which was employed to help reveal significant insights into the current state of Work Life Balance and its direct and indirect impacts on productivity at All Saints Cathedral School. This involved the collection of data through questionnaires which were distributed to employees providing measurable indicators of work life balance and productivity. In addition to quantitative analysis, qualitative data was also collected to help provide a deeper understanding of personal experiences and organizational factors influencing work life balance. This was achieved through key informant interviews (KIIs) and focus groups discussions with employees, allowing for rich, narrative data that could highlight the nuances and complexities of balancing work and life responsibilities. The study focused on key factors that play crucial roles in shaping work-life balance and productivity. This included organizational culture which encompasses the values and norms within the school, the workload which entails the amount of work assigned to employees, flexibility which involves the degree to which employees can adjust their work schedules and tasks to accommodate personal needs, support systems, such as family and organizational support mechanisms that help employees manage their responsibilities; and personal circumstances, including individual differences in life situations and coping strategies. The research findings will seek to contribute significantly to the existing body of knowledge on work-life balance and productivity. The insights gained from this study finding will be valuable not only to All Saints' Cathedral School but also to other similar educational institutions and organizations striving to balance employee well-being with high performance. The findings could also inform the development of policies and practices that promote a more sustainable and productive work environment, leading to enhanced employee satisfaction and organizational success.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

Despite the critical role of work-life balance in enhancing employee productivity, many educational institutions continue to face significant challenges in implementing effective work-life balance policies. This persistent gap often leads to a range of adverse outcomes for employees, including heightened stress levels, emotional exhaustion, burnout, and ultimately, reduced job performance and productivity. In the educational sector, where teachers and administrative staff frequently face demanding workloads, tight deadlines, and high performance expectations, the pressure to meet professional responsibilities often overshadows the need for personal time and self-care.

The situation is further exacerbated by inadequate institutional support, limited access to flexible work arrangements, and the absence of wellness-focused programs. As a result, many educators struggle to manage their dual roles at work and at home, leading to feelings of being overwhelmed, disengaged, and underappreciated. High work pressure—such as excessive teaching loads, grading, administrative tasks, and co-curricular obligations—when coupled with high family demands, often results in poor physical, psychological, and emotional well-being (Jensen, 2017). These negative outcomes not only affect the individual's health and family life but also diminish their effectiveness in the workplace.

Moreover, the culture in some institutions may undervalue the importance of personal well-being, focusing solely on academic performance and outcomes without considering the human cost involved. This creates a cycle in which stress and burnout become normalized, contributing to high employee turnover, absenteeism, and low morale, further compromising institutional productivity and stability.

This study sought to explore the impact of work-life balance on employee productivity at All Saints' Cathedral School. By identifying specific challenges faced by staff members and examining the underlying causes of work-life conflict, the study aimed to provide actionable recommendations. These included policy adjustments, improved support systems, and organizational changes that promote a healthier balance between professional responsibilities and personal well-being. Ultimately, the goal is to enhance both individual and institutional performance by fostering a more supportive and balanced work environment.

1.1 Background of the Study

Many schools, including All Saints' Cathedral School, place significant demands on their teachers and administrative staff, who are often required to manage substantial workloads, meet tight academic and administrative deadlines, and frequently extend their duties beyond standard working hours. These high expectations, while aimed at maintaining educational excellence and organizational efficiency, often come at the cost of the employees' personal well-being. Teachers, in particular, may find themselves taking work home—such as lesson planning, grading, or responding to parent and student inquiries—leaving little room for rest, recreation, or family time. This blurring of professional and personal boundaries significantly hinders their ability to achieve a healthy work-life balance.

The chronic need to work beyond normal hours creates a situation where staff struggle to disconnect from their professional responsibilities. According to Xing (2021), prolonged working hours and the intrusion of work-related issues into personal time contribute to a decline in life satisfaction. When educators are unable to properly disengage from work, it becomes increasingly difficult for them to relax and recharge, leading to mental fatigue, emotional exhaustion, and ultimately, burnout. Over time, this can have a profound impact on their overall job satisfaction, motivation, and performance, thereby affecting the institution's productivity and stability.

In this context, this study aimed at investigating the specific work-life balance challenges faced by employees at All Saints' Cathedral School and how these challenges affected both their performance and general well-being. The study examined the effectiveness of existing work-life balance policies and practices within the institution, with a particular focus on the adequacy of support systems such as flexible scheduling, mental health support, workload management, and institutional culture.

The study also sought to identify the key factors that either facilitated or hindered employees from achieving a satisfactory balance between their work and personal lives. These included examining the school's organizational culture, the degree of flexibility offered in work arrangements, the nature and volume of workload, and personal or family-related circumstances. Furthermore, the research explored the implications of these factors on staff productivity, engagement, and retention. By assessing how deeply entrenched work-life balance challenges were within the school environment, the study aimed to generate practical recommendations that could guide the development of more supportive policies, thereby fostering a healthier, more productive, and sustainable work environment for all staff members.

1.1.1 Work-life balance

Many educational institutions continue to face persistent challenges in promoting and maintaining work-life balance for their employees. The educational sector, by its very nature, is uniquely demanding, requiring educators and support staff to demonstrate unwavering commitment to the academic, personal, and social development of students. As noted by (Alfonso, 2021), teachers are expected to not only ensure that educational programs are effective and efficient, but also contribute meaningfully to the holistic growth of students as individuals and as responsible citizens. This broader societal expectation places significant pressure on educators to consistently perform at high levels, often beyond the boundaries of standard working hours. (Gurcu, 2016).

Teaching staff, in particular, carry the dual burden of delivering high-quality instruction while also managing a host of supplementary responsibilities. These include lesson planning, grading assessments, organizing classroom activities, and offering additional academic support to

students outside normal class time. During peak academic seasons such as examinations or school closing terms, these responsibilities intensify, placing further strain on teachers. Additionally, teachers are frequently expected to participate in co-curricular programs, including supervising school clubs, organizing field trips, coaching sports teams, or chaperoning student events. These activities, while valuable for student development, often extend into evenings and weekends, limiting the time available for personal or family life.

Similarly, school administrators face immense workloads that demand constant vigilance and strategic oversight. Their duties involve coordinating educational programs, managing teaching and non-teaching staff, ensuring institutional compliance with regulatory standards, preparing budgets, and handling both expected and emergent issues that arise within the school community. Administrators often work extended hours to attend board meetings, manage crises, and oversee after-school functions or public relations events. As a result, their professional commitment frequently encroaches upon personal time, making it difficult for them to establish clear boundaries between work and home life.

Support staff - such as counselors, librarians, IT professionals, and clerical personnel - also do play a critical role in the functioning of educational institutions. Their contributions, while sometimes overlooked, often require considerable time and flexibility, especially during emergencies or when providing support for special programs or technical operations. For instance, IT professionals may need to work late to resolve urgent system issues, while counselors may offer extended sessions for students dealing with emotional or psychological difficulties.

The cumulative effect of these extended responsibilities can significantly impact the personal lives of educational professionals. According to (Vazeerian & B & Suriith, 2024) excessive work demands may pose a significant threat to individual well-being, triggering stress, emotional exhaustion, and negative attitudes toward work. Teachers and staff who are consistently overwhelmed by professional obligations may struggle to find time for rest, family interactions, or leisure activities, ultimately leading to burnout and diminished job satisfaction. Furthermore, the strain can affect personal relationships, contributing to family conflict, social withdrawal, or

feelings of isolation. Physical and mental health challenges, such as anxiety, insomnia, or chronic fatigue, are also common outcomes of poor work-life balance.

Despite the glaring importance of promoting work-life balance, educational institutions often encounter systemic and structural barriers in implementing effective solutions. One major obstacle is the deeply ingrained culture of sacrifice and selflessness in the education sector. Dedication to students' success is often seen as a moral imperative, and efforts to set boundaries or seek personal time can be misinterpreted as a lack of commitment. As (Nadira, 2021) explains, work-life balance issues - alongside job dissatisfaction - are significant contributors to employees' intention to leave their organization.

Additionally, many schools operate under tight financial constraints, which limit their ability to hire sufficient staff or introduce flexible scheduling. Budgetary limitations also affect the implementation of employee support programs, such as wellness initiatives, counseling services, or workload redistribution schemes. Moreover, the fixed nature of the academic calendar, with predetermined terms, examination schedules, and curriculum delivery timelines, offers limited flexibility for adjusting workloads or accommodating alternative work arrangements.

In conclusion, while the importance of work-life balance in enhancing employee productivity and well-being is well-documented, educational institutions - such as All Saints' Cathedral School—must navigate a complex interplay of cultural expectations, operational demands, and resource limitations. Addressing these challenges requires not only institutional commitment but also creative, context-specific strategies that support both organizational goals and employee wellness.

1.1.2 Global Perspective

From a global perspective, the significance of work-life balance within educational institutions is increasingly recognized as a fundamental factor in sustaining high levels of employee productivity and overall institutional effectiveness. Research by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) highlights that educators who successfully manage to balance their professional responsibilities with their personal lives report

notably higher levels of job satisfaction, reduced occupational stress, and improved physical and mental health. These outcomes not only contribute to enhanced individual well-being but also translate into tangible benefits for the educational system, such as improved teaching quality, higher student engagement, and greater retention rates among educators.

The UNESCO report emphasizes the importance of supportive work environment and the implementation of work-life balance policies to maintain teacher motivation and commitment. When educators are empowered to manage their work and personal responsibilities effectively, they are more likely to remain enthusiastic and dedicated, leading to better educational outcomes. This global recognition underscores the urgency for educational leaders to prioritize policies that support employee well-being.

In Finland, widely regarded as having one of the best education systems in the world, educators enjoy a high degree of professional autonomy and manageable workloads. Finnish schools emphasize collaboration, reduced administrative burdens, and reasonable teaching hours, which allow teachers to maintain a healthier work-life balance. As a result, Finnish teachers report high job satisfaction and lower burnout rates compared to their counterparts in many other countries.

In Canada, particularly in provinces like British Columbia and Ontario, many school districts have introduced flexible working hours and job-sharing arrangements for educators. These practices enable teachers to adjust their schedules based on personal needs, especially for those with care giving responsibilities. Additionally, many schools provide access to employee assistance programs (EAPs), which include mental health counseling, legal support, and work-life coaching.

In Singapore, the Ministry of Education has introduced the *Work-Life Grant*, which encourages schools to adopt flexible work arrangements. Teachers can access part-time work, sabbaticals, or flexible scheduling during off-peak school periods. Furthermore, Singaporean schools actively integrate mindfulness practices and resilience training into staff development programs, which have proven effective in managing work-related stress.

In Australia, the Department of Education in various states has implemented teacher well-being frameworks that include paid mental health days, professional development on stress management, and school-wide policies that promote work-life balance. New South Wales, for instance, launched a Well-being Framework for Schools, which places staff well-being at the center of school operations.

Supporting these global efforts, research by (Eurofound, 2021) reveal that organizations with well-structured work-life balance initiatives consistently report lower absenteeism, reduced turnover, and improved productivity across both private and public sectors, including education. Their findings emphasize the need for integrated strategies that address not only workload but also employee mental health and career development.

In the Kenyan context , where this study is done, has witnessed increased awareness of work-life balance issues in the education sector. However, most institutions still struggle with implementation due to large class sizes, under staffing, and limited funding. For example, public and private school teachers often take on multiple roles, including administrative duties, club sponsorship, and extra lessons, which lead to long working hours and insufficient personal time. The Teachers Service Commission (TSC) has recently started addressing these concerns by proposing reforms, such as reducing teacher workloads and supporting professional development programs, though much remains to be done to address burnout and staff retention.

In summary, fostering effective work-life balance through country-specific approaches—such as Finland’s autonomy model, Canada’s flexible arrangements, Singapore’s grants, Australia’s well-being frameworks, and Kenya’s ongoing reforms—demonstrates that contextual strategies are critical for improving the well-being and productivity of educators. By learning from these examples and tailoring solutions to fit local challenges,

1.1.3 Regional Perspective

In Africa, work-life balance within educational institutions faces numerous and complex challenges. These stem largely from systemic constraints such as limited resources, high teacher-to-student ratios, unequal infrastructure development, and inconsistent policy enforcement.

Research conducted by the (Brookings Institution, 2019). highlights the urgent need to improve the working conditions and support services available to educators in Sub-Saharan Africa, emphasizing that such interventions are vital for improving job satisfaction, teacher retention, and ultimately, the quality of education. Without adequate support, educators often struggle to manage their professional responsibilities alongside personal demands, leading to burnout, mental exhaustion, and reduced productivity.

In many African countries, teachers are expected to fulfill extensive duties—ranging from classroom instruction, lesson planning, and student counseling to participating in co-curricular activities and administrative tasks—all while navigating under-resourced environments. The World Bank (2020) notes that many African countries operate with severe shortages of qualified teachers, further increasing individual workloads. For example, in Malawi and Uganda, teacher absenteeism rates are relatively high, often a symptom of exhaustion, inadequate compensation, or dual employment to supplement low incomes. (UNESCO, World Teachers’ Day 2020 Fact Sheet, 2020)

Despite these challenges, there is a growing recognition across the continent of the importance of promoting work-life balance as a strategy to enhance teacher productivity and overall well-being. Governments and education stakeholders are increasingly acknowledging that a satisfied and well-supported teacher is more effective in delivering quality education. As such, several African countries have begun implementing reforms and pilot initiatives to address the well-being of education staff.

Notable Efforts Across Africa:

- Kenya: The Teachers Service Commission (TSC) has introduced policies for teacher professional development (TPD) and wellness initiatives, although implementation is still limited. Some private schools have begun offering counseling services and flexible timetables during school breaks.

- South Africa: The Department of Basic Education has initiated mental health awareness programs and peer support networks in certain provinces. Some schools have adopted staff development days and limited weekend obligations to reduce stress.
- Ghana: Through partnerships with NGOs, Ghana has piloted programs offering teacher motivation packages, such as housing allowances and reduced workloads for rural teachers. These initiatives help reduce stress and improve retention.
- Rwanda: The Rwandan government has invested in ICT training and digitized lesson planning tools, which reduce teachers' manual workload, allowing more time for personal well-being and preparation.

Common Strategies Being Explored:

- Salary Improvements: Addressing wage disparities remains a key issue. Countries like Botswana and Namibia offer competitive teacher salaries compared to other African nations, contributing to higher job satisfaction and lower turnover.
- Professional Development: Access to continuous learning opportunities helps educators feel valued and competent, which contributes to their morale and work-life satisfaction.
- Workload Redistribution: Team-teaching models and hiring of support staff are being tested in some urban schools to ease the burden on individual teachers.
- Health and Wellness Programs: Institutions in Nigeria and Zambia have partnered with local clinics to provide periodic health checks and counseling services to school staff.

While these initiatives are promising, significant disparities remain between urban and rural areas, public and private schools, and between different regions within countries. In rural and underserved communities, the lack of basic infrastructure—such as electricity, clean water, and transport—adds another layer of complexity to the work-life balance of teachers.

The Way Forward

To advance work-life balance initiatives in African educational settings, continued research, targeted policy implementation, and international collaboration are essential. Policymakers must prioritize teacher well-being in national education agendas by:

- Institutionalizing wellness and support systems across all schools.
- Ensuring competitive and timely remuneration.
- Offering flexibility where possible within academic schedules.
- Promoting school cultures that value work-life integration over traditional overwork norms.

Ultimately, investing in teachers' well-being is investing in Africa's future, as it directly correlates with improved educational outcomes and long-term socio-economic development.

1.1.4 Kenyan Scenario

In Kenya, the impact of work-life balance on employee productivity is increasingly recognized as a crucial area that warrants attention and improvement. Research studies such as those conducted by Kuria (2011), Muindi (2011), and Mugambi (2016) shed light on various aspects of this issue within different organizational contexts. Kuria's study explored the factors influencing employee motivation and their consequent impact on performance, highlighting the intricate link between work-life balance and overall job satisfaction. Muindi's research focused on the relationship between work-life balance and employee engagement specifically within state corporations in Kenya, underscoring the relevance of balanced work arrangements in fostering higher levels of employee commitment and organizational loyalty. Furthermore, Mugambi's study delved into how work-life balance influences job satisfaction and commitment among women employees in the civil service emphasizing the gender-specific dimension of this issue. Francesco Pace and Giulia Sciotto's research examines gender differences in the relationship between work-life balance, career opportunities, and well-being perception. They found that work-life balance and career opportunities significantly influence women's perception of well-being more than men's, highlighting the unique challenges women face in balancing professional and personal life roles (Pace, 2022).

Achieving work-life balance is paramount for enhancing employee well-being and increasing productivity in Kenyan educational institutions. Teachers and administrative staff face demanding roles that extend beyond traditional work hours, including lesson planning, student support, and administrative responsibilities. (Education, 2023). This responsibility often lead to significant

stress and burnout if not adequately managed. By implementing effective work-life balance policies and practices, educational institutions can support their staff in achieving equilibrium between professional obligations and personal life. This, in turn, can contribute to a more motivated and satisfied workforce, ultimately benefiting the quality of education provided to students.

In Kenya, the importance of work-life balance and its impact on employee productivity is increasingly recognized as a critical area of focus for both public and private sector organizations. With the evolving nature of work, particularly in sectors like education, the need to strike a balance between professional and personal life has become more pressing than ever. Research studies by Kuria (2011), Muindi (2011), and Mugambi (2016) have extensively examined the correlation between work-life balance, employee motivation, and productivity, offering valuable insights into the challenges and opportunities facing Kenyan workers.

Kuria's study focused on the factors influencing employee motivation and their subsequent impact on job performance. One of the key findings was that employees who are able to balance their work with personal responsibilities tend to demonstrate higher levels of satisfaction and commitment to their roles. Work-life balance was identified as a key driver of morale, engagement, and reduced absenteeism, especially in fast-paced sectors where pressure and long hours are common.

(Mundi, 2011) investigated work-life balance specifically within Kenyan state corporations, finding a strong link between balanced work arrangements and higher employee engagement. His research emphasized that employees who felt supported in managing personal obligations alongside their professional duties exhibited greater organizational loyalty, reduced turnover intentions, and improved output. This study called for policy reforms and internal programs to help employees achieve healthier work schedules and access to supportive resources such as mental health services and family leave.

Mugambi's (2016) research examined the relationship between work-life balance, job satisfaction, and organizational commitment among women in the Kenyan civil service. The

findings revealed that women employees faced unique challenges related to balancing caregiving responsibilities with demanding work expectations. Mugambi emphasized the importance of gender-sensitive workplace policies, such as flexible hours, parental leave, and family-friendly environments, in boosting job satisfaction and retaining skilled female workers.

Adding to this discourse, international research by (Pace, 2022) explored gender differences in the link between work-life balance, career opportunities, and perceptions of well-being. They found that work-life balance significantly influences women's perception of career satisfaction and overall well-being, more so than for men. These findings resonate strongly with the Kenyan context, where women often shoulder a disproportionate share of domestic responsibilities, even as they pursue demanding careers.

In the education sector, the implications of poor work-life balance are particularly evident. According to (Education, 2023) teachers and administrative staff in Kenya often work beyond regular hours, taking on tasks such as lesson preparation, extracurricular supervision, student mentorship, and administrative reporting. These duties, combined with large class sizes, understaffing, and limited resources, can result in chronic stress, fatigue, and job dissatisfaction. When left unaddressed, such conditions lead to burnout, high turnover, and declining educational outcomes.

However, some progress has been made toward addressing these challenges. Institutions such as the Teachers Service Commission (TSC) have introduced measures to improve teacher welfare, including health insurance schemes, promotions based on continuous professional development, and a reduction of non-teaching assignments. While these are steps in the right direction, implementation remains inconsistent, and many teachers continue to report feelings of being overworked and undervalued.

To promote healthier work environments in Kenyan schools, several strategies can be considered:

- **Flexible Scheduling:** Allowing non-instructional tasks like grading, lesson planning, or professional development to be done remotely or during dedicated hours can help reduce overload.
- **Mental Health Support:** Integrating wellness programs, stress management workshops, and access to counseling services for teachers and staff can improve emotional resilience.
- **Recognition and Career Growth:** Acknowledging the efforts of educators through awards, promotions, and transparent appraisal systems can boost morale and engagement.
- **Gender-Sensitive Policies:** Developing leave policies and support systems that consider the unique challenges faced by working mothers and caregivers is crucial for promoting inclusivity.
- **Community Engagement:** Building partnerships with parents, local organizations, and the community can ease the pressure on educators and foster a collaborative learning environment.

Conclusion

In summary, work-life balance is a fundamental component of employee well-being and productivity in Kenya. While research has illuminated the challenges faced by workers, particularly in education and civil service, it also highlights actionable areas where improvements can be made. By investing in effective work-life balance policies—through flexible work arrangements, mental health support, professional development, and inclusive workplace cultures—Kenyan educational institutions can enhance employee satisfaction and retention. Ultimately, these efforts not only benefit the educators themselves but also lead to improved student outcomes and a stronger national education system.

1.1.5 Work-Life Balance on Employee Productivity

This study on work-life balance comprise of several critical areas that are expected to shed light on the dynamics and impacts within organizational settings. It examined the current state of work-life balance, evaluating factors such as high workloads, in adequate supporting policies, cultural expectations and economic pressures. These factors are known to contribute to stress and burnout among employees, highlighting and pressing need for effective interventions to promote healthier

work-life integration. The study also assessed the level of employee productivity in relation to work-life balance, emphasizing how a balanced approach can enhance job satisfaction and overall organizational effectiveness. Research findings consistently shows that employees who perceive a better balance between their professional responsibilities and personal lives tend to be more engaged and productive in their roles. Factors influencing work-life balance will be explored, considering both organizational factors (such as leadership practices, work environment, and policies) and personal factors (including individual preferences, family obligations, and external commitments). Understanding these influences is crucial for tailoring strategies that address the specific needs and challenges faced by employees in achieving optimal work-life balance.

Strategies identified to improve work-life balance and productivity are anticipated to include policy changes that support flexible work arrangements, enhance support systems for employees' well-being, fostering a positive and inclusive organizational culture that values work-life balance, and providing meaningful opportunities for professional development. By implementing these strategies, organizations can create environments that not only attract and retain talented individuals but also foster a sustainable and fulfilling work experience for their workforce.

1.1.6 Work-Life Balance in Educational Institutions

Maintaining a good work-life balance is crucial for the overall well-being, satisfaction, and effectiveness of employees in educational institutions. Teachers, administrators, and support staff often face unique challenges that can strain their ability to juggle professional duties and personal responsibilities. These roles demand not only intellectual engagement but also emotional labor, as educators frequently serve as mentors, caregivers, counselors, and disciplinarians—often within the same day. Given the increasing expectations and workloads in modern education systems, work-life balance is no longer a luxury but a necessity for sustaining the workforce and ensuring quality education outcomes.

i. Emotional and Physical Demands in Education

The demanding nature of educational roles, which often extend beyond traditional working hours, includes lesson preparation, grading, student supervision, extracurricular activities,

administrative duties, and parent-teacher interactions. These responsibilities can lead to long working days and limited personal time, creating conditions for chronic stress, fatigue, and burnout. (Hascher, 2021) notes that when educators are unable to recover adequately outside of work, they experience reduced psychological resilience, compromised teaching effectiveness, and even physical health issues such as insomnia and hypertension. A sustainable work-life balance enables educators to recharge, attend to family needs, engage in personal development, and return to work rejuvenated, which contributes to a healthier school culture.

ii. Impact on Job Satisfaction and Retention

Work-life balance also plays a vital role in enhancing job satisfaction and employee retention, which are key indicators of organizational health. Educators who feel overwhelmed or unsupported are more likely to experience job dissatisfaction and consider leaving the profession—an issue that is particularly concerning in regions already facing teacher shortages. (Greenhaus, 2011) emphasizes that organizations that support work-life balance benefit from greater employee loyalty, stronger team cohesion, and lower turnover rates.

High employee turnover disrupts the learning environment by eroding institutional memory, professional continuity, and mentorship capacity. Conversely, when teachers feel empowered to balance their personal and professional lives, they are more likely to remain committed to their institutions, resulting in consistent and effective educational experiences for students. Furthermore, employees who experience a good work-life balance often display higher morale and intrinsic motivation, which translates to enhanced performance and student engagement.

iii. Boosting Organizational Performance and Reputation

Beyond individual benefits, a well-balanced work life directly influences the productivity and reputation of educational institutions. Schools that prioritize staff well-being are viewed more favorably by both current and prospective employees, positioning them as employers of choice in an increasingly competitive education sector. Such institutions are better equipped to attract, develop, and retain top talent, ensuring they remain competitive and capable of delivering high-quality education.

According to (Austine, 2023) schools that implement effective work-life balance strategies—such as flexible work schedules, support for remote or hybrid work models, reduced administrative burdens, and on-site wellness programs—create positive work environments that support holistic staff development. These strategies foster collaboration, creativity, and trust, all of which are crucial for maintaining a thriving learning community. A supportive and inclusive school culture not only benefits staff but also directly contributes to improved student outcomes.

iv. Practical Strategies to Promote Work-Life Balance

Effective strategies to improve work-life balance in educational institutions may include:

- **Flexible Scheduling:** Allowing teachers and staff to adjust their working hours around core responsibilities can improve personal time management and reduce stress, especially for those with family obligations.
- **Reduced Workload through Collaborative Planning:** Encouraging teamwork in lesson planning and administrative tasks helps distribute workloads more evenly and prevents burnout.
- **Wellness Programs and Mental Health Support:** Providing access to counseling, fitness initiatives, mental health days, and stress management resources fosters emotional well-being.
- **Encouraging the Use of Leave Days:** Creating a culture that normalizes taking personal and vacation days without guilt can help staff return to work more refreshed and focused.
- **Professional Autonomy and Growth Opportunities:** Empowering educators with a degree of control over their work and supporting ongoing learning promotes engagement and job satisfaction.
- **Administrative Support and Streamlined Communication:** Minimizing bureaucratic pressures and promoting open communication with leadership encourages a sense of security and value among staff.

i. Gender and Cultural Considerations

Work-life balance is also influenced by cultural expectations and gender roles. In many educational systems, female staff—especially mothers—are disproportionately burdened by household and care giving responsibilities. Institutions that ignore these dynamics risk perpetuating inequality and undermining productivity. Implementing family-friendly policies, such as parental leave and onsite childcare, can help address these disparities and ensure equal participation in professional development and leadership roles.

Conclusion

In summary, maintaining work-life balance in educational institutions is fundamental to the health and performance of both individuals and the organization. It impacts teacher effectiveness, student learning, staff retention, and institutional reputation. By investing in policies and cultures that respect the diverse needs of their employees, schools can create a resilient, high-performing workforce and an educational environment where everyone—students and staff alike—can flourish. The long-term success of any educational institution depends not only on academic performance but also on how well it supports the people who make that performance possible.

1.1.7 About All Saints' Cathedral School

All Saints Cathedral School is a Christian-based, medium-cost Pre-Primary, Primary and Junior Secondary School for boys and girls offering the Kenyan national curriculum. Located in Madaraka Estate, Nairobi, this well established institution was founded in 1988 and has overtime built a reputation for its commitment to academic excellence and holistic development. The school's mission is to shape learners' destinies through innovative teaching methods and nurturing their talents. (<https://www.allsaintscathedralschools.sc.ke/>). With a team of highly qualified and dedicated teachers and administrative staff, All Saints Cathedral School strives to create an educational environment that fosters both intellectual and personal growth.

All Saints' Cathedral School remains dedicated to providing a balanced education that prepares students for success in their academic and personal lives. The school places a strong emphasis on fostering a supportive environment and offering a broad range of opportunities to ensure that each learner can reach their full potential. By integrating academic vigor with extracurricular

activities and personal development programs, the school not only aims to excel in academic performance but also to cultivate well rounded individuals. This holistic approach helps students develop essential life skills, confidence, and a strong moral foundation, positioning them for future success and fulfillment.

1.2 Statement of the Problem

In recent years, All Saints' Cathedral School has witnessed growing concerns regarding the work-life balance of its teachers and staff. Despite the school's commitment to academic excellence and student well-being, there is a pressing need to address the challenges faced by educators in maintaining a healthy balance between their professional responsibilities and their personal lives. These challenges are not unique to All Saints' but reflect broader trends within the educational sector, where high demand and expectations often extend beyond the classroom and regular working hours.

The current state of work-life balance within the school community is characterized by high workloads, inadequate supportive policies, cultural expectations and economic pressures. Teachers and staff often find themselves overwhelmed with extensive lesson planning, grading extra-curricular commitments, and administrative tasks. Lack of adequate supportive policies, such as flexible working hours or mental health resources, exacerbates the strain on educators. In addition, cultural expectations that prioritize work dedication and the economic pressures of living in Nairobi add more layers of stress. These factors collectively contribute to heightened levels of stress, burnout and reduced job satisfaction among employees.

Consequently, the impact of poor work-life balance are evident. There is a risk of diminishing productivity as overworked teachers and staff may struggle to maintain their effectiveness and enthusiasm. Compromised well-being can lead to increased absenteeism and health issues, further affecting the overall functioning of the school. Moreover, the potential for attrition is a serious concern, as valuable and experienced educators might leave the institution in search of better working conditions elsewhere. This turnover can disrupt the learning environment and place additional strain on remaining staff members, creating a cycle of ongoing challenges.

Given the pressing issues, it is imperative to conduct a comprehensive study to understand the underlying factors influencing work-life balance at All Saints' Cathedral School. This study aimed at identifying specific stressors and the most affected groups within the staff community. Developing effective strategies to promote a more balanced and sustainable work environment is crucial. Potential strategies could include revising workload expectations, implementing supportive policies such as flexible scheduling and wellness programs, and fostering a school culture that values and supports the well-being of its educators. By addressing these challenges proactively, All Saints Cathedral School would ensure that its teachers and staff remain healthy, motivated, and capable of providing the highest quality education to their students.

1.3 Research Objectives:

1.3.1 The general purpose of this study was to establish the impact of work-life balance on employee productivity in educational institutions: A Case Study of All Saints' Cathedral School, Nairobi.

1.3.2 Specific Objective

1. To evaluate the current state of work-life balance among employees at All Saints Cathedral School.
2. To assess the level of employee productivity at All Saints Cathedral School.
3. To identify factors influencing work-life balance.
4. To propose strategies for improving work life balance and productivity.

1.4 Research Questions

1. What is the current state of work-life balance among employees at All Saints' Cathedral School?
2. How productive are the employees of All Saints Cathedral School?
3. What factors influence work-life balance among employees at All Saints' Cathedral School?
4. What strategies could be implemented to improve work-life balance and productivity?

1.5 Justification of the Study

The study findings will help the school administration to propose a set of solutions that will help to enhance work-life balance and productivity at All Saints Cathedral School. The study will provide recommendations that will be handy in revising existing policies or implementing new ones to better support work-life balance among the staff members. The study will also advocate for the implementation of flexible work arrangements. The study will provide recommendations for implementing initiatives that will help in the promotion of employee wellness and stress management. By investing in employee support services, the school will be able to demonstrate its commitment to prioritizing the well-being of its staff members and provide them with the tools they need to succeed both individually and professionally. The study findings will also emphasize on the need to foster a culture that values work-life balance. This will involve promoting open communication/dialogue, mutual respect and healthy work-life integration mindset amongst all stakeholders within the school community. Leaders and managers will be encouraged to lead by example and prioritize work-life balance in their own behaviors and decision making process. Efforts will be made to celebrate achievements and successes that result from a balance approach to work and life in order to reinforce this value within the school culture.

By implementing these solutions, the study aimed at helping All Saints Cathedral School create a more balanced and productive work environment for its staff. By supporting the well-being of its staff members and promoting a culture that values work-life balance, the school will have enhanced employee satisfaction, retention, and overall performance. These efforts will not only benefit individual staff members but also contribute to the school's broader goals and academic excellence and student success.

1.6 Scope of the Study

The study was conducted at All Saints' Cathedral School, Nairobi and was guided by four specific objectives: firstly, to evaluate the current state of Work Life Balance among employees at All Saints Cathedral School; secondly, to assess the level of employee productivity within the institution, thirdly, to identify the factors that influence Work- Life Balance; and finally, to propose strategies for improving Work Life Balance and productivity at All Saints Cathedral School. The research methodology involved mixed-methods approach, combining both

quantitative and qualitative data analysis. Quantitative data analysis, including correlation and regression analyses, was employed to reveal significant insights into the current state of Work Life Balance and its direct and indirect impacts on productivity. This involved the collection of data through surveys and questionnaires distributed to employees providing measurable indicators of work life balance and productivity. In addition to quantitative analysis, qualitative data was collected to provide a deeper understanding of personal experiences and organizational factors influencing work life balance. This was achieved through key informant interviews and focus groups with employees, allowing for rich, narrative data that could help highlight the nuances and complexities of balancing work and life responsibilities. The target respondents were drawn from 70 teaching and non-teaching staff who are employees of All Saints' Cathedral School and understood the challenges related to work-life balance and productivity at All Saints' Cathedral School.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Educational institutions such as All Saints' Cathedral School in Nairobi face unique challenges in maintaining a healthy work-life balance among their employees. This is primarily due to the demanding and often overlapping nature of teaching and administrative roles, which require significant time, emotional investment, and mental focus. These roles often extend beyond regular working hours due to lesson planning, grading, meetings, and administrative duties, which can negatively impact employees' personal lives and overall well-being. This literature review explores the impact of work-life balance on employee productivity, specifically within the educational context. The review is structured into two main sections: theoretical frameworks that underpin the study of work-life balance and empirical evidence drawn from previous research on the subject. This dual approach provides a comprehensive understanding of how work-life balance influences productivity, with insights that can inform policy and practice at All Saints' Cathedral School and similar institutions.

2.1 Theoretical Review

This study will be guided by three theories namely Work-life Border Theory, Spillover Theory and Conservation of Resources Theory.

2.1.1 Work-life Border Theory

The Work-Life Border Theory, articulated by (Clark, 2000) posits that individuals constantly manage and negotiate the boundaries between their work and family domains to achieve satisfaction and balance. The theory emphasizes that the permeability (how much one domain intrudes into another) and flexibility (the ability to adjust boundaries) of these borders directly influence the quality of balance one experiences.

- Flexibility refers to the capacity to modify boundaries to accommodate competing demands from work and family life. For example, in educational settings, this could mean allowing teachers to adjust their schedules to attend family events or permitting

administrative staff to telecommute when necessary. According to (Kingma, 2016), the organizational flexible work policies, such as flexitime and remote work, significantly enhance employees' ability to manage their dual roles effectively.

- Permeability is the extent to which pressures, demands, or emotions from one domain spill over and affect the other. High permeability may cause work-related stress to negatively influence family life or vice versa, leading to conflict and decreased well-being. Conversely, low permeability helps maintain clear distinctions between work and personal life, reducing role conflict.

At All Saints' Cathedral School, managing these borders effectively is essential for employees to remain productive while maintaining their personal life quality. For instance, if teaching staff can control their work schedules and limit after-hours administrative tasks, they are more likely to sustain both professional effectiveness and personal satisfaction.

Despite the popularity of the term “work-life balance,” (Kalliath, 2015) notes that there remains no universally agreed-upon definition, which suggests the need for organizations to tailor balance strategies to their unique contexts.

2.1.2 The Spillover Theory

The Spillover Theory, initially proposed by (Staines, 1980) asserts that the experiences, attitudes, emotions, and behaviors encountered in one domain of life—such as work—can carry over into another domain, such as family or personal life. This theory emphasizes the inter-connectedness of individuals' multiple roles and posits that the boundaries between work and personal life are often fluid rather than strictly segmented.

Spillover can occur in both **positive** and **negative** directions. The quality of experiences in one domain can either enhance or impair functioning and well-being in the other. This interplay becomes especially critical in professions with high emotional, cognitive, and physical demands, such as education, where teachers and administrative staff routinely deal with heavy workloads, interpersonal relationships, and constant performance assessments.

a) Positive Spillover

Positive spillover occurs when the benefits gained in one domain enhance the experiences and functioning in another. This includes the transfer of skills, positive emotions, and psychological resources such as confidence, satisfaction, and a sense of achievement.

- **Work to Home:** For instance, a teacher who experiences success in the classroom—such as effective student engagement or commendation from a supervisor—may bring home a sense of accomplishment and elevated mood. These positive emotions can foster better interactions with family members and enhance personal life satisfaction.
- **Home to Work:** Similarly, supportive relationships at home can buffer work-related stress and enable better coping strategies at work. For example, a school administrator with a strong support system at home may approach work-related challenges with greater resilience and optimism.

(Duck, 2023) explains that job satisfaction plays a vital role in enabling positive spillover. Employees who are content with their work tend to display higher motivation and commitment in other areas of life, thus reinforcing a healthy balance and holistic well-being.

b) Negative Spillover

Negative spillover, on the other hand, involves the transmission of stress, fatigue, frustration, or negative attitudes from one life domain to another. In educational settings, this can manifest in various ways:

- **Work to Home:** Teachers and staff who face excessive workload, unrealistic expectations, and lack of administrative support may experience emotional exhaustion. These negative emotions may spill over into their home life, leading to irritability, withdrawal, or conflict with family members.
- **Home to Work:** Conversely, personal life stressors such as financial hardship, relationship problems, or care giving responsibilities can impact an individual's ability to focus, make decisions, and maintain patience at work.

As highlighted by D (Dyg Siti Nurshamira Awg Talip, 2020) negative spillover creates a cycle of emotional distress across domains, where unresolved tension in one area continues to influence performance and satisfaction in the other. In the context of modern work environments, digital connectivity exacerbates this problem. Educators who are constantly connected to emails, learning platforms, and administrative tools may find it difficult to disengage, leading to prolonged work intrusion into personal time - a phenomenon referred to as technology-facilitated spillover.

c) Implications for Educational Institutions

In educational institutions like All Saints' Cathedral School, understanding and addressing the dynamics of spillover is essential to sustaining employee well-being and productivity. The school environment, by nature, demands emotional labor, time investment beyond classroom hours, and adaptability to frequent curriculum and administrative changes. Without appropriate support structures, these demands can result in chronic negative spillover.

To mitigate this, schools should:

- **Promote Positive Spillover:** Encouraging recognition programs, offering meaningful professional development, and fostering collegial collaboration can reinforce positive emotions and achievements that extend into personal life.
- **Manage Negative Spillover:** Institutions can implement strategies such as mental health support, reasonable workload distribution, and boundaries for after-hours communication. Providing clear guidelines for digital communication and respecting employees' non-work hours can help restore work-life separation.
- **Encourage Work-Life Integration:** Allowing flexible scheduling, creating family-friendly policies, and supporting parental responsibilities can help staff balance their roles and reduce role conflict.

Overall, the Spillover Theory provides a vital framework for understanding how educators' work-life dynamics affect their performance, relationships, and long-term commitment.

Institutions that proactively manage the direction and intensity of spillover are more likely to cultivate a motivated, resilient, and productive workforce.

2.1.3 The Conservation of Resources Theory

The Conservation of Resources (COR) Theory, developed by (Hobfoll, 1989), is a stress theory that posits that individuals strive to obtain, retain, and protect their valued resources. According to this theory, stress occurs when there is a threat of resource loss, an actual loss of resources, or a lack of adequate gain following the investment of resources. The theory further suggests that the availability and preservation of these resources are critical to maintaining psychological well-being and performance, particularly in high-demand work environments.

Resources in this theory refer to objects, personal characteristics, conditions, and energies that are valued by individuals or that serve as means for the attainment of other valued resources. These include:

- Tangible resources such as time, income, job security, physical health, and adequate working conditions.
- Intangible resources such as social support, optimism, resilience, professional skills, autonomy, and self-esteem.

COR theory emphasizes that people are motivated to accumulate resources as a buffer against future resource loss and as a means to gain additional resources. This makes the theory particularly relevant in occupational contexts like education, where demands often outpace the supply of personal and institutional resources.

a) Resource Gain

Resource gain refers to the acquisition or strengthening of resources, which contributes to improved resilience, well-being, and productivity. In the context of educational institutions:

- Professional development: Providing teachers with opportunities to attend workshops, seminars, and training not only enhances their teaching skills but also boosts morale and engagement. This leads to higher levels of job satisfaction and improved student outcomes.
- Recognition and reward systems: Acknowledging and rewarding staff performance through promotions, awards, and public recognition can build self-worth and motivation.
- Supportive leadership and peer networks: A collegial working environment where staff feel valued and supported by leadership and colleagues contributes significantly to emotional and psychological resource gain.
- Work-life support mechanisms: Provision of wellness programs, mental health counseling, flexible scheduling, and family-friendly policies can help staff recharge and regain energy, leading to higher productivity.

The gain spiral, a concept derived from COR theory, illustrates that the accumulation of resources leads to the ability to acquire more resources. For example, a teacher who is given adequate preparation time (resource) may deliver better lessons, receive positive feedback (resource gain), and build self-efficacy and job satisfaction, which further reinforces performance and emotional well-being.

b) Resource Loss

Resource loss is more potent than resource gain in affecting stress levels, according to Hobfoll. In an educational setting, this can happen in several ways:

- Work overload: Teachers and administrative staff who are overburdened with large workloads, long working hours, and inadequate staffing may feel physically and mentally drained, leading to burnout.
- Lack of autonomy or recognition: When educators feel their professional input is ignored or their work is undervalued, it leads to emotional exhaustion and disengagement.
- Inadequate infrastructure and materials: The absence of sufficient teaching aids, outdated technology, and poor working conditions reduces efficiency and increases frustration.

- **Personal sacrifices:** When work demands regularly intrude into personal time—such as evenings, weekends, or holidays—educators may experience a depletion of personal resources like time for rest, family, and social interaction.

Loss spirals can also occur: A teacher experiencing chronic resource loss (e.g., high workload, poor support, low salary) may struggle to function effectively, which leads to further stress, conflict with colleagues or students, and eventual disengagement or turnover.

c) Application in Educational Institutions

In schools like All Saints’ Cathedral School, understanding and applying the COR theory can offer valuable strategies for improving both staff well-being and institutional performance. Some key applications include:

- **Proactive resource provision:** Ensure that staff have access to updated teaching tools, technology, and materials. Offering sufficient preparation time, administrative support, and manageable student-teacher ratios reduces strain and improves effectiveness.
- **Resource recovery opportunities:** Encourage regular breaks, vacations, and off-duty hours. Policies should discourage overwork and support employees in separating professional and personal time.
- **Empowerment and autonomy:** Allowing staff to participate in decision-making, curriculum planning, and policy formation boosts a sense of control and belonging—important psychological resources.
- **Social and emotional support:** Establish mentorship programs, peer-support systems, and leadership check-ins to create a culture of shared responsibility and emotional care.
- **Fair and competitive compensation:** Adequate remuneration and benefits (e.g., medical insurance, retirement contributions, housing allowances) act as both a tangible resource and a symbol of institutional appreciation, which enhances employee loyalty and morale.

Conclusion

The Conservation of Resources Theory underscores the importance of resource management in sustaining employee well-being and productivity. In educational institutions, where staff are often expected to perform multiple roles under significant time and emotional constraints, maintaining a healthy balance between resource loss and gain is critical. By intentionally investing in staff resources and minimizing unnecessary depletion, institutions like All Saints' Cathedral School can cultivate a motivated, resilient, and high-performing workforce, ultimately improving the quality of education provided to learners.

2.2 Empirical Review

This section analyzes empirical studies on work-life balance and employee productivity. It is organized around four themes: the current state of work-life balance, workplace culture, economic stability, and strategies to improve work-life balance.

2.1.1 Current Work-Life Balance State and Employee Productivity

Research consistently demonstrates that the current state of work-life balance has a profound effect on employee productivity across sectors, including education. Work-life balance refers to an individual's ability to effectively manage both professional responsibilities and personal life commitments without allowing one domain to severely compromise the other. Studies show that employees who report a healthy work-life balance are more likely to exhibit greater job satisfaction, lower stress levels, reduced absenteeism, and enhanced productivity (Powell, 2006).

i. Impact on Employee Well-Being and Performance

Work-life balance contributes to emotional and psychological well-being, which in turn enhances cognitive functioning, creativity, and decision-making abilities. When employees are not overburdened by work demands, they can recharge during their personal time, returning to work with renewed focus and energy. A balanced lifestyle also supports long-term retention of employees and fosters loyalty, reducing recruitment and training costs for institutions.

Research by the Corporate Executive Board (2010) found that employees with a strong sense of work-life balance work 21% harder than those with poor balance. Similarly, a study by the International Labour Organization (2017) reported that flexible work arrangements and supportive work environments significantly correlate with higher levels of employee engagement and output.

ii. Findings in Educational Settings

In educational institutions, particularly primary and secondary schools, teachers and administrative staff face multifaceted responsibilities that include lesson planning, grading, classroom management, co-curricular involvement, parent communication, and administrative reporting. These responsibilities often extend beyond official work hours, making it challenging to maintain work-life balance.

However, studies show that when educators are provided with flexible schedules, job autonomy, and institutional support, their productivity and engagement increase substantially. For instance:

- **Flexible Schedules:** Allowing teachers to modify their work hours or engage in job-sharing can help them manage personal responsibilities such as childcare or further studies.
- **Supportive Leadership:** Headteachers and school managers who show empathy and offer support systems such as counseling, wellness programs, and workload redistribution can greatly enhance morale and productivity.
- **Positive Work Environment:** A collegial atmosphere where teachers collaborate and support one another reduces individual pressure and encourages a team-based approach to problem-solving.

A study conducted by Kyriacou (2001) on teacher stress in the UK found that work-life imbalance was a major contributor to teacher dissatisfaction and attrition, emphasizing the need for structural and managerial interventions in schools.

iii. Challenges in Achieving Work-Life Balance

Despite the benefits, several systemic challenges persist in educational institutions that hinder the attainment of work-life balance:

- **High Workload:** Teachers frequently report working well beyond contracted hours to meet the demands of lesson preparation, grading, administrative duties, and student mentorship.
- **Rigid Work Schedules:** Unlike some other professions, teaching often lacks flexibility in terms of hours and location, especially in public or traditional private schools.
- **Limited Support Structures:** Many schools lack dedicated resources or policies aimed at supporting staff well-being, such as mental health services, wellness programs, or professional counseling.
- **Cultural Expectations:** In some school settings, there is a culture that values overwork as a sign of dedication, which can discourage staff from taking time off or seeking help.

In contexts such as All Saints’ Cathedral School in Nairobi, where expectations for academic excellence and holistic development are high, educators may feel particularly pressured to meet both institutional goals and personal obligations, increasing the risk of burnout.

Conclusion

In summary, the current state of work-life balance has a direct and measurable impact on employee productivity, especially in educational institutions. While positive practices can enhance engagement, creativity, and retention, failure to address work-life challenges can result in stress, fatigue, and diminished performance. For schools aiming to optimize staff output and student outcomes, investing in supportive policies and flexible work arrangements is not just beneficial—it is essential.

2.1.2 Workplace Culture and Employee Productivity

Workplace culture plays a critical and multifaceted role in shaping employees' experiences, including their ability to maintain a healthy work-life balance and their overall productivity. Culture encompasses shared values, beliefs, behaviors, and practices within an organization, and significantly influences how employees perceive their work environment, interact with each other, and manage their responsibilities. A positive and supportive workplace culture not only boosts morale and motivation but also acts as a buffer against work-related stress, thereby promoting productivity and job satisfaction.

2.1.3 Supportive Culture

Organizations that prioritize employee well-being through flexible work arrangements, open communication channels, mental health support, and a focus on holistic employee care tend to foster a more positive work environment. According to (Thompson, 1999) institutions that encourage work-life balance through supportive policies and a culture of empathy experience lower turnover and absenteeism rates, and higher engagement levels.

In educational institutions, a supportive culture can manifest in many ways, including:

- **Peer Support Networks:** Teachers and administrative staff are more likely to thrive in a collegial environment where they can share experiences, collaborate, and provide mutual assistance.
- **Mentorship Programs:** Experienced staff can guide new employees through the demands of the job, helping them adjust to workloads, manage time efficiently, and build resilience.
- **Wellness and Mental Health Initiatives:** Activities such as mindfulness workshops, stress management seminars, and regular check-ins with supervisors can help maintain a positive atmosphere.

A healthy culture also involves leadership practices that emphasize transparency, inclusivity, and recognition. When leaders value employees' contributions, respond to concerns, and involve staff in decision-making processes, it contributes to a greater sense of purpose and ownership.

2.1.4 Impact on Educational Institutions

In the context of educational settings, workplace culture is particularly influential due to the emotionally demanding nature of teaching and administrative roles. Positive school cultures where collaboration, innovation, and empathy are emphasized tend to create a more resilient and productive workforce. For example, schools that regularly celebrate achievements, offer professional development opportunities, and support work-life integration help teachers remain motivated and less prone to burnout.

A study by (Hakanen, 2006) found that teachers working in environments characterized by high job resources (e.g., support, autonomy, and feedback) experienced significantly lower burnout levels and higher work engagement. The findings suggest that a strong, supportive culture not only improves individual well-being but also enhances institutional performance.

Moreover, a culture that encourages open communication and feedback helps in early identification of work-life challenges faced by staff, enabling prompt interventions. This is crucial in preventing the escalation of stress and disengagement that can adversely affect productivity.

In sum, cultivating a strong workplace culture in educational institutions requires deliberate effort and consistent leadership. When successfully implemented, it results in a thriving workforce capable of delivering high-quality education and administrative services while maintaining a healthy balance between professional and personal life.

2.1.5 Economic Stability and Employee Productivity

Economic stability is a vital component influencing not only an individual's quality of life but also their workplace behavior, motivation, and output. In the context of work-life balance,

financial security enables employees to meet their personal and family needs without undue stress, thereby allowing them to focus more effectively on their professional responsibilities. Conversely, economic instability can undermine employee well-being, reduce concentration, and increase absenteeism and turnover—all of which negatively affect productivity.

2.1.6 Economic Stress and Its Impact on Work Performance

Economic stress, as described in studies by (Garman et al., 1996) and more recently by (Wei X, 2023), occurs when employees face uncertainty or difficulty in meeting their financial obligations. This stress is associated with higher levels of anxiety, depression, and decreased cognitive performance, all of which can significantly impair job performance. Employees preoccupied with concerns such as debt repayment, rising costs of living, or lack of savings are often distracted and less engaged during working hours.

In educational settings, this economic strain can be particularly pronounced. Teachers and administrative staff frequently cite low wages, delayed salary payments, and inadequate access to benefits as primary stressors. These financial challenges can lead to:

- Reduced motivation and morale: Staff may feel undervalued, leading to disengagement.
- Increased absenteeism: Staff may seek alternative income-generating activities, reducing time and energy dedicated to their educational roles.
- Job-hopping and attrition: Skilled educators may leave for better-paying jobs in other institutions or sectors, increasing turnover rates.

A survey conducted by UNESCO (2022) across African educational institutions revealed that over 40% of teachers experienced moderate to severe financial stress, which correlated with a decline in student engagement and instructional quality.

2.1.7 Specific Challenges in Educational Institutions

Economic instability in schools is not only limited to individual salaries but also encompasses institutional financial constraints. Inadequate funding can lead to:

- Insufficient teaching resources: Lack of access to modern teaching aids, internet connectivity, and textbooks reduces the effectiveness of classroom instruction.
- Overburdened staff: Budget constraints may lead to understaffing, forcing existing staff to take on additional responsibilities without corresponding compensation.
- Limited professional development opportunities: Without funds for training, educators miss out on the chance to update skills and grow professionally, which affects long-term productivity and innovation in teaching.

In private institutions or church-owned schools like All Saints' Cathedral School, fluctuating student enrollment and inconsistent fee payments can further strain budgets, resulting in salary delays or cuts that demoralize staff.

2.1.8 Implications and Strategies for Enhancing Economic Stability

Educational institutions seeking to boost employee productivity must address economic well-being as a core part of their work-life balance strategy. Some recommended approaches include:

- Providing competitive and timely salaries: Ensuring that remuneration is adequate to meet the cost of living and is paid on time can significantly reduce stress and improve job focus.
- Offering financial wellness programs: Workshops on budgeting, saving, debt management, and retirement planning can empower employees to manage their personal finances more effectively.
- Introducing benefits and incentives: Health insurance, pension schemes, housing allowances, and performance bonuses not only cushion staff from financial strain but also serve as motivation.
- Securing institutional funding: Leadership should actively seek grants, partnerships, and government support to ensure financial sustainability and resource availability.

Conclusion

Economic stability is a foundational pillar of employee productivity and well-being. In educational institutions, where the quality of instruction directly affects student outcomes, ensuring the financial health of teachers and support staff is crucial. By prioritizing economic support and reducing financial stress, schools can cultivate a more focused, motivated, and committed workforce—ultimately enhancing the institution’s overall performance and reputation

2.2 Strategies for Improving Work-Life Balance and Productivity

Implementing effective strategies to improve work-life balance has been shown to yield significant gains in employee productivity, job satisfaction, and organizational performance. In educational institutions—where emotional, intellectual, and time demands are often intense—these strategies are particularly important in supporting staff well-being and sustaining a productive teaching and administrative workforce.

2.2.1 Flexible Work Arrangements

Flexible work options—such as part-time roles, telecommuting, job-sharing, compressed workweeks, and flexible scheduling—allow employees to better align their work responsibilities with personal and family obligations. These arrangements can:

- Reduce absenteeism and lateness by allowing staff to schedule work around other commitments.
- Boost morale by showing trust in employees' ability to manage their own time.
- Enhance productivity by enabling employees to work during their peak performance hours.

In the context of educational institutions, flexibility can be implemented through initiatives like:

- Allowing teachers to work from home during non-instructional days (e.g., grading or planning days).
- Permitting administrative staff to stagger work hours during peak school periods.

- Providing remote access to teaching and administrative systems, allowing staff to complete tasks without being physically present on school grounds.

A study by Shockley & Allen (2010) concluded that flexible scheduling significantly enhances work engagement and organizational commitment, especially in service-oriented professions like education.

2.2.2 Supportive Policies and Organizational Culture

Supportive policies form the structural foundation that allows work-life balance strategies to succeed. These include:

- Parental and family leave policies, allowing time for childbearing, caregiving, or family emergencies.
- Employee Assistance Programs (EAPs) that provide confidential counseling and psychological support.
- Wellness programs that promote physical and mental health, including initiatives like staff yoga, group walks, and health screenings.

Research by Kossek & Ozeki (1999) showed that organizations with strong, formalized work-life balance policies experienced significantly lower turnover and higher job satisfaction.

In school environments, such supportive culture might also be expressed through:

- Mentoring systems for new teachers.
- Peer support groups to discuss work challenges.
- Regular check-ins by leadership to identify workload concerns or burnout symptoms.

A culture of empathy and flexibility fosters psychological safety, allowing employees to voice their needs without fear of stigma or reprisal.

2.2.3 Resource Provision and Capacity Building

Beyond policies, access to resources plays a critical role in helping employees perform optimally. This includes:

- Adequate teaching materials and technology, which reduce frustration and time wastage.
- Professional development opportunities that enhance competencies and engagement.
- Mental health support, such as on-site counselors or partnerships with mental health professionals.

For example, schools that provide teachers with laptops, high-speed internet, learning management systems, and training in digital tools report greater teaching efficiency and higher student engagement. Similarly, offering therapy services or stress-management workshops has been shown to reduce burnout and improve performance in high-stress environments.

Providing such resources not only improves productivity but also shows that the institution values its employees, which increases loyalty and reduces attrition.

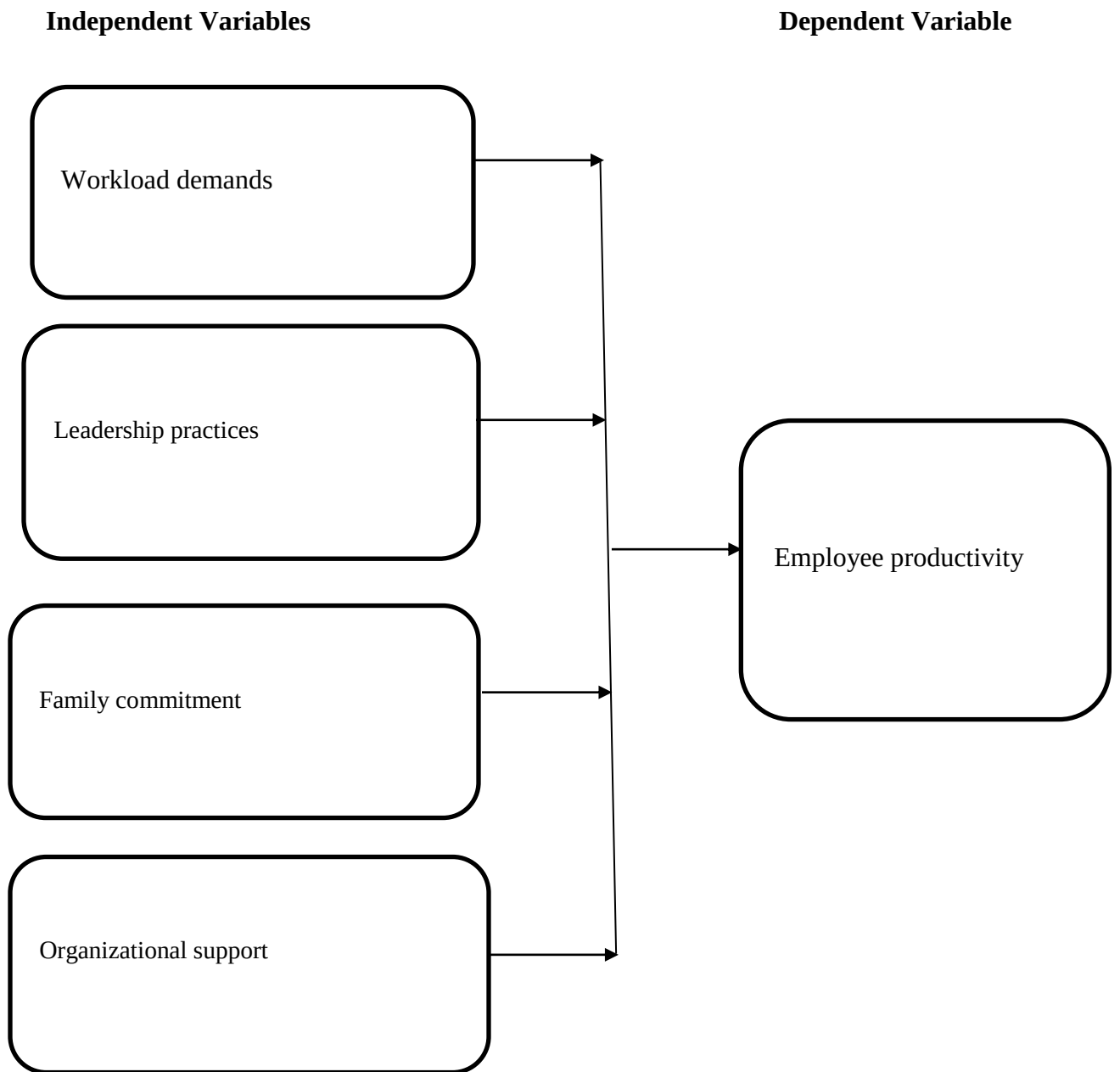
Conclusion

Achieving a balance between work and personal life is essential for employee productivity and overall well-being, particularly in demanding professional environments like educational institutions. The theoretical frameworks—Work-Family Border Theory, Spillover Theory, and Conservation of Resources (COR) Theory—provide critical insights into the dynamics between work and personal life domains and the impact of resource exchange across them.

Empirical research confirms that institutions promoting supportive workplace cultures, economic stability, and well-crafted work-life balance strategies report higher levels of employee engagement, satisfaction, and output. In educational settings, where employee stress can directly impact student outcomes, these interventions are not only beneficial but necessary.

The case of All Saints' Cathedral School in Nairobi illustrates how integrating flexible scheduling, supportive policies, and resource provision can lead to meaningful improvements in staff morale, productivity, and institutional performance. By committing to a holistic approach that acknowledges both personal and professional needs, educational institutions can foster resilient, motivated, and productive workforce.

Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This research aimed to investigate the impact of work-life balance (WLB) on employee productivity at All Saints Cathedral School in Nairobi. To comprehensively address this, research questions, and a mixed-methods approach were utilized, combining both quantitative and qualitative research techniques. This dual approach allowed the researcher to capture both numerical data suitable for statistical analysis and in-depth qualitative data that provided a deeper understanding of employee experiences and organizational dynamics. By utilizing this methodology, the study assessed how work-life balance influences employee performance, as well as uncover the key factors affecting work-life balance within an educational context.

3.1 Research Design

The research design is a critical framework that guides the entire research process. It outlines how resources are allocated, specifies the data collection methods, and establishes the overall plan for how the research will be conducted. According to (Kothari, 2008), the research design assists in the systematic collection and analysis of data, ensuring the study is efficient and effective in answering the research questions. For this study, the design focused on obtaining valid and reliable data while being mindful of the time and resource constraints. The researcher adopted a design that allowed for clear data collection and analysis processes, ensuring a strong foundation for deriving meaningful conclusions from the study.

3.1.1 Descriptive Research Design

The study employed a descriptive research design, which was particularly useful for analyzing and describing the current status of work-life balance and employee productivity at All Saints Cathedral School. Descriptive research aimed to provide a detailed, accurate depiction of the existing situation, which in this case, was the experience of employees in balancing their work responsibilities with their personal lives. According to (Kothari, 2008), this design helps researchers understand the characteristics of a population or phenomenon and provides a snapshot of what is happening in the present. Descriptive research is highly valuable in

uncovering the perceptions, attitudes, and behaviors of participants without manipulating the environment (Mugenda, 2012), further notes that this type of design allows for the collection of both qualitative and quantitative data, making it ideal for this study, which sought to explore various aspects of work-life balance and productivity.

3.2 Target Population

The target population for this study consisted of all employees at All Saints Cathedral School, which included teaching staff, administrative staff, and support staff. The diversity within the employee population means that each group had different experiences and challenges related to work-life balance. As such, it was essential to consider the various perspectives of each group to gain a comprehensive understanding of how work-life balance impacts employee productivity. A total of 50 employees were considered for inclusion in the study.

Table 3:1
Target Population

Population Category	Population Number
Teaching Staff	35
Administrative Staff	5
Support Staff	10
Total	50

Source: (ASC School Administration Office, 2024)

3.3 Sample Size and Sampling Procedure

The study adopted the use of purposive sampling technique to select participants. This ensured that the sample was representative of the overall employee population, providing a balanced view of work-life balance across different categories of staff. The sample consisted of 35 teaching staff, 5 administrative staff, and 10 support staff, for a total of 50 respondents. The selected sample size was large enough to allow for statistical analysis and meaningful conclusions while being manageable enough for in-depth qualitative analysis.

3.3.1 Sampling Procedure

Stratified random sampling was used as the primary technique for selecting participants. The population was divided into distinct strata based on their role in the school (teaching, administrative, and support staff). This method ensured that all categories of employees were represented in the study. Random selection from each stratum guaranteed that the sample was unbiased and accurately reflected the diversity of experiences within the school. Stratified random sampling was essential in capturing the nuances of work-life balance experiences that may vary significantly across different staff groups.

3.3.2 Sampling Techniques

1. **Stratified Random Sampling:** Employees were grouped into three strata—teaching, administrative, and support staff. Random sampling was used in each stratum to select participants. This method ensured that each group was adequately represented and that the study captures a broad range of experiences and perspectives.
2. **Purposive Sampling for Interviews and Focus Groups:** In addition to the quantitative data collected via questionnaires, qualitative data was gathered through in-depth interviews and focus groups. Purposive sampling was used to select a smaller subset of employees who have had significant experiences or insights about work-life balance. This allowed the researcher to explore the topic in greater depth with individuals who would provide valuable perspectives based on their unique challenges and successes.

3.4 Data Collection Tools and Procedures

Data collection for this study involved both quantitative and qualitative methods. The primary tool for data collection was a structured questionnaire, designed to gather measurable data regarding employees' experiences with work-life balance and their perceptions of productivity. The process began with the researcher seeking authorization from the leadership of All Saints Cathedral School to conduct the study and subsequently distribute the questionnaires. Once permission was granted, the questionnaires were distributed to the selected participants. An introductory letter accompanied the questionnaires, explaining the purpose of the study and assuring participants of the confidentiality and voluntary nature of their participation.

3.4.1 Quantitative Data Collection:

For the quantitative portion of the study, structured surveys and questionnaires were used. These included questions developed using Likert scale format to assess the participants' attitudes towards work-life balance, productivity, and various influencing factors such as workload, support systems, and flexibility. Likert scale questions, ranged from “Strongly Disagree” to “Strongly Agree,” to enable the researcher to quantify participants' responses, making it possible to conduct statistical analyses. This provided a valuable numerical data that could be used to identify patterns and correlations within the sample

3.4.2 Qualitative Data Collection:

Qualitative data was collected through key informants semi-structured interviews and focus group discussions. The semi-structured key informant interviews allowed for open-ended responses, enabling participants to share their personal experiences and opinions in their own words. The flexibility of semi-structured interviews meant that participants could provide detailed and nuanced insights into their work-life balance challenges and how these impact their productivity. Focus groups discussions were conducted with selected employees to foster group discussion and gain collective insights on the topic.

3.4.3 Validity of the Instruments

The validity of the research instruments was ensured through content validation. Content validity refers to the extent to which the instruments measure what they are intended to measure (Cutis, 2003). Experts in the field of research and work-life balance helped in reviewing the questionnaire and interview guides to ensure that the questions aligned with the research objectives and could effectively capture the relevant data. Their feedback was used to refine the instruments, ensuring that they were both relevant and appropriate for the study. This process helped in ensuring the accuracy and relevance of the data collected.

3.4.4 Reliability of Instruments

Reliability refers to the consistency of the research instruments over time (Joppe, 2000). A reliable instrument yields consistent results when used in similar contexts. To assess the reliability of the questionnaires, the researcher conducted a pilot study with a small group of participants to test the instruments. The test-retest method was employed to ensure consistency, where the same participants completed the survey on two separate occasions. Any discrepancies identified during the pilot study was revised and addressed before the main data collection begins.

3.5 Data Analysis

Data analysis involves giving estimates to unknown parameters and testing hypotheses to draw inferences (Kothari, 2008). Data analysis in which the data collected in the study is examined to make conclusions (Kombo, 2011). Once the data was collected, it was coded and analysed using both quantitative and qualitative methods. Quantitative data was processed using the Statistical Package for Social Sciences (SPSS), which allowed for the calculation of descriptive statistics, correlations, and other relevant analyses. Qualitative data collected from open-ended questions was analysed through content analysis, where themes and categories were identified based on the responses. This helped to uncover patterns and trends that could be corroborated with the quantitative data, providing a more comprehensive understanding of the impact of work-life balance on employee productivity.

3.5.1 Quantitative Data Analysis

The quantitative data collected through structured questionnaires were first coded and entered into the Statistical Package for Social Sciences (SPSS) software for processing and analysis. The following analytical techniques were employed:

- **Descriptive Statistics:** Measures such as frequencies, percentages, means, and standard deviations were calculated to summarize participants' demographic characteristics, perceptions, and attitudes towards work-life balance and productivity. These statistics

provided an overview of the sample and highlighted general trends and distributions within the data.

- **Inferential Statistics:** To explore relationships and test hypotheses, correlation analysis was conducted to assess the strength and direction of associations between work-life balance variables (e.g., workload, flexibility) and employee productivity measures. Where appropriate, regression analysis was employed to determine the predictive power of work-life balance factors on productivity outcomes.
- **Cross-tabulations:** These were used to examine how different groups (e.g., teaching, administrative, and support staff) differed in their responses, helping to identify variations in experiences across employee categories.

The use of these statistical methods facilitated objective interpretation of the numerical data, enabling the researcher to identify significant patterns and draw meaningful conclusions.

3.5.2 Qualitative Data Analysis

Qualitative data obtained from semi-structured interviews and focus group discussions were transcribed verbatim and analyzed using thematic content analysis. The process involved the following steps:

- **Familiarization:** The researcher thoroughly read all transcripts to gain an overall understanding of the data.
- **Coding:** Segments of text relevant to the research questions were highlighted and assigned descriptive codes. This step helped organize data into meaningful units.
- **Theme Development:** Related codes were grouped into broader categories and themes that captured recurring ideas, experiences, and perceptions about work-life balance and productivity. Themes were refined interactively to ensure clarity and coherence.
- **Interpretation:** The researcher interpreted the themes in relation to the study objectives, linking them to quantitative findings and relevant literature. This triangulation enhanced the credibility and depth of the analysis.

Qualitative analysis provided rich, contextual insights that complemented the statistical results by explaining why and how work-life balance influences employee productivity in this specific educational setting.

3.5.3 Data Presentation

The analyzed data was presented in a variety of formats, including pie charts, bar graphs, tables, and frequency distributions. These visual representations help to simplify complex data and make the findings more accessible. Statistical modelling techniques was also be used to interpret the results, making it easier to draw inferences and conclusions from the data.

3.6 Ethical Considerations

Ethical considerations are fundamental to the integrity of this research. As Schindler (2014) states, ethics guide the moral choices researchers make, ensuring that the rights and dignity of participants are respected. As stated by (Bryman, 2011) the researcher is responsible to access carefully the likelihood of injury to the respondents. He further notes that the researcher ought to make sure that respondents will in no way be directly harmed or affected by the findings in the form of stress, pain, or anxiety. The researcher obtained informed consent from all participants, explaining the purpose of the study and their right to withdraw at any time without penalty. The privacy and confidentiality of participants was maintained throughout the study, and no personal identifiers were included in the final report. All research activities were conducted with transparency and integrity, adhering to the ethical guidelines set forth by academic institutions and research organizations. Furthermore, offensive, discriminatory, or otherwise unacceptable language was avoided in the questionnaire. To prevent plagiarism, the work of other scholars was properly acknowledged through citations and references. A research permit was also obtained from NACOSTI to ensure that the study was conducted with the necessary permissions and in accordance with ethical research practices.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.0 Introduction

The chapter presents the study findings relating to data collected on the on the impact of work-life balance on employee productivity in educational institutions: The Case of All Saints' Cathedral School, Nairobi. The data was collected via the use of the questionnaire, a total of 50 questionnaires were sent out to the target respondents of which 43 respondents duly filled the questionnaires and returned. This represented 86% response rate. According to Mugenda 2012, a response rate that is above 30% gives an excellent information on the representative of the sample population. The representation of data showed that the researcher obtained information from 29 teaching staff, 11 non-teaching staff and 2 Administration staff.

4.1 Demographic Background

The study sought to find out about respondents demographic background including gender, education level, age group, designation and length of service.

This section gives a presentation of the general study finding related to the background basic information about the respondents. With regards to the response rate, out of the 50 target respondents as per the sample frame, 43 questionnaires were dully filled and used for data analysis of the study giving a response rate of 86%. According to *Mugenda (2012)*, a response rate of 50% is adequate, a response rate of 60% is good and a response rate above 70% is rated very well. The response was therefore very well rated .

4.1.1 Demographic Background

Summary of Demographic Information

		Frequency	Percentage
Gender	Male	17	39.5
	Female	25	58.1
	Absconded	1	2.3
	Total	43	100

Education Level	Diploma	18	41.9
	Bachelors	14	32.6
	Masters	2	4.7
	Certificate	6	14.0
	Absconded	3	7.0
Total		43	100
Age bracket	21 to 30	8	18.6
	31 to 40	17	39.5
	41 to 50	12	27.9
	over 51	5	11.6
	Absconded	1	2.3
Total		43	100
Job designation	Teaching staff	29	67.4
	Non-teaching staff	11	25.6
	Administrative staff	2	4.7
	Absconded	1	2.3
Total		43	100
Period of service in the current designation	3 years	11	25.6
	4-6 years	12	27.9
	7-10 years	6	14.0
	Over 10 years	12	27.9

Absconded	2	4.2
Total	43	100

4.1.2 Gender

Of the 43 respondents who participated in the study, 60% were female, while 40% were male.

4.1.3 Level of Education

In relation to the highest education levels of the respondents, from the findings, most (42%) of the respondents had Diploma, 33% of the respondents had Bachelor's Degree, 14% of the respondents had certificate, while 5% had Master's degree and the remaining 7% absconded.

4.1.4 Age bracket

With regards to the age of the respondents who participated in the study, most (40%) were in the age bracket of 31-40 years, 28% were in the age bracket of 41-50 years, 19% were in the age bracket of 21-30 years, while 12% were over 50 years of age, as 2% absconded.

4.1.5 Designation

Of the total respondents who participated in the study, majority (67%) were teaching staff, 26% were non-teaching staff, while only 5% were administrative staff.

4.1.6 Length of service

On the duration of service in a similar position, an identical (28%) of the respondents had served for between 4-7 years and for over 10 years respectively, 26% of the respondents had served in similar position for 3 years, 14% of the respondents had served for 7-10 years, while the remaining 55 of the respondents absconded.

4.2 Descriptive Analysis

4.2.1 Current State of Work-Life Balance

The respondents were asked to indicate whether their workload was manageable as part of assessing the impact of work-life balance on employee productivity. As shown in Table 4.2 below, a significant majority (72.1%) of the respondents agreed that their workload was manageable. This suggests that most employees feel they can effectively handle their assigned tasks within the available working hours, which is a positive indicator of balance between professional responsibilities and personal life.

On the other hand, a smaller proportion of respondents (9.3%) disagreed, indicating that they found their workload to be overwhelming or unmanageable. This minority may be experiencing excessive demands that could potentially lead to stress, reduced job satisfaction, or even burnout—factors that negatively impact productivity.

Meanwhile, 18.6% of the respondents remained neutral, neither agreeing nor disagreeing. This group may represent individuals who occasionally struggle with workload management depending on the season or school term calendar, or those who are uncertain due to varying departmental expectations.

Overall, the findings imply that while the majority perceives their workload as manageable, there is a notable portion of staff that may benefit from interventions such as workload reviews, task redistribution, or time management support to ensure a consistently productive and healthy working environment.

The workload is manageable	Frequency	Percent
STRONGLY DISAGREE	1	2.3
DISAGREE	3	7.0
NEUTRAL	8	18.6
AGREE	17	39.5
STRONGLY AGREE	14	32.6
Total	43	100.0

4.2.2 Sufficient Flexibility in Work Schedule

The study sought to assess whether employees felt they had sufficient flexibility in their work schedules, as this is a key component of work-life balance and can significantly influence productivity and overall job satisfaction. The findings, as presented in Table 4.3, show that a substantial majority of the respondents (74.5%) agreed that their work schedules were flexible enough to accommodate both professional responsibilities and personal commitments. This suggests that most employees experience a degree of autonomy in managing their time, which may allow them to attend to family obligations, personal development, or health-related needs without compromising their job performance.

Conversely, 11.6% of the respondents disagreed with the statement, indicating that they lacked adequate flexibility in their schedules. This minority may be working under rigid time structures or experiencing pressure from tight deadlines and administrative demands. Such inflexibility can negatively impact morale and productivity, especially for staff juggling multiple roles at work and home.

Additionally, 14% of the respondents remained neutral, possibly reflecting ambivalence due to inconsistent experiences or varying perceptions of what constitutes “sufficient” flexibility. For example, some departments or roles may inherently offer more scheduling freedom than others, resulting in mixed views across the institution.

Overall, these findings highlight the importance of institutional policies and leadership practices that support flexible working arrangements. Ensuring consistent flexibility across roles can enhance staff motivation, reduce stress, and ultimately improve performance and employee retention in educational settings.

Sufficient Flexibility in Work schedule	Frequency	Percent
STRONGLY DISAGREE	1	2.3
DISAGREE	4	9.3
NEUTRAL	6	14.0
AGREE	18	41.9
STRONGLY AGREE	14	32.6
Total	43	100.0

4.2.3 Support by the School Administration in maintaining Balance.

The study further sought to evaluate the level of institutional support provided by the school administration in helping employees maintain a healthy work-life balance. As illustrated in Table 4.4, a resounding majority of respondents (81.4%) reported that they felt adequately supported by the school administration in balancing their professional duties and personal responsibilities. This overwhelming agreement suggests that the school has implemented effective policies, practices, and leadership approaches that foster a supportive work environment. Such support

may include flexible leave policies, understanding supervisors, professional development opportunities, or employee wellness programs.

This strong perception of support is crucial in promoting a positive organizational culture where staff feel valued, understood, and empowered. Employees who perceive support from their employer are more likely to experience job satisfaction, reduced stress, and greater commitment to their roles, which can ultimately lead to enhanced productivity and improved performance within the institution.

On the other hand, only a small fraction (7%) of the respondents disagreed with the statement, indicating that they did not feel supported by the administration in maintaining work-life balance. This minority could represent departments or individuals whose unique job demands, leadership interactions, or workload structures may not align with the broader supportive policies in place.

Meanwhile, 11.6% of respondents expressed neutrality on the matter, possibly indicating uncertainty or a lack of consistent experience across different areas of the institution. This neutrality could also point to staff who have not yet had to rely heavily on administrative support for balancing work and personal life, or those who are new to the institution and are still forming their perceptions.

Overall, the findings highlight the critical role that school leadership plays in shaping a work environment that actively supports employee well-being. Maintaining and reinforcing such a culture of support will be essential for the long-term retention and motivation of staff in educational institutions.

Current Support by School Administration	Frequency	Percent
DISAGREE	3	7.0
NEUTRAL	5	11.6
AGREE	20	46.5
STRONGLY AGREE	15	34.9
Total	43	100.0

4.2.4 The Demanding Nature of Work Leading to Stress and Burnout.

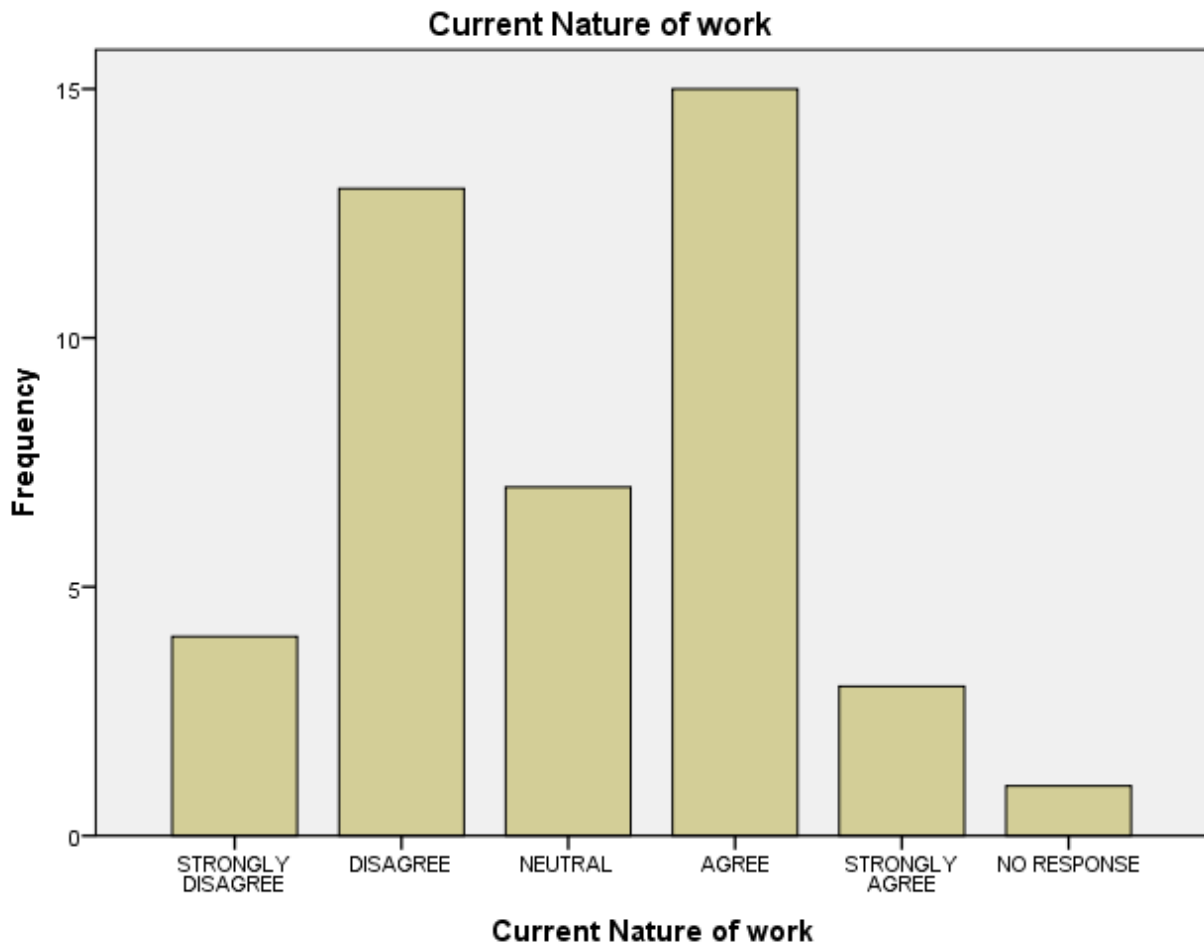
With regard to the demanding nature of work, the study examined how the core responsibilities of teaching staff - namely teaching, grading, lesson planning, and administrative duties - impacted their ability to maintain a healthy work-life balance. As shown in Table 4.5, a significant proportion of the respondents (41.9%) agreed that their workload was indeed demanding and frequently left them with little to no time for personal or family-related activities. These respondents highlighted that the cumulative effect of classroom instruction, preparation for lessons, continuous assessments, student management, and involvement in co-curricular activities often extended beyond official working hours. This, in turn, contributed to elevated stress levels, mental fatigue, and in some cases, symptoms of burnout.

The data suggest that the teaching staff may be struggling to effectively compartmentalize their work and personal lives, particularly during high-pressure periods such as exam seasons, school reporting, or while handling administrative roles in addition to their academic duties. The overlap of professional responsibilities with personal time indicates that the demands of the job can encroach upon essential rest and recovery periods, thus negatively affecting overall well-being and productivity in the long term.

Conversely, 39.5% of the respondents disagreed with the assertion, implying that nearly an equal number of staff members felt that their workload was manageable and did not significantly interfere with their personal life. This could be attributed to a variety of factors such as effective time management, support from colleagues and administration, delegation of tasks, or perhaps a more manageable teaching load. It may also suggest that there are structural differences within departments or variations in individual capacity and resilience that shape the perception of workload intensity.

Additionally, 16.3% of respondents remained neutral, potentially indicating uncertainty or ambivalence regarding the issue. These individuals may have experienced both manageable and demanding periods in their work schedules, or may not have clearly defined boundaries between work and personal life, making it difficult to assess the overall impact. Meanwhile, a small proportion of respondents (2.3%) abstained from responding to the question, possibly due to lack of experience, concerns about anonymity, or perceived sensitivity around commenting on institutional workloads.

Overall, the findings underscore the importance of evaluating workload distribution and implementing support systems that prevent burnout while encouraging a balanced lifestyle among employees. Failure to address these issues may result in decreased morale, increased absenteeism, and lower retention rates among teaching staff.



4.2.5 Specific challenges faced in maintaining a healthy work-life balance.

This section highlights the specific challenges reported by respondents in their efforts to maintain a healthy balance between their professional and personal lives.

a) **Extended Working Hours Beyond the Classroom**

Teaching staff reported that responsibilities such as lesson planning, grading, exam preparation, and administrative duties often extend beyond regular school hours. This limits their time for personal, social, or family engagements, resulting in fatigue and reduced personal fulfillment.

b) **Stress and Burnout from Overlapping Responsibilities**

A significant number of respondents acknowledged experiencing stress and burnout due to overlapping professional duties. The combination of academic responsibilities with extracurricular supervision and administrative roles creates pressure that can lead to emotional exhaustion and mental fatigue.

c) **Inadequate Time for Personal and Family Life**

The demanding nature of teaching was seen to interfere with the teachers' ability to spend quality time with family or engage in self-care activities. This intrusion into personal life disrupts work-life boundaries, which is essential for mental and emotional well-being.

d) **Lack of Consistent Workload Distribution**

The survey suggested a possible imbalance in workload distribution among teaching staff, with some teachers handling more responsibilities than others. This unequal distribution contributes to feelings of unfairness, stress, and dissatisfaction.

e) **Insufficient Time Management and Delegation Structures**

While some teachers reported managing their schedules well, others struggled due to the absence of efficient time management practices or support mechanisms like delegated administrative tasks, leading to feelings of being overwhelmed.

f) **High Expectations During Peak Periods**

During academic reporting, examination periods, or school events, the workload increases significantly. These peak periods often lack sufficient relief or adjustments, intensifying pressure and disrupting personal routines.

g) **Ambiguity in Role Expectations**

Some staff may not have clearly defined roles or may be expected to take on additional tasks without formal support, causing role conflict and encroachment into personal time.

h) **Limited Support for Work-Life Balance Strategies**

Although a majority felt supported by administration, some respondents still indicated a lack of structured interventions (such as wellness programs, flex time, or workload reviews) aimed at improving work-life balance in a sustained manner.

4.3 Section C: Employee Productivity

Rating their agreement or disagreement with the following statements regarding their levels of productivity at All Saints Cathedral School:

4.3.1 I feel productive in completing my tasks efficiently.

An overwhelming majority (97.6%) of the respondents strongly agreed that they felt productive in completing their tasks efficiently, as opposed to only 2.3% of the respondents who absconded.

Feeling productive in completing tasks efficiently.	Frequency	Percent
AGREE	21	48.8
STRONGLY AGREE	21	48.8
NO RESPONSE	1	2.3
Total	43	100.0

4.3.2 I Have Access to the Necessary Resources to be Productive.

The respondents were asked to indicate whether they had access to the necessary resources - such as teaching materials, technology, adequate workspace, and administrative support - to be productive in their roles. A significant majority (79.1%) of the respondents affirmed that they had access to these essential resources. This suggests that the school has made notable efforts to equip its staff with tools that enhance efficiency and promote professional effectiveness. Access to well-equipped classrooms, updated textbooks, computers, internet connectivity, and support from non-teaching staff were some of the key enablers cited by respondents in the qualitative section of the questionnaire.

On the other hand, a minority (7%) of the respondents strongly disagreed with the statement, indicating a lack of access to adequate or updated resources. Some of these respondents

mentioned challenges such as outdated teaching aids, limited access to photocopying or printing services, and slow internet connectivity, which negatively impacted their productivity and morale.

Meanwhile, 14% of the respondents remained neutral. This group may represent those who occasionally face resource constraints or feel that while the basic resources are available, there is still room for improvement—particularly in terms of consistency, timely access, or quality of materials provided.

The findings underscore the importance of not only providing resources but also ensuring that they are up-to-date, relevant, and accessible when needed to maintain staff motivation and enhance job performance.

Having Access to the Necessary Resources to be Productive.	Frequency	Percent
STRONGLY DISAGREE	2	4.7
DISAGREE	1	2.3
NEUTRAL	6	14.0
AGREE	20	46.5
STRONGLY AGREE	14	32.6
Total	43	100.0

4.3.3 The School provides adequate Support for My Productivity

A significant majority (81.4%) of the respondents agreed that the school provides them with adequate support, which they attributed as a key factor contributing to their overall productivity. These respondents cited various forms of institutional support such as access to teaching materials, timely communication from the administration, emotional and psychological support services, professional development opportunities, and an overall conducive working environment. Many indicated that such support systems enabled them to manage their teaching, administrative, and extracurricular responsibilities more effectively, resulting in improved job satisfaction and motivation.

In contrast, 11.7% of the respondents disagreed with this assertion, indicating that they felt unsupported by the school in critical areas such as workload management, clarity of expectations, and timely provision of resources. Some among this group expressed frustration over delayed feedback from management, limited mentorship or collaboration, and lack of sufficient recognition for their efforts, which they felt hindered their productivity.

Meanwhile, 7% of the respondents chose to remain neutral, possibly reflecting either mixed experiences or uncertainty regarding the adequacy of institutional support. This group may not have experienced clear positive or negative trends in support and hence did not form a definitive opinion.

The overall feedback from the respondents indicates that while a vast majority are positively impacted by the support offered by the school, there remains a need to address the concerns of the minority who feel under served in this regard, to ensure inclusive and consistent support systems for all staff.

The school provides adequate support for my productivity	Frequency	Percent
STRONGLY DISAGREE	2	4.7
DISAGREE	3	7.0
NEUTRAL	3	7.0
AGREE	20	46.5
STRONGLY AGREE	15	34.9
Total	43	100.0

4.3.4 I experience a positive work environment in the school that leads to my higher engagement and lowers burnout.

A significant majority of the respondents, accounting for 81.4%, expressed agreement that they experience a positive work environment within the school. This favorable environment was reported to contribute substantially to their higher levels of engagement and motivation in their daily tasks. Respondents highlighted aspects such as collegial relationships with colleagues, supportive leadership, clear communication channels, and a respectful culture that values their contributions. These factors collectively foster a sense of belonging and job satisfaction, which are critical in sustaining enthusiasm and commitment to their roles. Additionally, many respondents noted that such a positive atmosphere helps to mitigate feelings of stress and exhaustion, thereby lowering the risk of burnout.

In contrast, a small fraction, only 4.7% of respondents, indicated that they did not perceive the work environment as positive. This minority pointed to challenges such as occasional

interpersonal conflicts, insufficient recognition from management, and high-pressure demands without adequate support, which negatively affected their morale and engagement levels. These issues were noted to increase stress and fatigue, thereby elevating the risk of burnout among this group.

Furthermore, 11.6% of respondents remained neutral, suggesting a mixed or uncertain experience regarding the work environment. This neutrality could stem from inconsistent experiences across departments or fluctuating conditions depending on workload and administrative support. Lastly, 2.3% of respondents were absent or did not provide responses, which could reflect disengagement or other factors outside the scope of this study.

Overall, the findings indicate that a positive work environment is a key factor in promoting employee engagement and reducing burnout, but attention must be given to the minority who face challenges, ensuring that improvements are made to foster inclusivity and well-being for all staff.

Work Environment for Employee Productivity	Frequency	Percent
STRONGLY DISAGREE	2	4.7
NEUTRAL	5	11.6
AGREE	20	46.5
STRONGLY AGREE	15	34.9
NO RESPONSE	1	2.3
Total	43	100.0

4.3.5 Factors that Contribute to Productivity or Lack it thereof

The study revealed several key factors that influence the productivity levels of the teaching staff at the school, both positively and negatively. A predominant factor contributing to high productivity is the presence of a positive work environment, which was affirmed by 81.4% of the respondents. This supportive environment encompasses collegial relationships, effective communication, and management practices that recognize and value staff efforts. Respondents indicated that such conditions foster motivation, enhance engagement with their duties, and consequently improve overall productivity.

Additionally, access to necessary resources was highlighted as another critical contributor. A majority (79.1%) of respondents agreed that having the required teaching materials, administrative tools, and infrastructural support enables them to perform their roles efficiently. When resources are adequate, teachers are better able to plan lessons, grade work promptly, and manage administrative tasks without unnecessary delays, thereby enhancing productivity.

Conversely, productivity is hindered by several factors as well. About 11.7% of respondents reported insufficient institutional support, which negatively affected their ability to perform effectively. This lack of support could manifest in delayed provision of teaching materials, inadequate administrative assistance, or limited access to professional development opportunities, all of which can diminish productivity.

Work-related stress and burnout, primarily driven by the demanding nature of teaching and administrative responsibilities, also contribute to decreased productivity. While 41.9% of respondents acknowledged that heavy workloads left little time for personal activities leading to stress, nearly 39.5% disagreed, highlighting variability in individual experiences or departmental differences. Nonetheless, those experiencing high stress levels are more prone to reduced work output and decreased job satisfaction.

Finally, 11.6% of respondents were neutral regarding these productivity factors, suggesting that some staff may experience fluctuating levels of support and resources depending on timing or specific circumstances.

In summary, productivity at the school is largely influenced by a combination of a positive work environment, adequate resources, and institutional support. Addressing challenges related to workload management and support provision is essential to sustaining and enhancing productivity among the teaching staff.

4.4 Section D: Factors Influencing Work-Life Balance and Productivity.

Ascertaining the extent to which the following factors influence the respondents' work-life balance and productivity at All Saints Cathedral School.

4.4.1 Workload

A significant majority of the respondents, accounting for 60.5%, strongly agreed that the workload they experience at All Saints Cathedral School has a considerable impact on both their work-life balance and overall productivity. This indicates that the volume and intensity of tasks assigned to them—such as teaching responsibilities, grading, administrative duties, and extracurricular commitments—directly influence their ability to maintain a healthy equilibrium between professional and personal life. On the other hand, a smaller proportion of 11.6% of respondents disagreed with this assertion, suggesting that for these individuals, workload may not be a primary factor affecting their productivity or personal time management. Additionally, 20.9% of the respondents remained neutral, which could imply uncertainty or variability in how workload affects their daily experience. Notably, 7% of respondents absconded from responding to this question, which may reflect either reluctance to comment or other underlying issues such as disengagement or dissatisfaction. Overall, this data underscores the importance of workload management as a critical factor influencing employee well-being and effectiveness at the school.

Workload	Frequency	Percent
DISAGREE	5	11.6
NEUTRAL	9	20.9
AGREE	18	41.9
STRONGLY AGREE	8	18.6
NO RESPONSE	3	7.0
Total	43	100.0

4.4.2 Flexibility of work schedule

A significant majority of the respondents, accounting for 81.4%, strongly agreed that having flexibility in their work schedules greatly influenced their ability to maintain a healthy work-life balance and positively impacted their overall productivity at All Saints Cathedral School. This finding highlights the critical role that adaptable working hours play in enabling staff to manage both professional and personal responsibilities effectively. Flexibility allows employees to tailor their work periods to accommodate personal commitments, reduce stress, and optimize their energy levels throughout the day. In contrast, only a minimal proportion of respondents - 2.3% - expressed disagreement with this assertion, indicating that a rigid or inflexible schedule had little or no effect on their productivity or balance. Another 2.3% of the respondents remained neutral, suggesting that for some individuals, other factors might hold more significance in influencing their work-life balance. Notably, 2.3% of the respondents absconded from this question, which may reflect uncertainty or lack of sufficient experience with flexible scheduling at the institution. Overall, the data underscores the importance of maintaining or enhancing flexible work arrangements to support staff well-being and performance.

	Frequency	Percent
DISAGREE	1	2.3
NEUTRAL	6	14.0
AGREE	24	55.8
STRONGLY AGREE	11	25.6
NO RESPONSE	1	2.3
Total	43	100.0

4.4.3 Support from Colleagues and Supervisors

The majority of respondents (79.1%) agreed that support from colleagues and supervisors played a significant role in influencing their work-life balance and overall productivity at All Saints Cathedral School. This strong agreement highlights the value of a collaborative and supportive work culture in promoting staff well-being. When staff members feel that their peers and supervisors are approachable, understanding, and ready to offer assistance when needed, they are more likely to manage their responsibilities effectively, both at work and at home.

Such support may include practical help, such as team members stepping in during periods of high workload, or emotional support, such as understanding when one needs time off for personal reasons. Supervisors who practice empathetic leadership and maintain open communication channels also foster a sense of security and trust among employees, thereby reducing stress and increasing job satisfaction and efficiency.

On the other hand, 20.9% of the respondents remained neutral on this matter. This neutrality could suggest a mixed experience or inconsistency in the level of support offered across departments or roles within the school. It may also indicate that while support is present, it may

not be sufficiently impactful for all staff members to perceive it as a significant influence on their productivity or work-life balance.

Overall, the findings emphasize the critical role of interpersonal relationships and leadership approaches in shaping a positive and productive work environment. Strengthening peer collaboration and enhancing supervisory support systems can greatly contribute to improved morale, reduced burnout, and increased effectiveness in the school setting.

	Frequency	Percent
NEUTRAL	9	20.9
AGREE	19	44.2
STRONGLY AGREE	15	34.9
Total	43	100.0

4.4.4 Personal/Family Responsibilities

Most (69.8%) of the respondents agreed that personal and family responsibilities significantly influenced their work-life balance at All Saints' Cathedral School. These responsibilities, which include caring for children, managing household duties, supporting elderly family members, and attending to other domestic obligations, were cited as major factors that often compete with the demands of work. Respondents noted that during peak academic periods—such as exam preparations, grading seasons, and school events—balancing work duties with personal commitments became especially challenging, leading to increased stress and fatigue.

A smaller proportion (9.3%) of the respondents disagreed with the assertion, suggesting that they had effective coping mechanisms, sufficient support systems at home, or fewer family responsibilities, allowing them to manage both spheres without significant strain. Meanwhile, 14% of the respondents remained neutral, possibly indicating variability in personal experiences or uncertainty about the extent to which their family obligations directly impacted their work-life

balance. An additional 7% of respondents did not provide a response (absconded), which may reflect discomfort in discussing personal matters or a lack of clarity on the question.

These findings underscore the critical role personal and family responsibilities play in shaping staff members' experiences of work-life balance and highlight the need for institutional support measures such as flexible work arrangements and employee wellness programs.

	Frequency	Percent
DISAGREE	4	9.3
NEUTRAL	6	14.0
AGREE	16	37.2
STRONGLY AGREE	14	32.6
NO RESPONSE	3	7.0
Total	43	100.0

4.4.5 Organizational Culture

Most (69.8%) of the respondents agreed that personal and family responsibilities significantly influenced their work-life balance at All Saints' Cathedral School. These responsibilities, which include caring for children, managing household duties, supporting elderly family members, and attending to other domestic obligations, were cited as major factors that often compete with the demands of work. Respondents noted that during peak academic periods—such as exam preparations, grading seasons, and school events—balancing work duties with personal commitments became especially challenging, leading to increased stress and fatigue.

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These findings underscore the critical role personal and family responsibilities play in shaping staff members' experiences of work-life balance and highlight the need for institutional support measures such as flexible work arrangements and employee wellness programs.

	Frequency	Percent
DISAGREE	4	9.3
NEUTRAL	9	20.9
AGREE	16	37.2
STRONGLY AGREE	9	20.9
NO RESPONSE	5	11.6
Total	43	100.0

4.4.6 Changes that could be made within the organization to Better Support Work-life Balance and Productivity

1. Redistribution and Management of Workload

Although a majority found the workload manageable, a significant proportion still felt overburdened, which can lead to stress and burnout. The school should:

- Conduct regular workload assessments.
- Reassign tasks more evenly.
- Employ additional support staff during peak periods, such as exam marking or school events.

2. Enhanced Flexibility in Work Schedules

Flexibility was highly appreciated and shown to influence productivity positively. The school can:

- Introduce staggered reporting or flexi-time policies.
- Permit remote work or task completion where applicable, such as administrative documentation or grading.

3. Strengthening Administrative and Peer Support Systems

Respondents felt more productive when supported by administration and colleagues. Improvements could include:

- Regular one-on-one check-ins with supervisors.
- Institutionalized peer mentorship or buddy systems.
- Open-door policies for discussing work-life challenges.

4. Improved Access to Resources

While most respondents had access to adequate resources, gaps still exist. The school should:

- Regularly audit available teaching, ICT, and office resources.
- Ensure timely provision and maintenance of these resources to reduce stress and improve efficiency.

5. Mental Health and Wellness Initiatives

Given that personal and professional stress affects productivity, the school could:

- Offer wellness programs including counseling, stress management workshops, and mental health days.
- Provide regular forums for open dialogue on teacher wellbeing.

6. Recognition and Reward Systems

To enhance motivation and a sense of value, the school should:

- Recognize staff contributions through non-monetary and monetary rewards.
- Establish teacher-of-the-month programs or annual awards.

7. Family Support and Inclusive Policies

Since personal and family responsibilities impact work-life balance:

- Provide options like leave flexibility for family emergencies.
- Host occasional family-inclusive school events to foster a sense of community.

8. Clear Communication and Role Clarity

- Ensure all staff have clear job descriptions and understand their roles to avoid overlaps and conflict.
- Improve internal communication on policy changes, scheduling, and feedback processes.

9. Ongoing Professional Development

Provide opportunities for upskilling in time management, digital tools, and effective teaching strategies to increase confidence and reduce burnout.

4.6 Section E: Strategies for Improving Work-Life Balance

In order of priority the suggestions or recommendations given as strategies that could help improve work-life balance as given by the respondents include:

The **retreat strategy**, mentioned by **48.8%** of the respondents, was viewed as an essential initiative that would provide staff with time away from their regular duties for reflection, team-building, stress relief, and mental rejuvenation. Retreats were perceived not only as a means of relaxation but also as an opportunity to build stronger interpersonal relationships among staff and reinforce a sense of community and shared purpose.

The **remuneration strategy**, cited by **44.2%** of the respondents, was considered critical in enhancing motivation and job satisfaction. Participants expressed that competitive pay and timely compensation would significantly reduce financial stress and increase morale, ultimately leading to better performance and a more balanced personal and professional life.

The **training strategy**, identified by **41.9%** of the respondents, highlighted the importance of equipping staff with relevant skills to manage workloads efficiently, improve time management, and adopt modern educational technologies. Training was also seen as a way to foster personal growth and career development, contributing positively to both job performance and individual fulfillment.

Staffing strategy, as indicated by **39.5%** of the respondents, pointed to the need for adequate staffing levels to prevent overburdening current employees. Respondents emphasized that hiring additional personnel would distribute responsibilities more evenly, minimize burnout, and allow staff members to allocate adequate time to both work and personal life.

The **facilities and equipment strategy**, noted by **27.9%** of the respondents, emphasized the importance of having access to modern, functional, and well-maintained facilities and tools. This would not only improve the working environment but also enhance operational efficiency, reduce frustration, and contribute to overall job satisfaction.

Lastly, the **work design strategy**, mentioned by **14%** of the respondents, focused on the need to reassess and redesign job roles and responsibilities to promote efficiency and flexibility. Respondents felt that more streamlined tasks, clearer role definitions, and a balance between teaching, administrative, and extracurricular duties would allow for a more manageable workload and improve work-life balance.

Strategy	Frequency	Percent
Retreats- Team building/guidance & counseling/Retreats	21	48.8
Remuneration - Recognition/promotions/rewards/salary increments/incentives/medical cover	19	44.2
Training - Development/training/Workshops/mentorship	18	41.9
Staffing - Workload/Work schedule/off days/leave	17	39.5
Facilities & equipment - Modern equipment/enough resources	12	27.9
Work Design - Extended contract terms and job description	6	14.0

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents a detailed discussion of the research findings, drawing conclusions and offering recommendations anchored in the study's objectives. Each section has been structured thematically to align with the specific research questions that guided the study. The discussion integrates insights from both the primary data collected and the reviewed literature to contextualize the findings. The recommendations are presented in two categories: practical recommendations for the school administration to apply, and suggestions for further research that can build upon this study's foundation.

The overarching goal of this chapter is to translate the empirical findings into actionable knowledge that can be utilized by All Saints' Cathedral School and other similar

5.1 Summary of Findings

The central purpose of the study was to assess the impact of work-life balance on employee productivity in educational institutions, using All Saints' Cathedral School, Nairobi as a case study. The research was guided by four key objectives:

1. To evaluate the current state of work-life balance among employees at All Saints' Cathedral School.
2. To assess the level of employee productivity within the school.
3. To identify the factors influencing work-life balance.
4. To propose practical strategies that can improve work-life balance and productivity.

The study adopted a descriptive research design, enabling the researcher to obtain both quantitative and qualitative data from respondents. A structured questionnaire was administered to a sample population of 50 employees, selected to represent various departments and roles within the school. Of these, 43 questionnaires were fully completed and returned, yielding a high response rate of 86%, which significantly enhanced the credibility and reliability of the findings.

The data was analyzed using SPSS (Statistical Package for the Social Sciences), and the results were presented through tables, charts, and frequency distributions for ease of interpretation.

Key findings from the study revealed the following:

- **Current State of Work-Life Balance:** The majority of respondents (72.1%) indicated that their workload was manageable, suggesting a generally positive perception of their work distribution. However, a significant portion also reported experiencing work-related stress and time constraints that hindered personal life, particularly due to intensive teaching, grading, and administrative demands.
- **Flexibility of Work Schedule:** Approximately 74.5% of the staff agreed that they had sufficient flexibility in their work schedules, which positively contributed to their ability to balance professional and personal responsibilities.
- **Administrative Support:** A vast majority (81.4%) acknowledged feeling supported by the school administration, indicating that leadership plays a vital role in enabling work-life balance. This support came in the form of understanding supervisors, reasonable policies, and openness to employee feedback.
- **Work Environment:** The work environment at the school was described as positive by 81.4% of the respondents. They associated this with collaboration among staff, fair treatment, and a culture that values employee well-being, all of which enhance motivation and reduce burnout.
- **Access to Resources:** Most respondents (79.1%) agreed that they had access to essential resources - such as teaching materials, digital tools, and administrative support - that facilitated productivity.
- **Influence of Personal and Family Responsibilities:** A large proportion (69.8%) of respondents reported that personal and family commitments significantly influenced their ability to maintain work-life balance, underscoring the need for flexible and inclusive policies.
- **Strategies for Improvement:** Respondents highlighted several strategies to enhance work-life balance and productivity. These included the introduction of retreat programs (48.8%), better remuneration (44.2%), training and professional development (41.9%),

improved staffing levels (39.5%), investment in facilities and equipment (27.9%), and work design reforms (14%).

The study findings are valuable to the school administration and policy makers as they highlight both strengths and areas that require intervention. By understanding the lived experiences of employees, the administration can implement evidence-based changes that foster a more supportive and productive work environment.

5.2 Discussion Summary

1. Determining the Current State of Work-Life Balance.

In addressing the first research objective, which sought to determine the current state of work-life balance among employees at All Saints' Cathedral School, the findings revealed a predominantly positive outlook regarding workload management. The majority of respondents indicated that their workload was manageable, which reflects a well-structured distribution of tasks within the institution. Additionally, a significant proportion of employees reported having sufficient flexibility in their work schedules. This flexibility is critical as it allows employees to adjust their working hours to accommodate personal and family needs, thereby reducing conflict between work and home responsibilities.

Furthermore, the respondents expressed that they felt adequately supported by the school administration in maintaining a healthy work-life balance. Such support likely includes policies that promote flexibility, open communication channels with supervisors, and an overall organizational culture that prioritizes employee well-being.

However, despite these positive indicators, a notable minority highlighted challenges linked to the demanding nature of their work. Specifically, teaching responsibilities, grading, and administrative duties were reported to consume considerable time, often encroaching on personal and leisure activities. This imbalance contributed to experiences of stress and burnout among staff, suggesting that while the majority find their workload manageable, there is a critical segment for whom the workload is overwhelming. These findings point to a dual reality within

the school: supportive structures exist but may require further enhancement to fully alleviate the pressures associated with high job demands.

2. Assess the Level of Employee Productivity

The second research objective focused on evaluating employee productivity levels within the school. The study found that an overwhelming majority of respondents strongly agreed that they felt productive and were able to complete their tasks efficiently. This high level of productivity is closely linked to employees' access to necessary resources, which include adequate teaching materials, technological tools, and administrative support systems. Such resources are essential for enabling staff to perform their duties effectively without unnecessary delays or frustrations.

Moreover, respondents acknowledged the role of the school's support systems in fostering productivity. The administration's provision of support was perceived as a key factor that helps staff maintain motivation and job satisfaction. Supportive leadership and peer collaboration create a positive work environment that enhances employee engagement, commitment, and ultimately, productivity.

This positive environment was further described by respondents as one that reduces burnout, likely because it promotes collaboration, recognition, and respect among staff members. In this way, the school's culture and operational practices create an enabling atmosphere conducive to sustained employee productivity.

3. The Factors that Influence Work-Life Balance and Productivity.

The final research objective was to identify the various factors influencing both work-life balance and productivity. Findings clearly showed that workload remains a critical determinant. A majority of respondents agreed that workload intensity significantly affects their ability to balance work with personal life and, consequently, their productivity. Heavy workloads can lead to fatigue and diminished performance, highlighting the importance of workload management in sustaining employee effectiveness.

Similarly, flexibility of work schedules emerged as a vital factor. Respondents emphasized that flexibility not only helps them manage personal and family commitments but also positively influences their work engagement and output. Flexible work arrangements, such as adjustable start and end times or the option to handle some tasks remotely, contribute significantly to a healthier work-life balance.

The influence of support from colleagues and supervisors was also underscored as a major contributor to both work-life balance and productivity. A cooperative and understanding work community fosters a sense of belonging and shared responsibility, which can buffer stress and improve job satisfaction. Effective supervisory support includes clear communication, empathy, and practical assistance, all of which empower employees to manage their duties more effectively.

Lastly, personal and family responsibilities were recognized as significant external factors impacting employees' ability to maintain balance and perform optimally. The interplay between work demands and family obligations necessitates organizational policies that consider the holistic needs of staff members.

These factors are embedded within the broader organizational culture, which the majority of respondents felt greatly influences their overall experience of work-life balance and productivity. A positive organizational culture that values employee well-being, encourages collaboration, and promotes fairness is integral to fostering sustainable work practices.

Conclusions

1. Manageability of Workload and Flexibility of Work Schedules:

The study revealed that a significant majority of employees at All Saints' Cathedral School consider their workload manageable. This perception is vital as it indicates that, for many, the volume of tasks such as teaching, grading, and administrative responsibilities does not overwhelmingly interfere with their ability to perform effectively. Moreover, employees also reported having sufficient flexibility in their work schedules, allowing them to adjust their hours to better fit personal needs and commitments. This flexibility is a crucial enabler of a

healthy work-life balance, allowing employees to allocate time for family, rest, and personal pursuits without compromising work obligations.

2. Support from School Administration:

The role of school administration in supporting staff to maintain work-life balance emerged strongly from the findings. A resounding majority of respondents expressed feeling supported by the administration, which positively affects their ability to balance work demands with personal life. Administrative support includes providing adequate resources, listening to staff concerns, and implementing policies that recognize the importance of employee well-being. This backing contributes to reduced stress levels, increased morale, and higher employee retention.

3. Challenges Due to Demanding Nature of Work:

Despite the positive aspects, many respondents highlighted the demanding nature of their professional duties. Teaching responsibilities, combined with grading and administrative tasks, often consume a considerable portion of their time, leaving limited opportunities for personal activities. This imbalance leads to heightened stress and symptoms of burnout among some staff members. This finding underscores the need for ongoing workload management and employee support initiatives to prevent negative consequences on mental health and job satisfaction.

4. Availability of Resources and Positive Work Environment:

Access to necessary resources, such as teaching materials, administrative support, and functional equipment, was identified as a key factor enhancing employee productivity. Coupled with this, the school's positive work environment—characterized by collegial relationships, recognition, and a supportive culture—was found to increase employee engagement and reduce burnout rates. This environment creates conditions conducive to high performance and sustained productivity.

5. Influence of Flexibility and Support Networks:

Work schedule flexibility and support from colleagues and supervisors were found to be critical factors influencing employees' work-life balance and productivity. Flexibility enables employees to manage personal and family responsibilities effectively, while strong support networks at work foster emotional resilience and practical assistance during demanding

periods.

6. Impact of Personal and Family Responsibilities:

Personal and family obligations significantly affect employees' capacity to maintain work-life balance. Respondents indicated that care giving duties, household responsibilities, and family events often compete with work demands, highlighting the need for workplace policies that recognize and accommodate these external pressures.

7. Organizational Culture and Work-Life Balance:

The existing organizational culture at All Saints' Cathedral School was generally perceived as positive and supportive, contributing favorably to work-life balance and productivity. However, there remains room for further cultural development to strengthen support mechanisms and promote a holistic approach to employee well-being.

Based on the study findings, it can be concluded that the current state of work-life balance among employees at All Saints' Cathedral School is generally positive, with most respondents finding their workload manageable and enjoying flexibility in their schedules supported by the school administration. However, the demanding nature of teaching and administrative tasks contributes to stress and burnout for a notable portion of employees.

Employee productivity at the school is high, with respondents reporting access to adequate resources and support from the school, resulting in a positive work environment that enhances engagement and reduces burnout.

Several key factors influence work-life balance and productivity, including workload, flexibility in work schedules, support from colleagues and supervisors, personal and family responsibilities, and organizational culture. These factors interplay to either facilitate or hinder employee productivity and well-being.

Based on the research findings, the study concludes the following:

1. Manageable workload and schedule flexibility contribute positively to employees' work-life balance, enabling better management of personal and professional responsibilities.

2. Administrative support and availability of resources are essential in enhancing employee productivity and reducing stress.
3. Despite these positive factors, the demanding nature of teaching and related tasks can result in significant stress and burnout for some employees.
4. A positive work environment and supportive organizational culture are critical for employee engagement, motivation, and reduced burnout.
5. Personal and family responsibilities have a notable impact on work-life balance, highlighting the need for family-friendly policies.
6. Overall, work-life balance and productivity at All Saints' Cathedral School are influenced by multiple interrelated factors, including workload, flexibility, support systems, and organizational culture.

10. Recommendations.

To enhance work-life balance and boost employee productivity at All Saints' Cathedral School, a multi-faceted approach is recommended. These strategies address both institutional and individual needs while fostering a supportive and healthy work environment:

1. **Develop Comprehensive Employee Wellness Programs:**

Introduce holistic wellness initiatives such as mental health counseling, stress management workshops, physical health programs, and employee assistance services. These should be accessible, confidential, and tailored to address the unique needs of teaching and administrative staff.

2. **Ensure Adequate Provision of Teaching and Administrative Resources:**

Regularly assess and enhance the availability of teaching materials, classroom technology, office supplies, and administrative personnel to facilitate efficient task execution. Reducing resource-related stress allows staff to focus more on core responsibilities.

3. **Implement Effective Workload Management Strategies:**

Review task allocation processes to ensure equitable distribution of responsibilities.

Where necessary, provide additional administrative support to reduce the workload burden on teaching staff, particularly during peak periods such as exam preparation.

4. Train Supervisors and Managers in Supportive Leadership:

Equip leaders with training in emotional intelligence, empathetic communication, and people management skills. Supportive leadership enhances employee morale and helps staff navigate work-life challenges more effectively.

5. Maintain and Enhance Flexibility in Work Schedules:

Continue to offer flexible working arrangements that enable employees to manage personal and professional obligations. This may include flexible start and end times, job-sharing arrangements, and options for remote work where applicable.

6. Promote a Culture of Recognition and Teamwork:

Establish formal recognition programs that celebrate staff achievements and contributions. Encouraging collaboration, peer mentoring, and teamwork can strengthen interpersonal relationships and foster a positive organizational culture.

7. Facilitate Open and Transparent Communication Channels:

Create avenues for staff to voice concerns and share feedback through mechanisms such as town hall meetings, suggestion boxes, or anonymous surveys. Involving staff in decision-making processes enhances trust and institutional alignment.

8. Introduce Family-Friendly Policies:

Offer benefits that acknowledge employees' family responsibilities, such as paid parental leave, flexible parental schedules, on-site or subsidized childcare, and family health days. These measures help staff manage their dual roles without compromising professional output.

9. Establish Emergency Support Systems:

Develop clear protocols for responding to personal or family emergencies, including flexible leave arrangements and temporary adjustments to workloads. Providing such support enhances employee resilience and organizational loyalty.

10. Strengthen Internal Support Networks:

Foster peer support groups, mentorship programs, and supervisory coaching to provide

emotional and professional support within the school. A sense of community encourages collaboration and reduces feelings of isolation.

11. Offer Regular Professional Development Opportunities:

Conduct training sessions focused on time management, stress reduction, and work-life balance techniques. Continuous learning equips staff with tools to navigate work demands effectively while preserving personal well-being.

12. Conduct Ongoing Research and Policy Reviews:

Invest in continuous research to explore innovative approaches to work-life balance, tailored to the unique context of educational institutions. Regularly review and update internal policies to remain responsive to staff needs and evolving workplace dynamics.

By implementing these recommendations, All Saints' Cathedral School can cultivate a sustainable and supportive work environment that promotes employee satisfaction, reduces burnout, and enhances the quality of education delivered to students.

11. The Strategies for Improving Work-Life Balance

The study identified several prioritized strategies aimed at enhancing work-life balance among employees at All Saints' Cathedral School. These strategies, ranked according to respondent preferences and effectiveness, are as follows:

1. **Retreat Strategy:** Cited by nearly half (48.8%) of respondents, this strategy emphasizes the importance of organizing periodic retreats that facilitate team building, guidance and counseling, and general mental health support. Such retreats provide employees with a valuable opportunity to decompress, strengthen interpersonal relationships, and realign with organizational goals. Counseling sessions during these retreats can address stress management, emotional resilience, and personal development, ultimately fostering a supportive work atmosphere.
2. **Remuneration Strategy:** A close second, endorsed by 44.2% of respondents, focuses on fair and motivating compensation frameworks. This includes recognition programs that acknowledge exemplary performance, clear pathways for promotions, timely rewards, salary

increments, performance-based incentives, and comprehensive medical cover. Proper remuneration not only boosts employee morale but also alleviates financial stress, enabling workers to focus more effectively on their duties.

3. **Training Strategy:** Training, professional development, and mentorship were highlighted by 41.9% of respondents as critical to improving work-life balance. Continuous learning opportunities through workshops and formal training sessions empower staff with new skills, increase job satisfaction, and enhance their capability to manage workloads more efficiently. Mentorship programs foster career growth, motivation, and a sense of belonging within the organization.
4. **Staffing Strategy:** Identified by 39.5% of respondents, this strategy involves optimizing workload distribution, designing flexible work schedules, ensuring regular off days, and promoting the effective use of annual leave. Adequate staffing levels are crucial in preventing employee burnout by avoiding overwork and allowing sufficient time for rest and personal commitments.
5. **Facilities and Equipment Strategy:** Nearly 28% of respondents emphasized the need for modern facilities and adequate equipment. Providing up-to-date tools, technology, and sufficient resources not only increases efficiency but reduces unnecessary stress caused by outdated or insufficient working conditions.
6. **Work Design Strategy:** Although cited by a smaller percentage (14%), this strategy is essential in creating sustainable work arrangements. Extending contract terms to provide job security and clearly defining job descriptions help employees understand their roles and expectations, which reduces role ambiguity and conflict, contributing positively to work-life balance.

The successful implementation of these strategies can create a holistic framework that supports employees' physical, emotional, and professional needs, leading to improved productivity and organizational commitment.

12. Academic Knowledge

The findings of this study offer valuable insights that can significantly contribute to the academic literature on work-life balance and employee productivity, particularly within the education sector. Future scholars can build on this research to:

1. **Expand Theoretical Frameworks:** By exploring additional variables such as cultural influences, gender dynamics, and psychological well-being, researchers can deepen the understanding of how work-life balance operates in various educational contexts.
2. **Comparative Studies:** The study sets a foundation for comparative analyses between different types of educational institutions (e.g., public vs. private schools) or across different geographical regions, providing broader perspectives on challenges and best practices.
3. **Longitudinal Research:** Further studies could adopt a longitudinal approach to examine how work-life balance initiatives impact productivity and employee satisfaction over time, offering insights into the sustainability and long-term effects of implemented strategies.
4. **Policy Development:** Academics can use the evidence to recommend policy changes not only within individual institutions but at national or regional education sector levels, influencing broader systemic improvements.
5. **Interdisciplinary Approaches:** Integrating perspectives from psychology, human resource management, and organizational behavior could enrich academic knowledge and provide more comprehensive solutions to work-life balance challenges.

In essence, this study not only addresses immediate practical concerns for All Saints' Cathedral School but also invites ongoing scholarly inquiry, fostering a deeper and more nuanced understanding of work-life balance's role in educational productivity.

13. Areas for Further Research

This section outlines key areas for future research that can build upon the findings of this study. These recommendations aim to deepen understanding, broaden contextual perspectives, and

support the development of evidence-based policies that enhance work-life balance in diverse educational settings.

One important area for further research involves conducting longitudinal impact studies. Such research would track the long-term effects of implemented work-life balance initiatives on employee productivity, mental health, and retention over several years. This would help determine whether positive outcomes are sustained over time and provide insights into the evolution of employee well-being.

Additionally, broader institutional studies should be undertaken to include a diverse range of educational institutions across different regions and levels. By doing so, researchers can gain comparative insights and identify best practices that are effective across various contexts, helping to inform more inclusive and scalable policy decisions.

Moreover, qualitative research focused on employee experiences would add valuable depth to existing findings. Conducting in-depth interviews and focus group discussions can uncover nuanced perspectives on the challenges and realities of balancing work and personal life. This approach would also highlight the support mechanisms that employees find most effective, offering practical insights for institutions seeking to enhance staff well-being.

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APPENDICES

APPENDIX I: Introduction Letter

Dorsila A. Kassums

P O Box 9468 – 00300

NAIROBI

Dear Respondent

I am a post graduate student doing Doctor of Philosophy in Business Administration degree. As part of the requirements for granting of this degree, I am required to conduct research and submit a report to the University. My research interest is on **“The Impact of Work-Life Balance on Employee Productivity in Educational Institutions: The Case of All Saints’ Cathedral School, Nairobi”**.

I kindly appeal for your support to enable me accomplish this task. Any data you provide will be dealt with discreetly and will only be used for learning purposes.

Thank you.

Yours sincerely

Dorsila A. Kassums

APPENDIX II: Research Questionnaire

THE IMPACT OF WORK-LIFE BALANCE ON EMPLOYEE PRODUCTIVITY IN EDUCATIONAL INSTITUTIONS: THE CASE OF ALL SAINTS' CATHEDRAL SCHOOL NAIROBI

The purpose of this survey is to collect data on the impact of work-life balance on employee productivity in educational institutions: The Case of All Saints' Cathedral School, Nairobi.

Kindly fill in to each Question as clearly and genuinely as you can. The responses are to be included directly on the spaces given or by ticking (✓) the most suitable answer.

A: GENERAL INFORMATION

1. Gender? Male ☐ Female ☐

2. Educational qualification?

Bachelor's Degree [] Diploma []

Master's Degree [] Any other (specify.....)

3. Age bracket?

(a) Over 50 years ☐ (b) 41 – 50 years ☐
(b) 31 – 40 years ☐ (d) 21 – 30 years ☐

4. What is your designation?

Teaching Staff [] Non-Teaching Staff []

ASC Administrative Staff []

5. For how long have you served in the similar position?

0 – 3 years [], 4-6 years [], 7 -10 years []

Over 10 years []

Additional Comments

SECTION B: Current State of Work-Life Balance

On a scale of 1 to 5, where; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree, please rate your agreement with the following statements regarding your work-life balance at All Saints Cathedral School:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
My workload is manageable.					
I have sufficient flexibility in my work schedule.					
I feel supported by the school administration in maintaining balance.					
The demanding nature of teaching, grading, and administrative tasks often leaves little time for personal activities, leading to stress and burnout.					

What specific challenges do you face in maintaining a healthy work-life balance at All Saints Cathedral School?

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SECTION C: Employee Productivity

On a scale of 1 to 5, where; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree, please rate your agreement with the following statements regarding your productivity at All Saints Cathedral School:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I feel productive in completing my tasks efficiently.					
I have access to the necessary resources to be productive.					
The school provides adequate support for my productivity.					
I experience a positive work environment in the school that leads to my higher engagement and lowers burnout.					

What factors do you believe contribute to your productivity or lack thereof at All Saints Cathedral School?

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SECTION D: Factors Influencing Work-Life Balance and Productivity

3. On a scale of one to five, where; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree, please indicate the extent to which the following factors influence your work-life balance and productivity at All Saints Cathedral School:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Workload					
Flexibility of work schedule					

Support from colleagues and supervisors					
Personal/family responsibilities					
Organizational culture					
Other (please specify)					

In your opinion, what changes could be made within the organization to better support work-life balance and productivity?

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SECTION E: Strategies for Improving Work-Life Balance

4. In order of priority please provide your suggestions or recommendations

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5. Do you have any additional suggestions or recommendations for promoting a more balanced and sustainable work environment at All Saints Cathedral School?

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Thank You!

APPENDIX III: Budget

Item	Cost Estimate (Kshs)
Putting together a project	36,000
Data collection and fieldwork	100,000
Presentation of data and analysis	80,000
Creating a final report	40,000
Miscellaneous	10,000
Total	Kshs 266,000

APPENDIX IV: Organization Structure

