

**Work-Life Balance among Part Time Postgraduate Students in Sri Lanka:
With Special Emphasis to MBA Students in a Selected Private Higher
Education Institute**

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Sri Lanka

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EXECUTIVE SUMMARY

To retain and survive in the work place, self's importance and value to the organization need to be enhanced and recognized. A qualification such as MBA will support above scenario. It is noted self's devotion and efforts to achieve above is drastically affecting the personal / family life due to being involved with office work along with MBA studies. Consequently, the research problem of the study is "what the issues are, of work life balance among part time postgraduate students who follow MBA at Selected Private Higher Education Institute".

To ease the stress over work life balance efforts, it has been targeted to work through achieving objectives; to identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, to examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, to identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute and to determine and discuss the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute. The population of this quantitative research are 494 students registered for the MBA program since 2014, out of which 217 were selected as sample obtained by stratified sampling method, whilst the data collection was achieved via a questionnaire.

The validity and reliability of this research is at a higher position. Descriptive Statistics found that more respondents are not perceived that they have Work -Life Balance and Academic Commitment, similarly, more respondents perceived that they have more Work Responsibilities, whilst another lot of respondents perceived neutral idea on Work Load and Work Life Boundaries.

Correlation analysis found that there is significant strong negative relationship between Work Responsibilities and Work -Life Balance, and, that there is significant strong negative relationship between Work load and Work -Life Balance, but there is significant weak negative relationship between Work Life Boundaries and Work -Life Balance. Furthermore, there is significant strong negative relationship between Work Responsibilities and Academic Commitment, and, there is significant strong negative relationship between Work load and Academic Commitment, but there is significant weak negative relationship between Work Life Boundaries and Academic Commitment. In addition, there is also significant strong positive relationship between Work -Life Balance and Academic Commitment.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Topic

To healthily retain and survive in the market or, in the concerned field in which self(researcher) is employed, it has reached a point where self's importance and value to the organization, shareholders namely, and other stakeholders need to be enhanced and more recognized. For technology to advance, the personnel are being deskilled!

Based on above, regardless of the professional knowledge, experience, talents and maturity one may possess, but due to today's continuously enhancing technology along with the influence by various desired or undesired political practices, it has become clearly visible to self, the requirements in not only having possessed the best knowledge and experience, but also the proof of competency of advancement in the relevant areas of profession, i.e; say an MBA knowledge in this case.

Self's devotion and efforts being put to achieve above is drastically effecting the personal life, hence a tendency to oversight family needs and thereby a decline in family devotion due to head on collisions of waves and waves of "office work and issues" with "MBA study work and issues" is evident.

In view, being occupied with professional responsibilities and study work concept, which both are related to professional needs, it is evident that application till very late night, weekends, holidays, allowing no time to be given to personal life to a very great extent on average has occurred. Is it only me?

The dynamic business environment has made many critical challenges over the balancing of personal life and carrier life of people. Consequently, the concept of "work life balance" has come into practice, and currently most of the organizations are concerned in this regard as an essential factor for the increasing employee's satisfaction and overall productivity. Throughout last several decades this area has been identified as an emerging field of human recourse management, and as a result, this gained a huge popularity among academic researchers (Bird, 2006).

As a result of huge competition in the job market there is a growing demand for studying post graduate programs, especially MBAs (Master of Business Administration). This reality is valid in developed as well as developing nations. In Sri Lanka, government universities as well as affiliated colleges are conducting MBA

programs in various disciplines or subject areas. Most of these post graduate programs are attracted by working professionals as in the modern working environment, this has been considered as an essential requirement for the carrier growth and development.

Selected Private Higher Education Institute is the largest private sector higher education network in Sri Lanka with 40 island wide branches and, over 30,000 students. It was established with the aim of delivering high quality and affordable academic programs in the country. The British MBA which is conducted by focused institute is gaining popularity among various business professionals and academics due to its innovative, practical and flexible syllabus content and learning methods. As similar to other MBA programs, here, the students have to complete group and individual assignments with the support of theoretical and practical knowledge in order to qualify as a master's in business management. As the students have to follow the deadlines, in many instances it is very difficult to cope up and balance the family life with office works and related studies.

1.2. Significance of the Study

Continuing professional development has become popular among professionals in Sri Lanka, and, as a result, many of them following undergraduate, post graduate or professional courses through part time or blended learning methods. In the modern business environment, it has been made a growing demand for Master of Business Administration (MBA) programs which are afford by local and foreign universities. Without a MBA nowadays, it is difficult to get a recognition, acceptance promotions, increased responsibilities, salary increments, bonuses, and carrier development in most of the government as well as private institutions. Consequently, professionals in various fields have to take a decision to follow a MBA at a reputed institution while managing the responsibilities at their work place and family. They have to allocate sufficient time in order to complete the course and research works of MBA, though it is difficult to manage job and family responsibilities for that. This creates negative emotional situations such as high work pressure, syndrome of emotional exhaustion, depersonalization, diminished personal accomplishments etc.. (Firth et al., 1985).

Scientifically, it has been proved that a chronic stress is automatically created at a situation where a person feels a high level of demand for educational and carrier achievements in one aspect, and, experiencing of insufficient recourses to fulfill them

from another aspect (Cooper, 1999). In this statement, demand is created by physical, psychological, social and organizational aspects of the job whereas resources refer to the time, money and other facilities that are needed to achieve goals in his / her professional life.

As a result of cumulative result of all these matters, some part time MBA students are unable to balance their studies along with the other personal obligations and responsibilities, hence, they may take a decision to discontinue studies or leave the current employment. Owing to this, the work life imbalance of part time MBA students can be identified as a critical issue in the higher educational industry, therefore, it should be given effective solutions to rectify this issue in long-term basis. This study aims to investigate the issues related to work life balance of MBA students at the institute and give possible solutions to them.

Consequently, the research problem of the studies is “what are the issues of work life balance among part time postgraduate students who follow MBA at Selected Private Higher Education Institute”.

1.3. Scope of the study

Objectives of this study are to identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, to examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, to identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute and to determine and discuss the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute. Therefore, the investigation was done among the MBA students at Selected Private Higher Education Institute, to collect the data required to draw conclusions.

1.4. Delimitations of the study

It may be associated with following delimitations with this research.

- a) It may be difficult to obtain accurate data and spontaneous responses from respondents.
- b) Though the study focuses on the Work-Life Balance among part time postgraduate students in Sri Lanka with special emphasis to MBA Students at

Selected Private Higher Education Institute, there are many other known universities and institutions which conduct MBA programs in Sri Lanka. Due to involvement with other various unavoidable tasks and duties, it did not permit sufficient time and convenient approaches to collect data and relevant information from those institutions. Furthermore, the above constrains resulted self to limit findings only with Selected Private Higher Education Institute to very satisfactory level due to its well-organized systems, techniques and supportive staff.

1.5. Chapter profiles

This study consists of seven chapters as follows:

The first chapter of the study provides the background and overview of the study. Justification of the study clearly signifies the importance of this study. The scope of the study, limitations of the study and chapter profiles is introduced under this chapter.

The second chapter describes the background of the study with literature. In this chapter it provides a review of the literature on work -life balance, factors determining the work life balance, work responsibilities, workload, work life boundaries and academic commitment. According to that, the objectives of the study are developed to address the research questions.

The third chapter has been designed with the intention of introducing, describing and justifying the method employed to investigate the research questions. This chapter consists of the conceptual framework, hypotheses development, research design/ methods, population and sample of the study, design of data collection instruments for the study, role of the researcher, validity and reliability of pilot study, generalizability, ethics and data analysis techniques.

The fourth chapter presents the data under five sections which are field results of work -life balance, field results of work responsibilities, field results of workload, field results of work life boundaries and field results of academic commitment.

The fifth chapter intends to discuss the results of the data analysis to address the objectives of this study. It consists of missing analysis, reliability and validity of the final data, identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, examine the impact of key determinants of work life balance on academic commitments of MBA students at

Selected Private Higher Education Institute, and, identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute.

The chapter six is a re-visitation of objectives, summary of findings, contribution to knowledge, suggestions for further improvements and personal reflections of the author.

The chapter seven determines and discusses the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter provides a critical review on the theoretical empirical research findings in the background of the study and areas of work-life balance. Furthermore, it analyses the previous literatures according to the research objectives of the study. In this chapter it provides a review of the literature on work-life balance, factors determining the work-life balance, work responsibilities, work load, work life boundaries and academic commitment. According to that, the objectives of the study are developed to address the research questions.

2.2. Background of the study

Is with regard to conflict between paid work and study. An important aspect of relationship between work and non-work life is the conflict between one's work and other life roles. Further, the conflict between work and family has been focused upon over many research and theory building. As defined by Greenhaus and Beutell (1985), work-family conflict is a "form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" as an example. Whilst the primary domains in adult life being work and family, it has also been developed and tested by researchers' various models of the antecedents such as e.g. work hours, number of children etc, and consequences such as absenteeism, low job satisfaction etc... of work-family conflict. A useful basis for this development has been provided by the relevant literature to work-family.

The University of Melbourne carried out a survey of students who are enrolled in the post-practicum years of the Property and Construction degree course. There it was reported by the students that they spend more time on working hours in paid work each week than they spent at university, and it was found that these students to have very high levels of burnout when compared to professional samples. More research is essential to properly identify the causes and consequences of student burnout. It was observed of an inversely proportional relationship between the time involvements on paid work to the time involved in the university. However, the amounts of time spent for paid work and study are two different issues and are unrelated to work-university

conflict. The work-university interface was found to be asymmetrical in that to the relationship between time spent on paid employment where is a satisfaction with paid employment to have found positive while there was an inverse relationship between time spent at university and satisfaction with university life.

Strategies to stabilize this imbalance related to student's pessimistic feeling about the value of university involvement in the post-practicum years, the bitter feeling developed of the time demands of university and how they seek to minimize the time spent on the university campus are considered (Lingard, 2007).

When discussed about the organizational performance, many a number of research work has highlighted the importance of work life balance. It shows that work autonomy, fairness of rewards, work-family conflict, family responsibility etc... have assumed special importance, and are consistent with the trend towards providing more autonomy to employees among the variables that have been studied. A number of researchers have attempted to identify the predictors and antecedents of this construct (David, Chandran & Sathishkumar, 2012), since work life balance being an important indicator of a professional's health and wellbeing.

A web-based survey to compare levels of study stress, burnout, alcohol habits and depression among medical and business students has been conducted. There it was noted that business students have scored higher on several study stress factors and on disengagement from their studies (Dahlin, Nilsson, Stotzer, & Runeson, 2011). Working full-time and simultaneously pursuing a part-time study could in particular be a difficult coping up issue for many individuals where some of whom may experience significant burnout, leading to underperformance, both, at work and with their studies.

According to Ali et al (2014), work life balance is managing various aspects of conflicts between the carrier life and family life. Furthermore, Benbasat et al (1987) has defined the work life balance as the balance between obligation and responsibilities in the work and family life. This has been further defined by Hassan et al (2014) as the balance between personal life and professional life without creating significant conflicts.

The findings of empirical literature clearly stated that there is a positive relationship between work life balance and employee productivity. According to Hassan et al

(2014), employers should design and practice work life balance programs such as providing a friendly working environment, sharing job responsibilities, maternity and paternity leaves, providing child care facilities, employee welfare facilities convenient transport facilities, providing insurance and medical benefits etc.. to improve the overall job satisfaction that leads increase in overall productivity. Nowadays, balancing work life is rather difficult while attending higher educational programs such as the one in subject. Some organizations provide carrier development opportunities to their employees in order to enhance knowledge and experiences as it can create a value addition to the work place (Lingard, 2007).

2.3. Work -Life Balance

There are a number of different strategies available for one to achieve work-family balance. Felstead (2002) cited by Perera and Opatha (2014) defined the work life balance (WLB) strategies as 'those strategies which improves the independence of employees in coordinating with the work and non-work aspects of their lives'. A work family conflict is influenced by behavior-based conflicts.

Via both, increased parental overload and increased family distress, work family conflict has a positive indirect effect on family to work conflict. Conversely, via increased work overload and increased work distress, family to work conflict has a positive indirect effect on work family conflict. High levels of parental overload and family distress therefore lead to elevated levels of family to work conflict (Frone et al., 1997).

Work-life balance has now become a heavily researched and studied area of interest. It, i.e. Work-life balance has always been a concern of those interested in the quality of working life and its relation to broader and a higher quality of life (Guest, 2002cited by Noor, 2011). The articulation or the clarity of work and life, cast as work-life balance, has become a key feature of much current government, practitioner and academic debate (Eikhof, Warhurst & Haunschild, 2007cited by Noor, (2011).

It is believed that balancing a successful career along with a personal or family life can be challenging and can be an impact on a person's satisfaction in their work and personal life's roles (Broers, 2005 cited by Noor, 2011).

As argued by Dundas (2008) cited by Noor, (2011) work-life balance is all about effectively managing the juggling act between paid work and all other activities that

are important to people such as family, community activities, voluntary work, personal development and leisure and recreation.

It is perceived as an important issue among workers world over, having the academics in higher education institutions (HEIs) included, the ability to balance between workplace's needs and personal life's needs (Mohd Noor, Stanton & Young, 2009 cited by Noor, 2011).

2.4. Factors determine the work life balance

According to empirical literature, work life balance of working professionals is dependent on several factors, and, here it is discussed three determinants out of them. They are work responsibilities, workload and work life boundaries.

2.4.1. Work Responsibilities

When persons are hired for jobs, their manager provides the them lists of their duties or tasks needed to be performed for everyone's best benefits, this process is also known as responsibilities. The manager tells a person that it is his job to ensure the tasks on the list are completed by due time. While you can be assigned a variety of responsibilities, whether or not you are accountable, depends on your character. A person who demonstrates accountability takes the hit if he or she doesn't complete the task on schedule. When the person refuses to be accountable, then he will try to put the blame on to someone else for the project's failure. When he demonstrates a willingness to not only ensure a job well done, but also to accept responsibility for the good or bad results, then they take their assigned duties seriously and go for the extra mile to make sure the work is done to the best that it can be (Abughosh, 2015).

Caprino (2013) state that people in general today possess outer "success", i.e. money, title, responsibilities, power, and authority though having worked with and studied thousands of professionals, what has been discovered in them is that, the one who has attained if fits or suits other's definitions of success, whilst it is not your own, and if it leaves you feeling empty and far from your best self, then it's not success, but sadness and disappointment. Or, you may have found fulfillment in your work, but if you're not earning the money you need to pay your bills, support your family, or live the life you long to, that's an unhappy career as well. So, fulfill the work responsibility is more of an importance.

Over a study on mature students distinguished a range of positive and negative factors affecting the decision to study among different categories of students (Osborne et al, 2004). They discovered that “delayed traditional students” if living with parents, they often benefit financially. It has been uniquely recognized that men’s lives are also gendered. Male breadwinners face gendered dilemmas (Osborne et al, 2004). “Careerists”, especially men with partners and children, experiences tension between study and family life as studying is addition to employment and therefore it is also time away from the family. When it comes to “Lone Parents” it showed that they juggle with responsibilities, the most between work, study and family, but also saw their children as the set of logical reasons for making the effort.

The convergence in men’s and women’s work and family demands should lead to a convergence in attitudes toward work and family responsibilities and feelings of work-family balance as how it predicts by “gender similarity “model, (Keene and Quadagno, 2004).

2.4.2. Work Load

Among the most often studied predictors of work-to family conflict (Ilies et. al., 2007), different constructs reflecting employees’ workload, such as the number of hours spent at work or perceptions of role overload, have been assessed.

Research on the effects of increased workload on various indicators of employee well-being, including work-family balance, has become increasingly important (Kossek & Ozeki, 1998), when given the substantial amount of time individuals spend working and the preponderance of dual-career families.

It was revealed that on intraindividual analyses, the employees' perceptions of workload predicted work-to-family conflict over time, even when having controlled for the number of hours spent at work. It also was showed, for workload to have influenced affect at work, which in turn influenced affect at home. Further, the employees' behaviors in the family domain (reported by spouses) were predicted by the employees' perceptions of work-to-family conflict and their positive affect at home was perhaps the most interesting finding in this study finally (Ilies et. al., 2007).

It also revealed as the results of the study that workload and job complexity have positive and significant impact on job stress, whilst job stress has a negative impact on job performance, whereas workload, job complexity and its outcome job stress

negatively affected by social support. Furthermore, it is found that stress is what mediates the performance and Workload, whilst workload lead to raise stress and decrease competency and it has a significant attention in literature (Shabbir and Naqvi, 2017).

2.4.3. Work Life Boundaries

On a brief overview of the trends making work—life boundaries, it has been assessed to have become increasingly important for the effectiveness of individuals, organizations, and society. National statistics in the United States of America (USA) suggest that growing numbers of employees worldwide are feeling or undergoing increased work—life stress and need improved, enhanced updated strategies for managing work—life relationships. An example could be that, on a “Families and Work Institute” study, it reports that 75% of parents who are engaged in working or employment say that they have insufficient time to devote for their children (or each other). Moreover, although women are in the workplace at historic levels, care-giving demands have not subsided or given sufficient consideration. It is assessed that half of all children will live and be bought up in a single parent household prior to reaching an age of 18. Need for the elder care is also increasing as the population grows and ages in many industrialized nations world over.

Furthermore, men also do desire opportunities to integrate work and non-work, as they are increasingly getting involved in aspect of care-giving. Studies also have revealed that many men seek improved work—life balance as much as women do. Work—life interest also spans the entire extent of generations.

Despite often being more connected than many older workers, according to a study by the IBM Institute for Business Value, it was found that despite often being more connected than many older workers, many members of the younger generations such as millennials (reaching young adulthood in the early 21st century) value drawing a line demarcation between work and non-work, so that they are able to enjoy a life outside the office.

It is known that research had showed managing work—life boundaries can provide a path to reduce role conflict and enhance the well-being of employees, teams, and organizations whilst most academic and business scholarship has focused on work-family conflict. It not only can reduce work—life conflicts when effectively managing

work—life boundaries, but also can reduce stress, mood disorders, burnout, addictions, and further, it can enhance the mental and physical health. Organizations often benefit as effectively managed work—life boundaries lead to employee or workplace satisfaction, i.e. higher employee engagement, reduced turnover, talent attraction, a more diverse workforce, and reduced health care and leave costs, as well as absenteeism. (Kossek, 2016).

2.5. Academic Commitment

It has been suggested by researchers that with individuals who are known to have committed to their major are on a more favorable path, or, prone to obtain a bachelor's degree (Goulet & Singh, 2002), indicating that academic major commitment is highly an important aspect of academic persistence.

It also raises concerns about students' mental health due to the possibility of excessive demands presented by the combination of paid work and study Rolfe (2002) cited by Lingard (2007) reports that The United Kingdom academics believe the excessive and unsocial hours of part-time work sometimes can lead to tiredness and depression among students. Furthermore, the issue of burnout in student samples has been investigated over several studies (Neumann et al., 1990 cited by Lingard, 2007). Because burnout is reported to be more prevalent among younger people than among those over 30 year or 40 years of age, and among highly educated compared to less educated people this research is considered pertinent (Maslach et al., 2001). It could be concluded that university students are a high-risk group for burnout as how it would be suggested over these findings. It was also found that burnout was associated with numerous stressors (a chemical or biological agent, environmental condition, external stimulus or an event that causes stress to other stages) inclusive of long hours engaged in practicum work, concern about academic grades, uncertainty about the future, low levels of control, less satisfaction with the balance between personal and professional life and low levels of support from peers and friends over a study conducted on medical students, Boudreau et al. (2004) cited by Lingard (2007). Furthermore, it worsened when students progressed through their degree course, as burnout was reported to develop progressively during the course of their medical education.

It has been suggested by researchers that burnout is predicted by long hours, subjective overload (the feeling of having too much to do within the available window of time) and the requirement to fulfill the demands of conflicting roles (Schaufeli and Enzmann (1998) cited by Lingard (2007).

2.6. Work Responsibilities will have an effect on Work Life Balance

As per what was found out by Keene and Quadagno (2004), the greater the demands from work, it is less likely an individual is to feel balanced. People are susceptible to feeling that they are unable to maintain balance in their lives when it is discussed in the category of people who work long hours and people whose work responsibilities intrude into family life. It was identified that while engaged in their studies, many students were either juggling extensive labor market commitments or childcare and domestic responsibilities.

It has become a challenge for the people in many professions (Perera and Opatha, 2014), when balance between the family responsibilities and work responsibilities comes in phase. As it is discussed by Makururi and Ngari (2014), work life balance is significantly affected by work involvement and job commitment. These two may negatively affect work life balance of employees. With higher studies, it is very difficult to manage work responsibilities, and as a result, employees can be easily exhausted and de-motivated. On the other hand, Kumari (2012) stated that there will be negative work life balance when there are conflicting demands between work responsibilities and other obligations. Therefore, the researcher intends to test whether Work Responsibilities will have an effect on Work Life Balance.

2.7. Workload will have an effect on Work Life Balance

As revealed by individual analysis, employees' perceptions of workload predicted work family conflict over time, even when controlling for the number of hours spent at work. Furthermore, workload also influenced 'affect at work', which in turn influenced 'affect at home' (Ilies et. al., 2007). Moreover, it was also noted by him that workload (both in terms of hours worked and employee perceptions of workload) was related to negative affect (both at work and at home) and employee perceptions of work family conflict.

Kumari (2012) defined workload as the quantity of physical and mental work that can be handled by a person without endangering his or her health and safety. Over

workload automatically will create high job pressure and dissatisfaction. Consequently, if the workload is in an unmanageable level, the employee can simply move into the situation of work life imbalance. Therefore, the researcher intends to test whether Workload will have an effect on Work Life Balance.

2.8. Work Life Boundaries will have an effect on Work Life Balance

Work life boundaries are created by social and cultural factors of a country. In western countries, it can be seen more flexible work life boundaries when compared with Asian countries. Especially, people who are living in Asian countries are not in a favorable state to live an individual life away from their families and relatives. Therefore, the professionals in these countries have to face a huge work pressure because it is demanded to make a fruitful relationship with the family circle. However, most of the westerners can maintain their lives as how they desire.

Meantime, all boundaries which are created to achieve and organize, and well controlled environment were socially embedded on shared values, both are from work and home cultures. The meaning work-life interface outlines the perception and acceptance of work-life needs and resources. and it enacts the coping efforts to manage and maintain work-life boundaries (Euram, 2013).

Usually employees are bound to differ in their approaches when it comes to separating or balancing work from other domains. Certain employees for instances, prefer to set firmer boundaries between work and non-work which can be referred to as “segmenting”. Segmenters, as a result are likely to report lower work-life conflict. And, they are also likely to experience less in positive consequences of becoming satisfied from work to home when compared with the employees who do more integration across work-life boundaries (Rife & Rife, 2015).

It is likely that the employees are follow the rules in the event the management imposes limits, boundaries use of emails permitted only till 8 pm. It can be important for large-scale actions such as family-friendly benefits and policies targeted towards work-life balance, but it should not be ignored of the importance of small-scale, subtle (yet crucial) efforts such as day-to-day support from supervisors and coworkers to promote work-life balance within the organization. Leaving the of organizational policy aside, the most effective motivator of an employee is work-life balance may be

how well the surrounding manager and coworkers balance their own work and life demands (Rife & Rife, 2015).

If the event of one failing to manage the boundaries between work and personal life, then, it is likely that their work-life balance to get affected. As boundary control has been found to be more important for both work-family conflict and work-life balance than whether the individual prefers to segment or integrate work and personal life a main effect of boundary control on work-life balance is expected (Mellner, Aronsson & Kecklund, 2014).

In view of above, it can be put together that work life boundaries and limitations to an employee may severely effect maintain a regular work life balance. Therefore, the researcher intends to test whether work Life Boundaries will have an effect on Work Life Balance.

According to above discussions, it can be clearly identified that work life balance of an employee/professional is made by work responsibilities, work load and work life boundaries. Consequently, these three variables should be essentially studied in order to identify and analyze work life balance of all professionals.

2.9. Work Life Balance will have an effect on Academic Commitment

As per what Markel and Frone (1998) suggested, in adolescent life, work and education are likely to be primary life domains. Furthermore, it is positively associated with a sense of conflict between work and education among adolescents and young adults as it was indicated over empirical evidence on the number of hours worked or spent in paid employment each week (Markel and Frone, 1998). It has demonstrated over Empirical research that inter-role conflict is a stressor which is consistently associated with negative consequences for individuals' well-being and performance.

According to research carried out in Britten it suggests that university students experience above average levels of stress as a result of experiencing difficulty in balancing work and study (Humphrey et al., 1998 cited by Lingard, 2007), whilst the other studies reveal high levels of stress in university students (Cotton et al., 2002). Furthermore, it was also reported by Markel and Frone (1998) that work-school conflict is inversely related to school readiness and academic performance.

Academic commitment is needed for the success of studies in all levels inclusive of school education, undergraduate and postgraduate studies. However, postgraduate studies are completely different than the former two because students have to balance their studies with work responsibilities. Consequently, academic commitment may significantly be affected by work life balance of postgraduate students who are following their studies in part time basis. (Lingard, 2007).

Therefore the researcher intends to test whether Work Life Balance will have an effect on Academic Commitment

2.10. Work Responsibilities will have an effect on Academic Commitment

As revealed by Reay et al. (2002), adult learners who do not succeed in their studies tend to put the blame on to other responsibilities such as work load and family issues and commitments. According to a study which was done in Ghana among the part time MBA students in a local university, there was a negative relationship between work responsibilities and academic commitment. This means, professionals were unable to manage their studies with the responsibilities at their work places (Agyapong and Owusu-Ansah, 2012).

Any postgraduate educational program is in general known to be a time consuming and a commitment demanding leaning item, whilst an individual's emotional and social lives continue, and, the demands made by family and employers triggers new demands and new interests to emerge.

The one suffers through certain other complicating issues such as financial difficulties, being away from home, taking ill etc.. or having to undertake fresh responsibilities, it is obvious and surely understandable and acceptable that him /her to find it hard to progress through the respective study program (The university of Melbourne, n.d.).

It had been indicated by experience that finding time to participate in additional activities outside the ongoing and demanding commitment, to encounter various difficulties to many indigenous postgraduate students, whilst some of them who may also have community and family responsibilities that require a substantial time commitment or allocation (Trudgett, 2011).

In view of above, it clearly indicates, also along with the researcher's personal experience to have undergone numerous physically and mentally uncomfortable situations that work responsibilities to have an effect on one's academic commitment.

Therefore the researcher intends to test whether Work Responsibilities will have an effect on Academic Commitment.

2.11. Work Load will have an effect on Academic Commitment

It suggests by the unexpected workload, that students were not necessarily be given enough information about their course and the workload in advance and prior to commencing their course. Furthermore, the students could be offered help and support by HEIs (higher education institutions) by providing them with time management guidance and/or techniques and study skills, and, indeed many courses designed for part-time students incorporate such skills for mature learners, either as an integral part of the course or as add-ons (Callender and Wilkinson, 2012).

Though a majority of students surveyed yet engaged on their study programs while most of those who are not studying yet, intend to return to study within the next three years, therefore, it is not possible to say if students have dropped out or stopped their study programs. For part-time students on modular courses stopping out is potentially easier as they can accumulate credits on a part-time basis and is likely to be a useful option for students who have other substantial and fluctuating work and family responsibilities (Callender and Wilkinson, 2012).

Noor (2011) stated that students and academics were unable to manage their academic requirements due to the heavy workload at their work places. Consequently, it was observed a negative relationship between workload and academic commitment.

Therefore, the researcher intends to test whether Work Load will have an effect on Academic Commitment.

2.12. Work Life boundaries will have an effect on Academic Commitment

High work life boundaries may affect negatively with academic commitment of part time post graduate students, therefore, flexible work life boundaries such as cultural restrictions, requirements of family, commitments to family, restrictions in the society etc...may have a negative impact on the academic study involvement (Agyapong and Owusu-Ansah, 2012).

In general, few of the common boundaries the researcher is obliged to abide with, matters concerning the relatives, friends, loved ones' their weddings, birthdays, or other similar events and functions, and, funerals etc.. attending to children's school

various functions and events, being more close to them with their educational issues, etc.. then work place limitations, time rules, and other relevant issues related standards maintenance etc.. when compared with other parts of the world where the researcher had lived, worked and had undergone various educational and training programs in various universities and institutions had huge differences namely cultural and behavior of personal, and processors and systems. There, the people, students appeared with less stress, along with very much less complicated systems and processors, hence it indicated an increased academic commitment and self-responsibility and motivation.

Therefore, the researcher intends to test whether Work Life boundaries will have an effect on Academic Commitment.

2.13. Research Questions

1. What factors may determine the work life balance of MBA students?
2. Is there any relationship between work responsibilities and academic commitments?
3. Is there any relationship between work load and academic commitments?
4. Is there any relationship between work life boundaries and academic commitments?
5. Is there any relationship between work life balance and academic commitments?

2.14. Objectives of the Study

- a) To identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute
- b) To examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute
- c) To identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute
- d) To determine and discuss the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute

CHAPTER THREE: METHODOLOGY

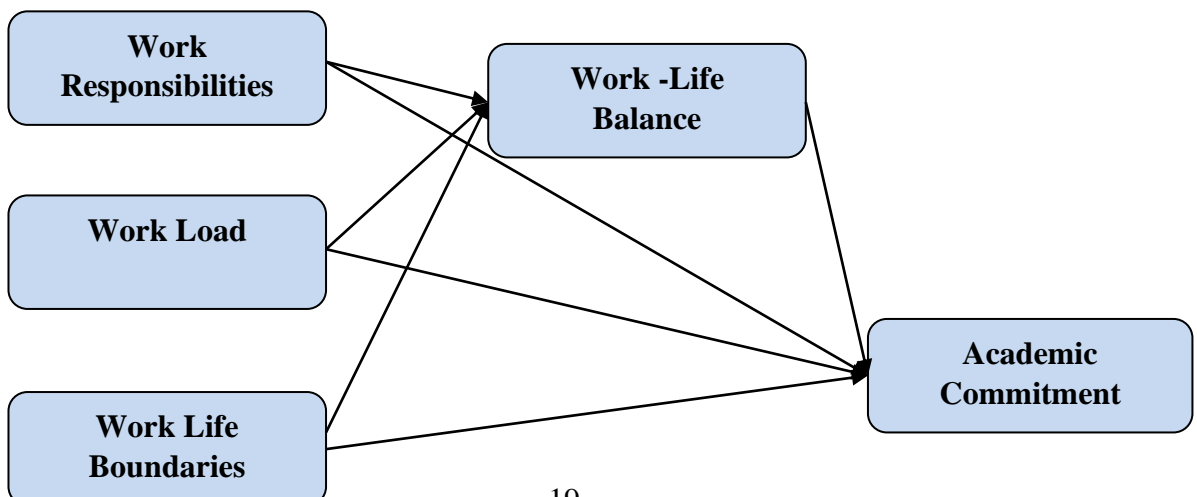
3.1. Introduction

This chapter has been designed with the intention of introducing, describing and justifying the method employed to investigate the research questions. This chapter consists of the conceptual framework, Operationalization, hypotheses development, research design/ methods, population and sample of the study, design of data collection instruments for the study, role of the researcher, validity and reliability of pilot study, generalizability, ethics and data analysis techniques.

3.2. Conceptual framework

After identifying independent and dependent variables through the review of literature, the next step is to synthesis all these key variables under the conceptual framework.

Kumari (2012) stated that there will be negative work life balance when there are conflicting demands between work responsibilities and other obligations. If the workload is in an unmanageable level, the employee can simply move into the situation of work life imbalance Kumari, 2012). Work Life Boundaries will have an effect on Work Life Balance (Hofstede and Peterson, 2000). Academic commitment may significantly be affected by work life balance of postgraduate students who are following their studies in part time basis. (Lingard, 2007). There was a negative relationship between work responsibilities and academic commitment Agyapong and Owusu-Ansah, 2012). Noor (2011) stated that students and academics were unable to manage their academic requirements due to the heavy workload at their work places. High work life boundaries may affect negatively with academic commitment of part time post graduate students (Agyapong and Owusu-Ansah, 2012).



3.3. Operationalization

As operationalization was one of the crucial components in the implementation of this research, the technique used to collect the research data was a questionnaire. This emphasizes the need felt for several careful steps under development and validation. Accordingly, the paradigm used for the construct measurement is given below.

Table 3-1; Operationalization

CONCEPTS	VARIABLES	INDICATORS	MEASURABLES	
			Research Questions	
Determinants of work life	Work Responsibilities	<ol style="list-style-type: none"> 1. There are a lot of ideas, procedures, regulations in my job 2. Work involvement is very high in my profession 3. I have to work long working hours per day to fulfill my responsibilities 4. My job is very stressful due to high responsibilities 5. The employees' job responsibilities are not clear 	2. Is there any relationship between work responsibilities and academic commitments?	.What factors may determine the work life balance of MBA students?
	Work Load	<ol style="list-style-type: none"> 6. I have to bear a heavy work load every day. 7. The workload is emotionally challenging to maintain my work 8. The employees are not paid a fair amount for the work they do 9. The work procedures and reporting relationships are very strict in my work place 10. The working conditions are not clear and flexible 	3. Is there any relationship between work load and academic commitments?	
	Work Life Boundaries	<ol style="list-style-type: none"> 11. Cultural barriers in my society has become a restriction to my work 12. The culture of my work place is very strict 13. My working organization is very hierarchical, regulatory and structured 14. My work role is less flexible 15. The management does not have proper understanding about cultural differences and expectations of employees 	4. Is there any relationship between work life boundaries and academic commitments?	

	Work-Life Balance	16. There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them 17. There is contribution to smooth running of family affairs 18. There is relationship with your close relatives 19. There is relationship with your close friends 20. Your superiors' and top management's view on your job performance is satisfied 21. There are no Complains from peers about your behavior at work 22. Client's contentedness about your performance in meeting their requirements 23. Being a role model to your subordinates to follow	5. Is there any relationship between work life balance and academic commitments?	
Perceptions towards Academic commitment	Academic Commitment	24. I attend/attended MBA classes regularly 25. I have sufficient time to complete MBA assignments and other academic related works 26. The management of my work place has a proper understanding about my MBA studies and commitment 27. My family members have a proper understanding about my MBA studies and commitment 28. I can satisfy about my achievements in MBA studies		

3.4. Hypotheses Development

This section provides a discussion on the hypotheses formulated for this study.

Hypotheses 1: Work Responsibilities will have an effect on Work Life Balance

Hypotheses 2: Workload will have an effect on Work Life Balance

Hypotheses 3: Work Life Boundaries will have an effect on Work Life Balance

Hypotheses 4: Work Life Balance will have an effect on Academic Commitment

Hypotheses 5: Work Responsibilities will have an effect on Academic Commitment

Hypotheses 6: Workload and will have an effect on Academic Commitment

Hypotheses 7: Work Life boundaries will have an effect on Academic Commitment

3.5. Research Design/ Methods

This research develops as a descriptive study based on hypothesis. Therefore, it is used “deductive reasoning” for the development of this study. For the data collection and data analysis, quantitative research techniques will be used (Bryman and Bell, 2015).

In this study, work responsibilities, workload, and work life boundaries are considered as “independent variables” whereas academic commitment is considered as the “dependent variable”. Work responsibilities, workload, and work life boundaries are considered as “independent variables” whereas work life balance is considered as the “dependent variable”. Work life balance is considered as “independent variable” whereas academic commitment is considered as the “dependent variable”.

3.6. Population and Sample of the Study

3.6.1. Population

As per the records of the institute, it has been commenced MBA programs since 2014. Accordingly, the total number of students registered for the MBA program since 2014 is 494. This figure is taken as the population of this research.

3.6.2. Sampling Method and Sample Size

According to the sample table which was designed by Krejcie and Morgan (1970), the relevant sample size for this study is estimated as 217 MBA students (refer annexure 1) which has been extracted by using stratified sampling method. Accordingly, the relevant sample from each batch has been selected as follows:

Table 3-2; Sample Calculation

No.	Batch Number	Total Number of MBA Students	Number of Students Taken as Sample
1	Sept 2014 001	22	4
2	Feb-2015-001	24	5
3	Feb-2015-002	12	2
4	Sep-2015-001	21	4
5	Sep-2015-001	14	3
6	Sep-2015-003	25	5
7	Feb-2016-001	51	10
8	Feb-2016-002	18	4
9	JUNE 2016 001	30	6
10	SEP-2016-001	45	9
11	SEP-2016-002	31	6
12	FEB - 2017- 001	24	5
13	FEB-2017-003	48	10
14	JUNE-2017-003	34	7
15	SEP-2017-001	33	7
16	SEP-2017-003	20	4
17	SEP-2017-003	42	9
TOTAL		494	217

Source: Information from institute's MBA Student Coordinator

3.7. Design of Data Collection Instruments for the Study

Primary data collection method is survey method with the support of a questionnaire given to sample MBA students of the institute. Secondary data will be collected from relevant journal articles and other publications. Research objectives fulfill by using Primary data which collected from questionnaire.

3.8. Role of the Researcher

Quantitative research is a formal, objective and systematic process which is designed to obtain quantifiable information about the research problem. Consequently, the researcher should design a questionnaire according to the research questions, objectives and hypotheses. Prior to collection of data from the entire sample of 217 MBA students, a reliability and validity test will be conducted among twenty respondents of the sample in order to ensure the reliability of questionnaire.

It is expected to distribute the questionnaire via email to collect data, and, subsequently the collected data will be analyzed by using statistical techniques. Finally, acceptance or rejection of hypotheses will be based on the analyzed data, and the outcome of this will help to achieve the objectives of the research.

3.9. Validity

Validity indicates the credibility or believability of research design and instruments. In this research, it is expected to use two types of validity assessments that are known as face validity and construct validity (Bryman and Bell, 2015).

Face validity is the basic most level of validity as it can be done by the researcher. Here, the researcher can get decisions over the validity of questionnaire design based on theoretical and empirical literature and the suitability and feasibility of the questionnaire will be tested with the support of three experts (lecturers and / or HR professionals) in the field. In the construct validity, researcher test Convergent validity and discriminant validity.

3.10. Reliability

Prior to commencement of data collection and analysis, the researcher will conduct the reliability test to examine the internal consistency of the questionnaire. As discussed above, 20 respondents will be selected for this purpose, and, their responses will be analyzed with the support of Cronbach Alpha statistics, and, according to the rule of thumb, the questionnaire will be reliable if the Cronbach Alpha value is 0.7 and above (Collis,& Hussey, 2009).

3.11. Generalizability

Generalizability or generalization refers the process of drawing a general conclusion from observations of the research. According to Sounders et al (2009), generalizability is the external validity of the research. Here, it is expected the generalization of research finding in a meaningful way. Findings of this research can be used to formulate policies and strategies of the higher education filed in order to maintain the work life balance of postgraduate students.

3.12. Ethics

Ethical consideration is very essential for all types of research studies in order to avoid negative impacts on any internal or external party of the organization (Sounders

et al, 2009). In order to maintain the ethical behavior of the research, it is expected to follow university guide lines, paraphrasing of existing literature, Harvard reference system etc..

With regard to any extracted information from journal articles, articles, books and publications, web sites, etc... to support this research report, in addition to them being paraphrased and / or having used the relevant ideas therein, the citations as well as the reference list inserted and included for the purpose of extending great respect to the ideas the respective authors have declared. Likewise, the researcher of this report abided to “intellectual property rights” law.

This research topic is decided by author on grounds of genuine experience when efforts made to performs office work and academic work along with balancing personal life, therefore strict and honest approaches are being made in collection of information, analyzing of data, and, on putting a huge number of extra hours of enhancing knowledge on the said title.

Furthermore, when collecting the data var a questionnaire, the purpose of this research was clearly and confidently disclosed to all respondents in order to avoid undesired conflicts, misunderstandings and uncertainties by individuals’ whist also ensuring of strict and foremost maintenance of confidentiality at all times where ever it may apply along with the following statement in the cover letter of the said questionnaire: “Gathering your responses shall only be used for my academic purposes and shall be treated with strict confidentiality” (see appendix 1).

Moreover, the researcher extends his appreciation, respects and thanks to everyone concerned for their various suggestions, valuable ideas, comments, support, and for sacrificing.

3.13. Data Analysis Techniques

At the end of fifth chapter it is expected to fulfill the research objectives; identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, and, identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute.

To identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, to examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, and, to identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute, researcher use correlation analysis and Chi-Square Tests.

CHAPTER FOUR: DATA PRESENTATION

4.1. Introduction

This chapter presents the data which had been collected and it provides the output of the statistical analysis. Under this section, Researcher discusses the Field results of Work -Life Balance, Work Responsibilities, Work Load, Work Life Boundaries and Academic Commitment with the aid of bar chart concept originated through IBM SPSS statistics 20 software (Statistical Package for the Social Sciences).

4.2. Field results of Work -Life Balance

4.2.1. WLB1: There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them

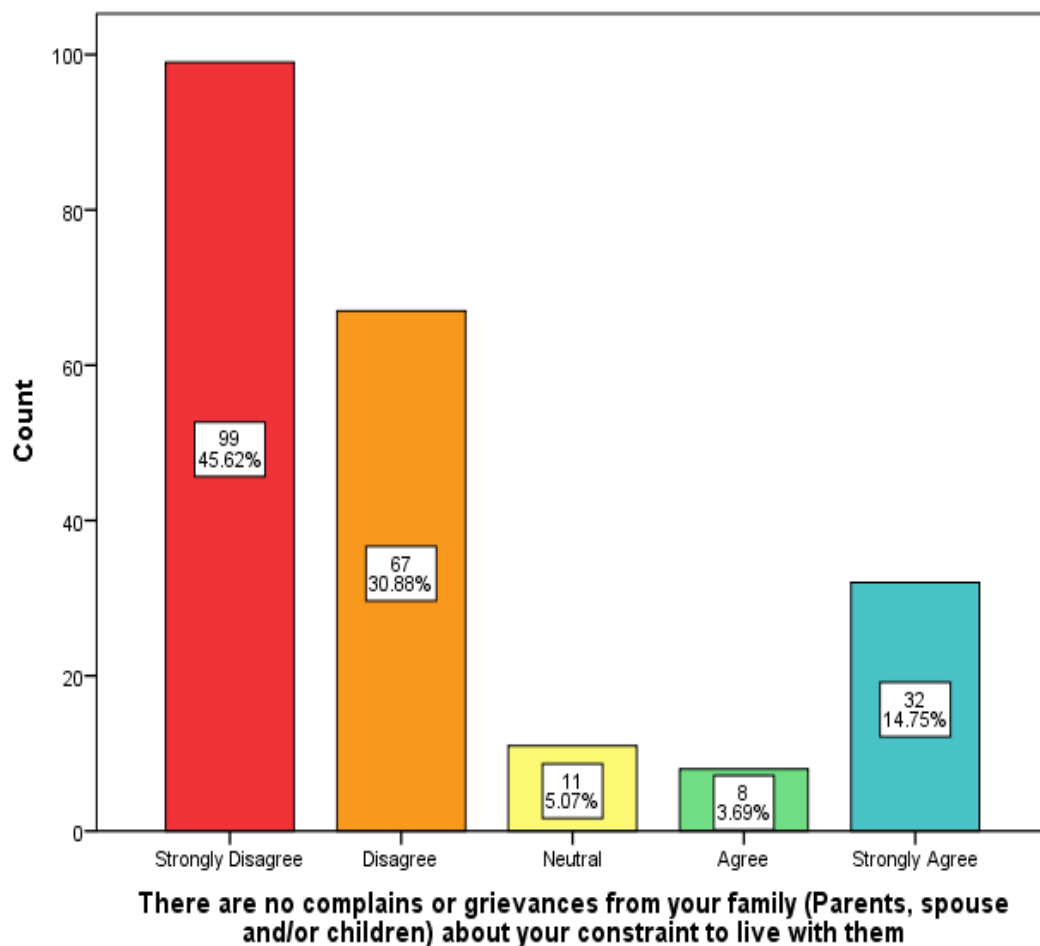


Figure 4-1; There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them

According to the above research data, it indicates that 45.62% of respondents strongly disagreed with this statement, and, another 30.88% has disagreed. Most respondents are perceived that there are complains or grievances from their families (Parents, spouse and/or children) about their constraint to live with them.

4.2.2. WLB2: There is contribution to smooth running of family affairs

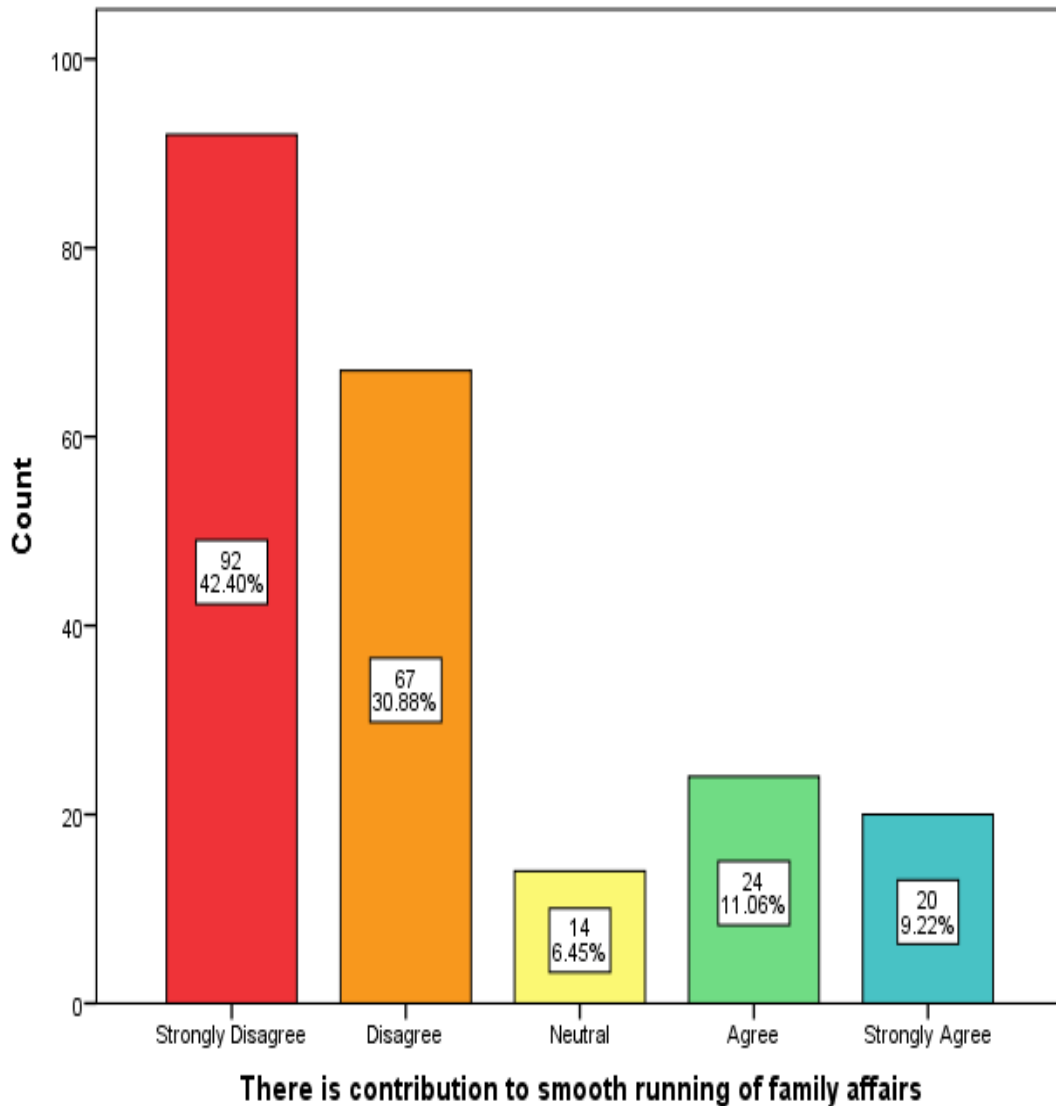


Figure 4-2; There is contribution to smooth running of family affairs

According to the above research data, it indicates that 42.40% of respondents strongly disagreed with this statement, and, another 30.88% has disagreed. Most respondents are perceived that there is no contribution to smooth running of family affairs.

4.2.3. WLB3: There is relationship with your close relatives.

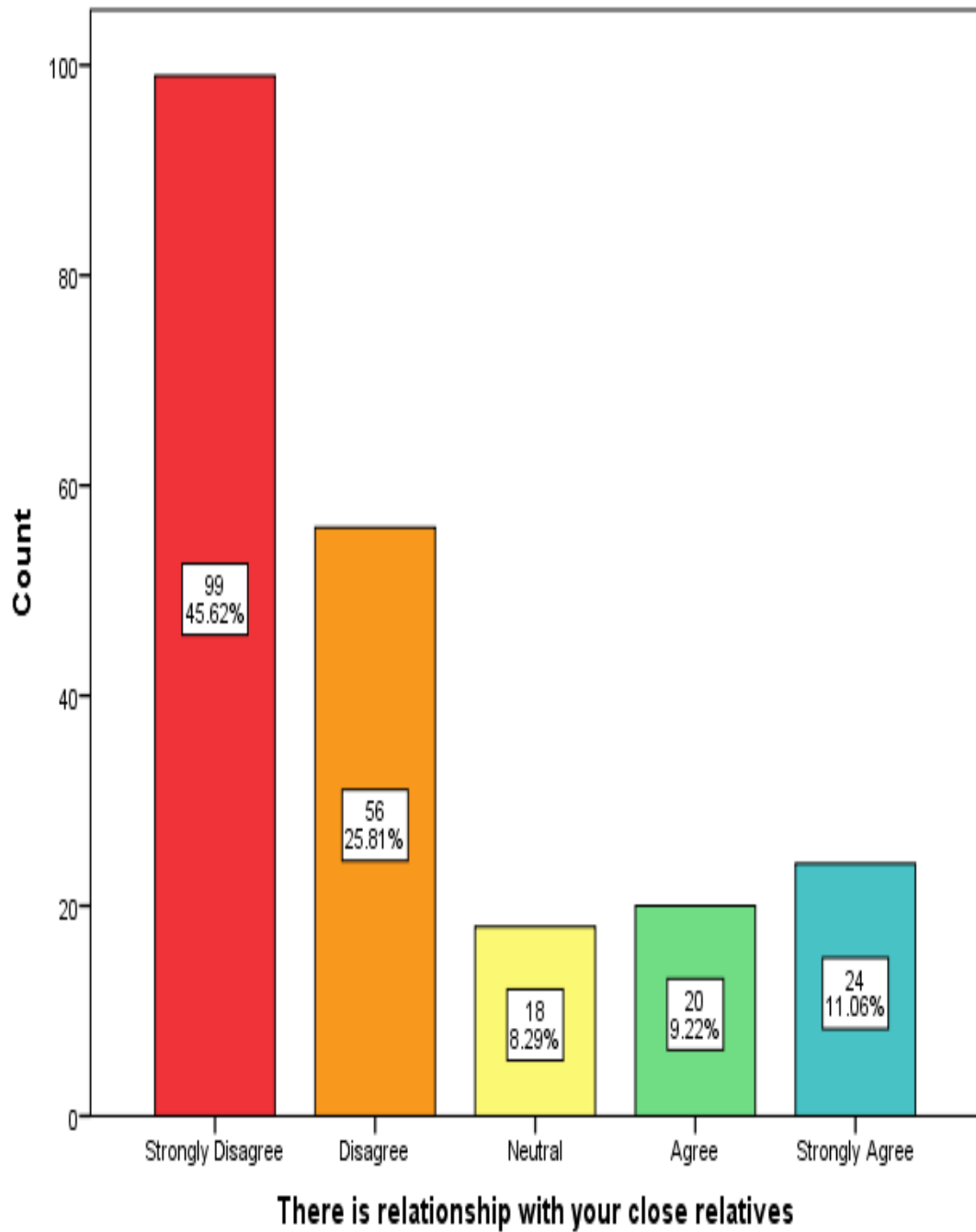


Figure 4-3; There is relationship with your close relatives.

According to the above research data, it indicates that 45.62% of respondents strongly disagreed with this statement, and, another 25.81% has disagreed. Most respondents are perceived that there is no relationship with their close relatives.

4.2.4. WLB4: There is relationship with your close friends.

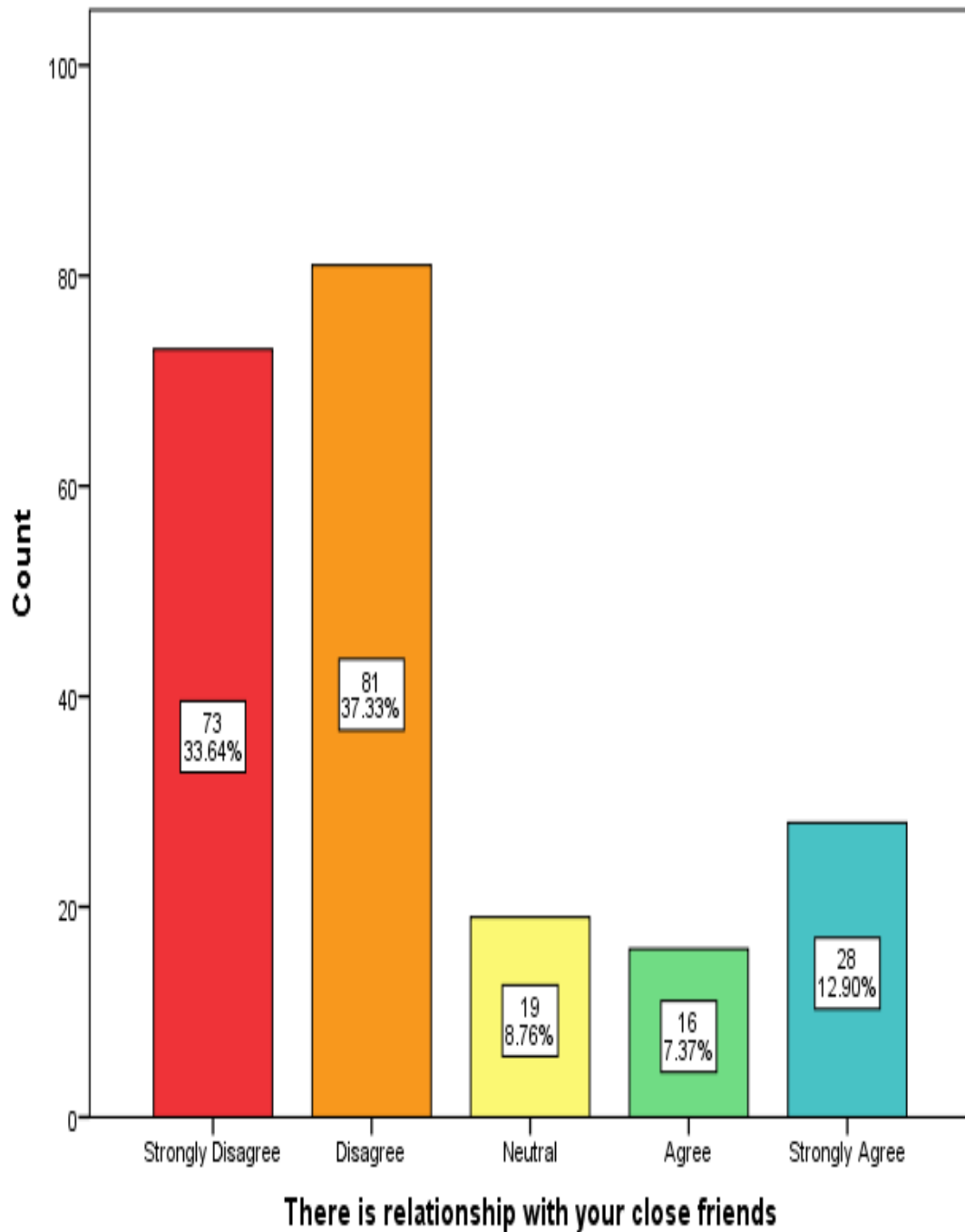


Figure 4-4; There is relationship with your close friends.

According to the above research data, it indicates that 33.64% of respondents strongly disagreed with this statement, and, another 37.33% has disagreed. Most respondents are perceived that there is no relationship with your close friends.

4.2.5. WLB5: Your superiors' and top management's view on your job performance is satisfied.

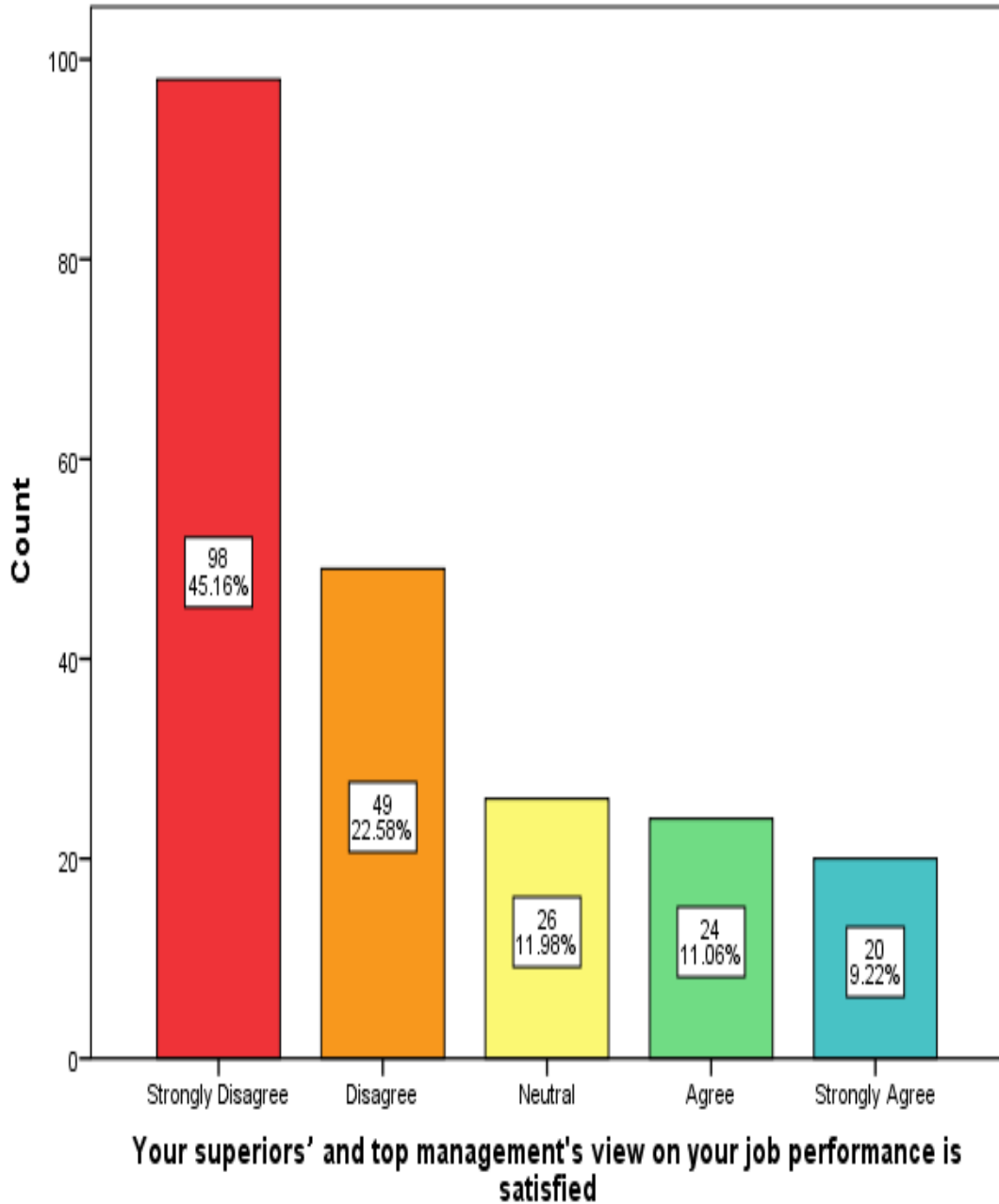


Figure 4-5; Your superiors' and top management's view on your job performance is satisfied.

According to the above research data, it indicates that 45.61% of respondents strongly disagreed with this statement, and, another 22.58% has disagreed. In view, most respondents are perceived that their superiors' and top management's view on their job performance is not satisfied.

4.2.6. LB6: There are no Complains from peers about your behavior at work.

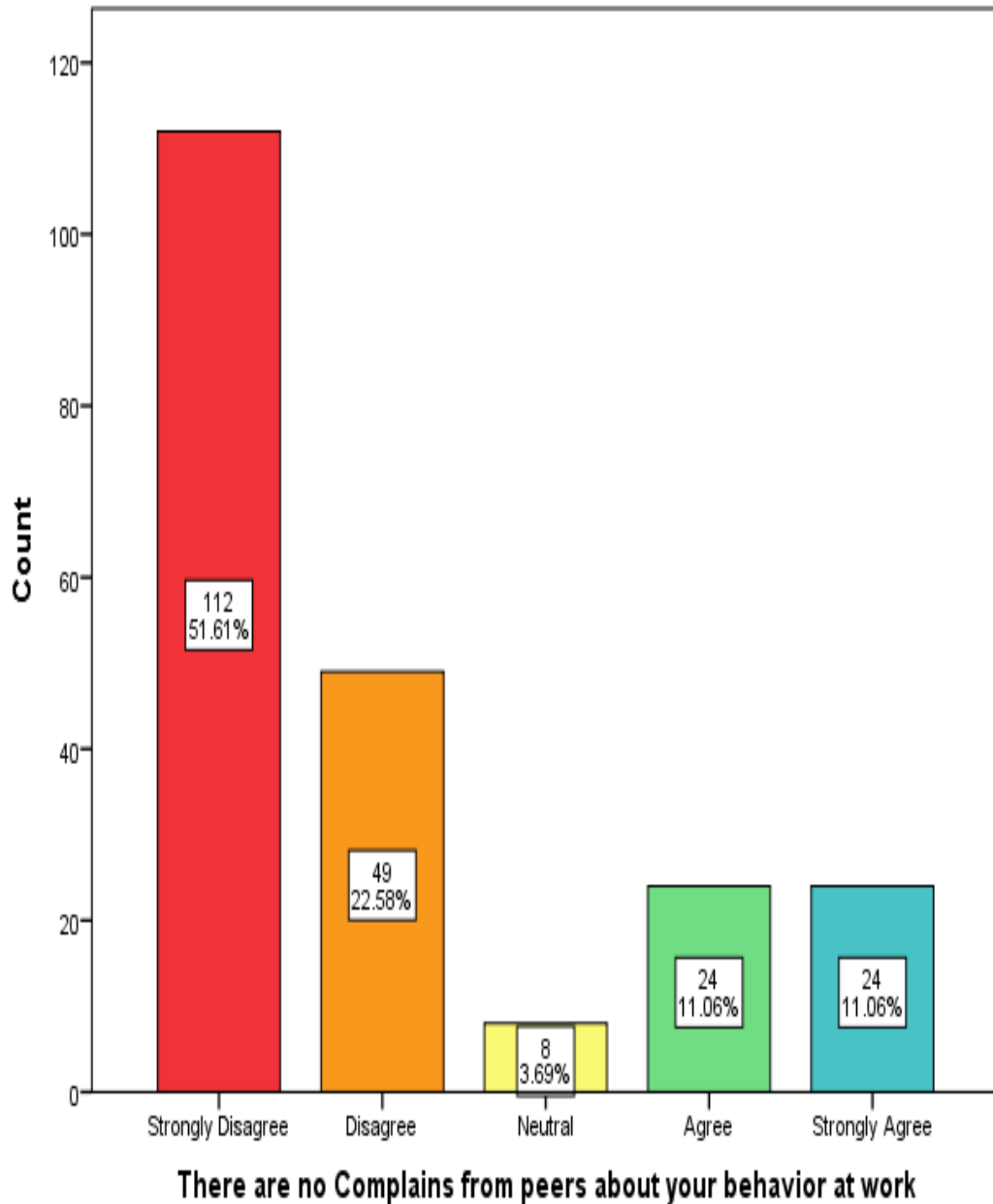


Figure 4-6; There are no Complains from peers about your behavior at work.

According to the above research data, it indicates that 51.61% of respondents strongly disagreed with this statement, and, another 22.58% has disagreed. In view, most respondents are perceived that there are complaints from peers about your behavior at work.

4.2.7. WLB7: Client's contentedness about your performance in meeting their requirements.

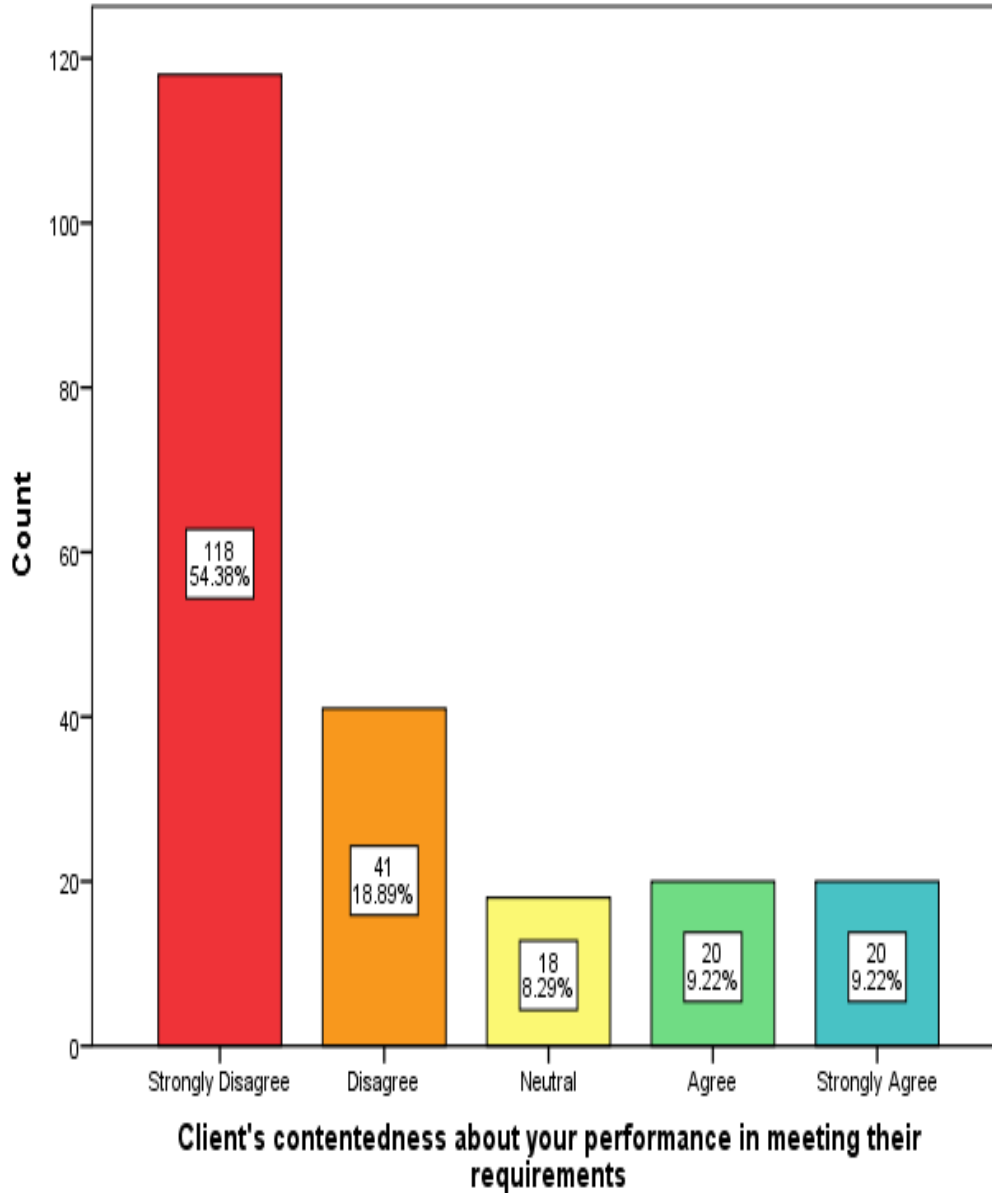


Figure 4-7; Client's contentedness about your performance in meeting their requirements.

According to the above research data, it indicates that 54.38% of respondents strongly disagreed with this statement, and, another 18.89% has disagreed. In view, most respondents are perceived that their client's contentedness about their performance does not meets their requirements.

4.2.8. WLB8: Being a role model to your subordinates to follow.

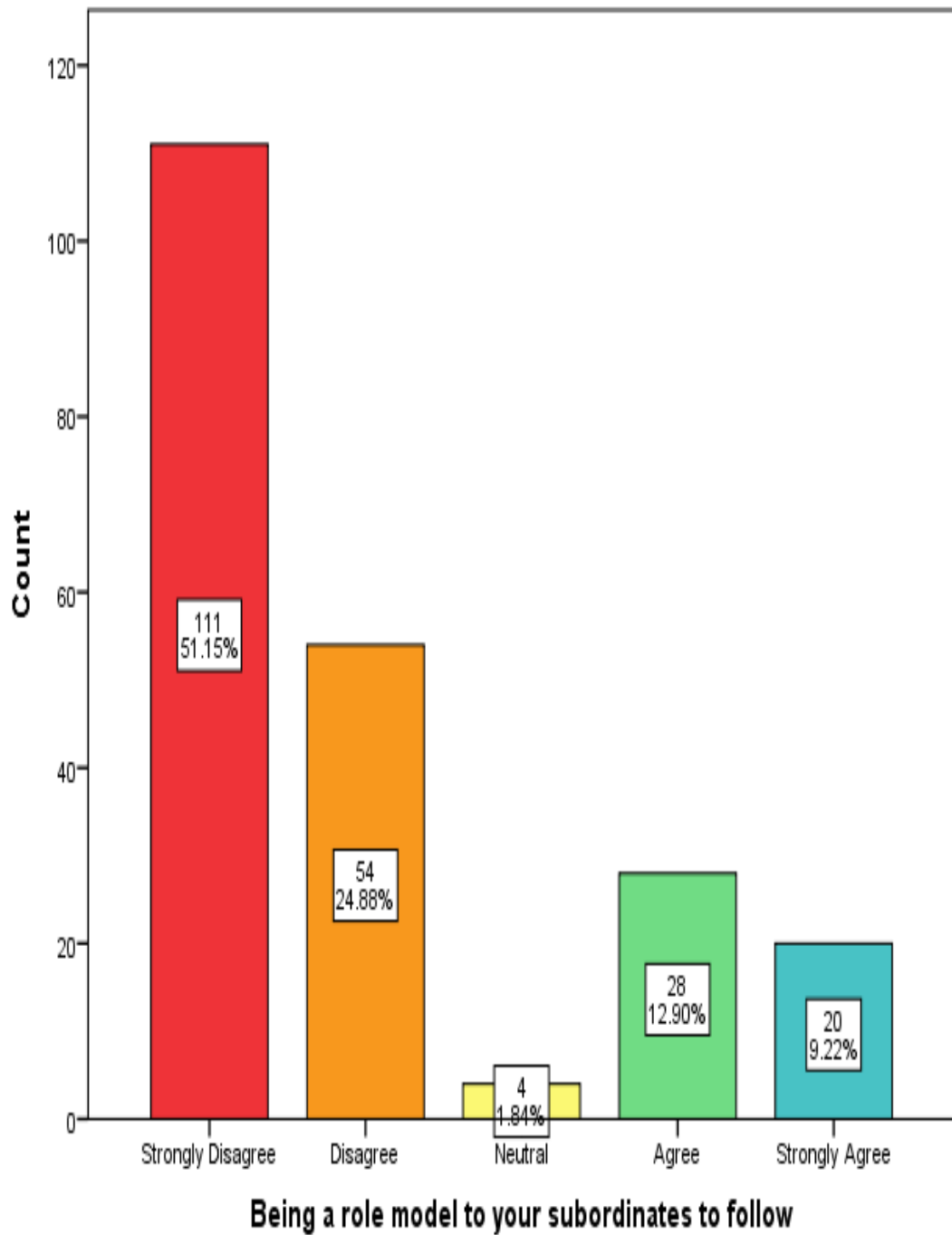


Figure 4-8; Being a role model to your subordinates to follow.

According to the above research data, it indicates that 51.15% of respondents strongly disagreed with this statement, and, another 24.88% has disagreed. In view, most respondents are perceived that they are not being role models to their subordinates to follow.

4.3. Field results of Work Responsibilities

4.3.1. WR1: There are a lot of ideas, procedures, regulations in my job.

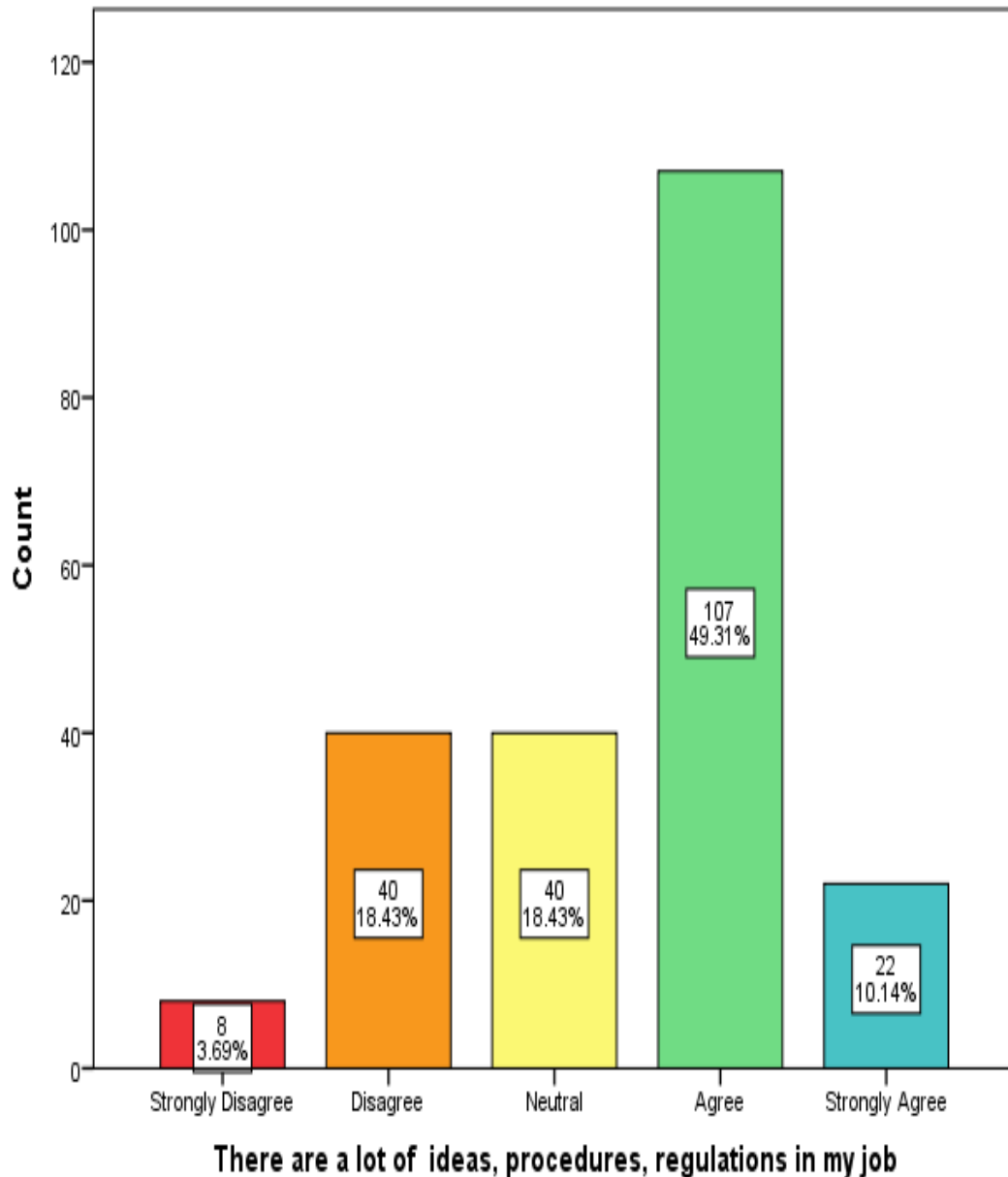


Figure 4-9; There are a lot of ideas, procedures, regulations in my job.

According to the above research data, it indicates that a majority or 49.31% of respondents agreed with this statement, and, another 10.14% has strongly agreed, whilst 18.43% in disagreement, and 3.69% in strong disagreement when 18.43% are in a neutral mindset. In view, it can be summarized that most respondents are perceived that there are a lot of ideas, procedures, regulations in their jobs

4.3.2. WR2: Work involvement is very high in my profession.

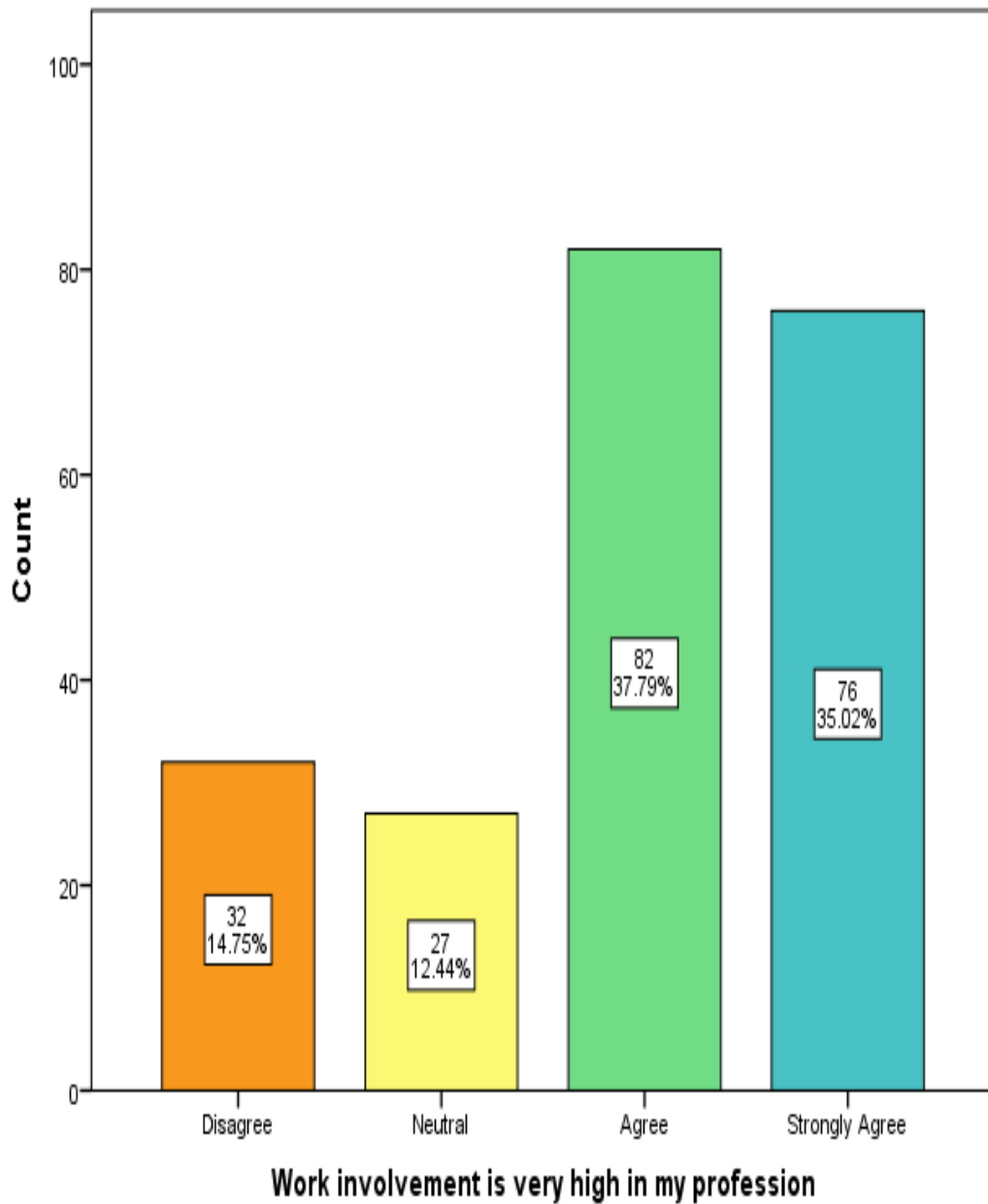


Figure 4-10; Work involvement is very high in my profession.

According to the above research data, it indicates that 35.02% of respondents strongly agreed with this statement, and, another 37.79% has agreed. In view, most respondents are perceived that their work involvement is very high in their professions.

4.3.3. WR3: I have to work long working hours per day to fulfill my responsibilities.

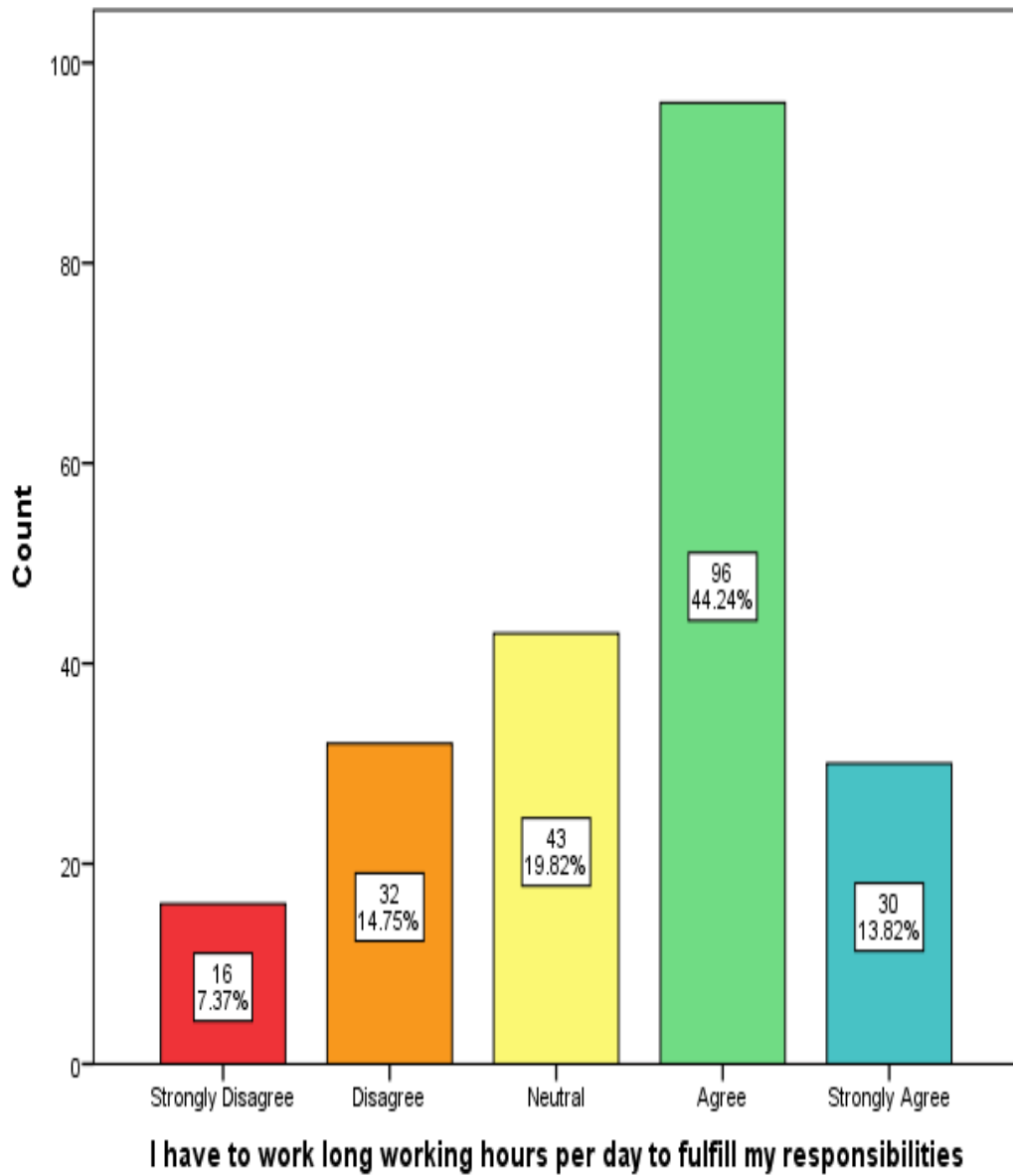


Figure 4-11; I have to work long working hours per day to fulfill my responsibilities.

According to the above research data, it indicates that a majority or 44.24% of respondents agreed with this statement, and, another 13.82% has strongly agreed, whilst 14.75% in disagreement, and 7.37% in strong disagreement when 19.82% are in a neutral mindset. In view, it can be summarized that most respondents are perceived that they have to work long working hours per day to fulfill their responsibilities.

4.3.4. WR4: My job is very stressful due to high responsibilities.

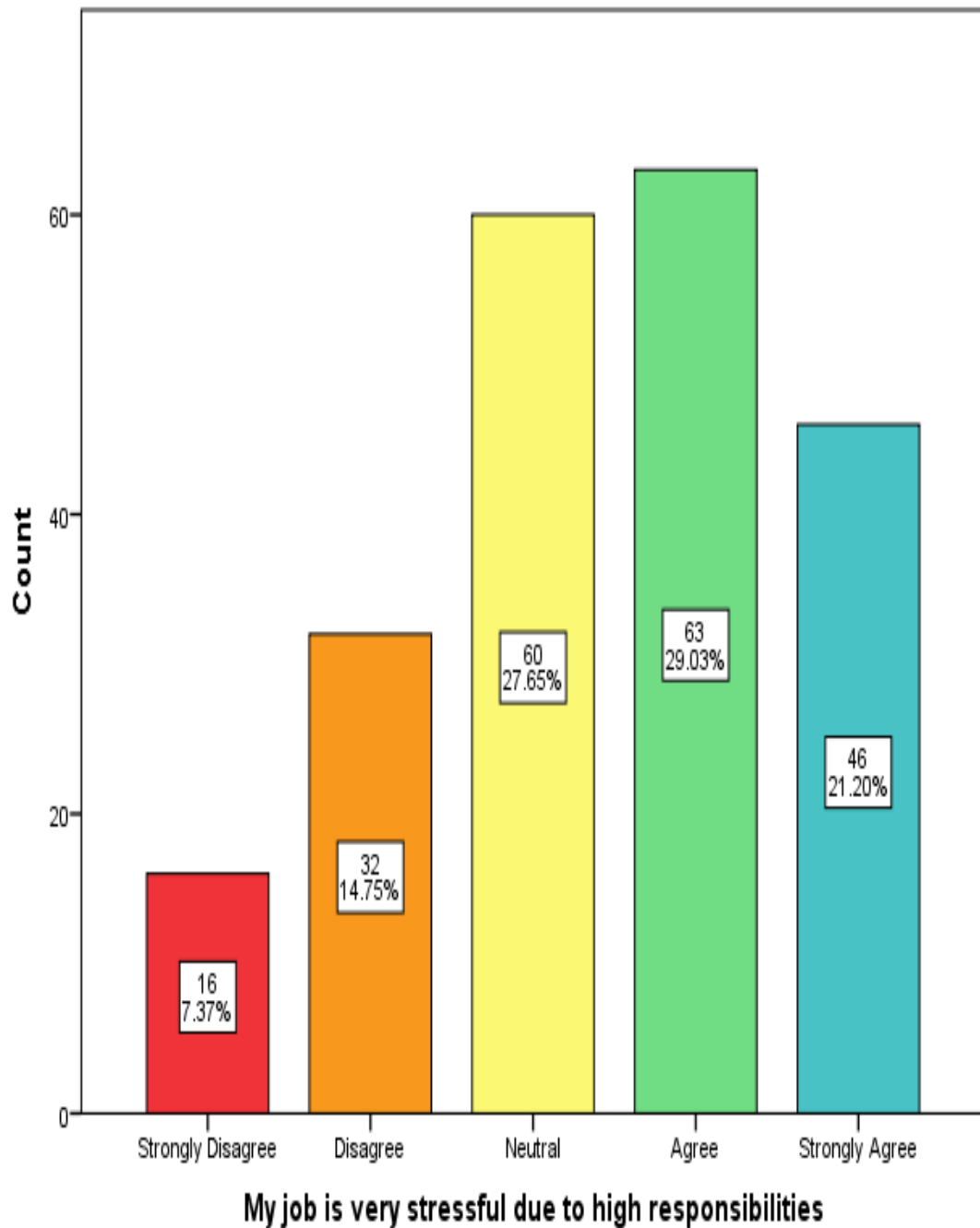


Figure 4-12; My job is very stressful due to high responsibilities.

According to the above research data, it indicates that a majority or 29.03% of respondents agreed with this statement, and, another 21.20% has strongly agreed, whilst 14.75% in disagreement, and 7.37% are in strong disagreement when 27.65% are in a neutral mindset. In view, it can be summarized that most respondents are perceived that their jobs are very stressful due to high responsibilities.

4.3.5. WR5: The employees' job responsibilities are not clear.

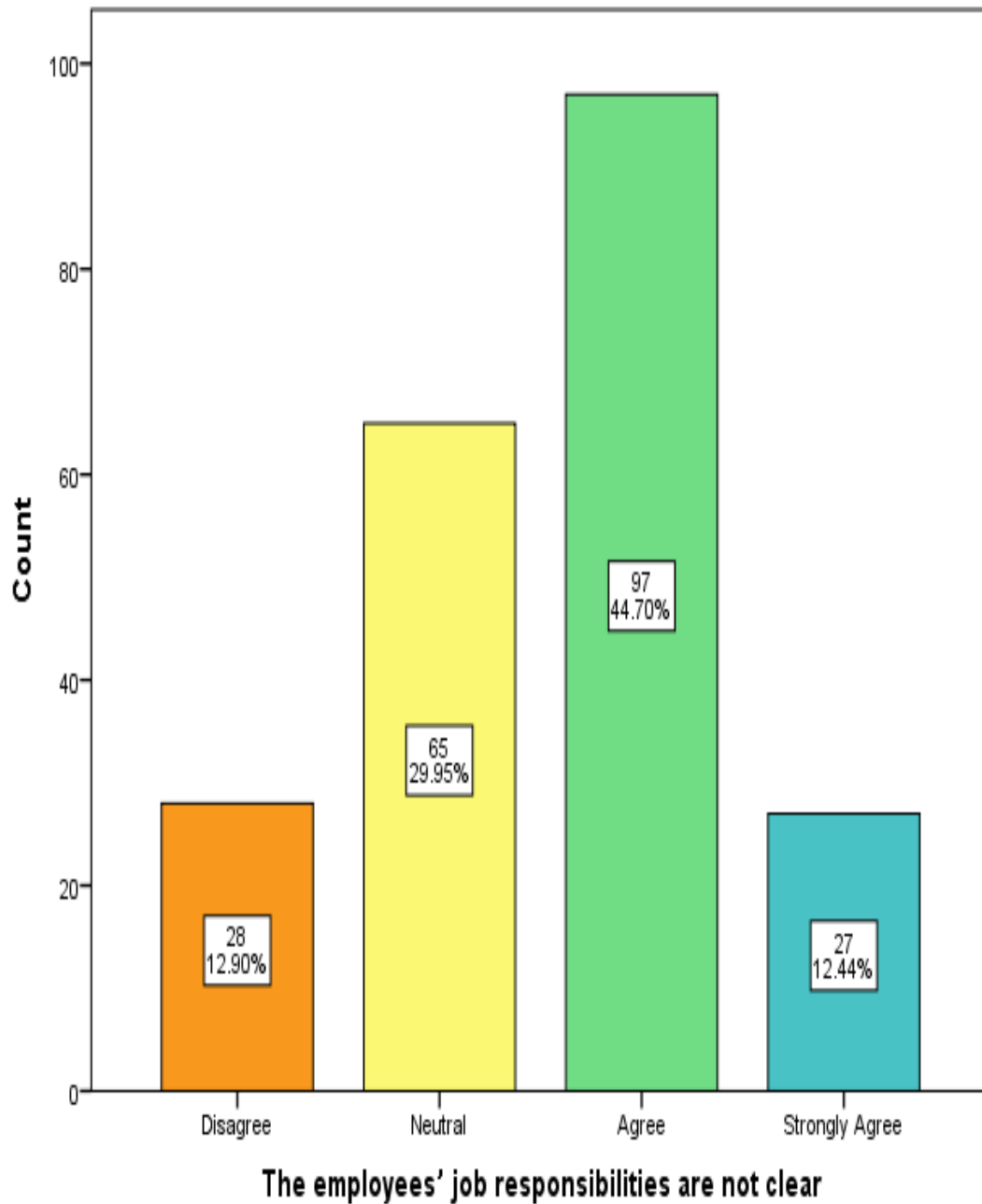


Figure 4-13; The employees' job responsibilities are not clear.

According to the above research data, it indicates that a majority or 44.70% of respondents agreed with this statement, and, another 12.44% has strongly agreed, whilst only 12.90% are in disagreement, when 29.95% are in a neutral mindset. In view, it can be summarized that most respondents are perceived that their employees' job responsibilities are not clear.

4.4. Field results of Work Load

4.4.1. WL1: I have to bear a heavy work load every day.

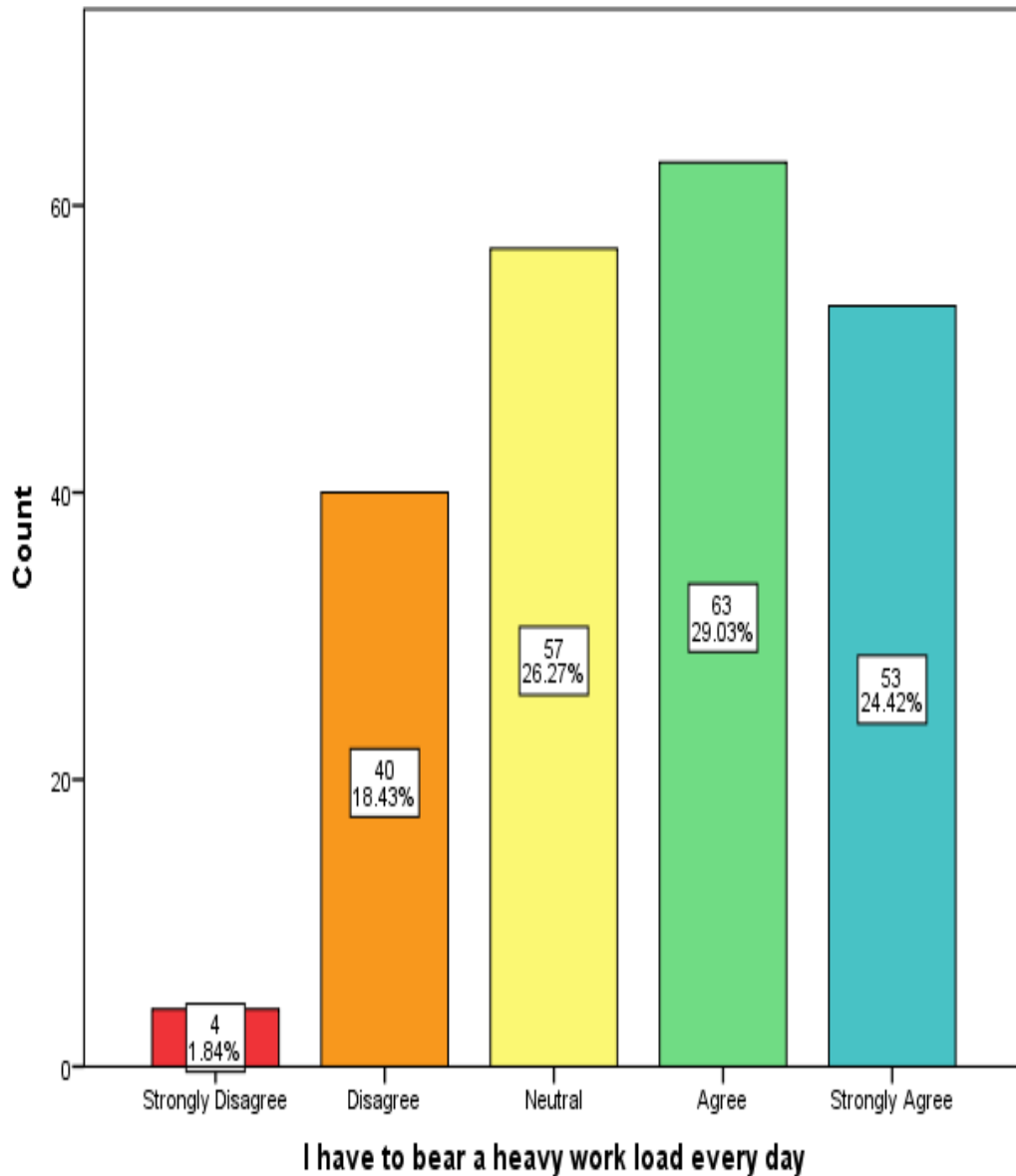


Figure 4-14; I have to bear a heavy work load every day.

According to the above research data, it indicates that a majority or 24.42% of respondents have strongly agreed with this statement, and, another 29.03% has agreed. In view, most respondents are perceived that they have to bear heavy workloads every day.

4.4.2. WL2: The workload is emotionally challenging to maintain my work.

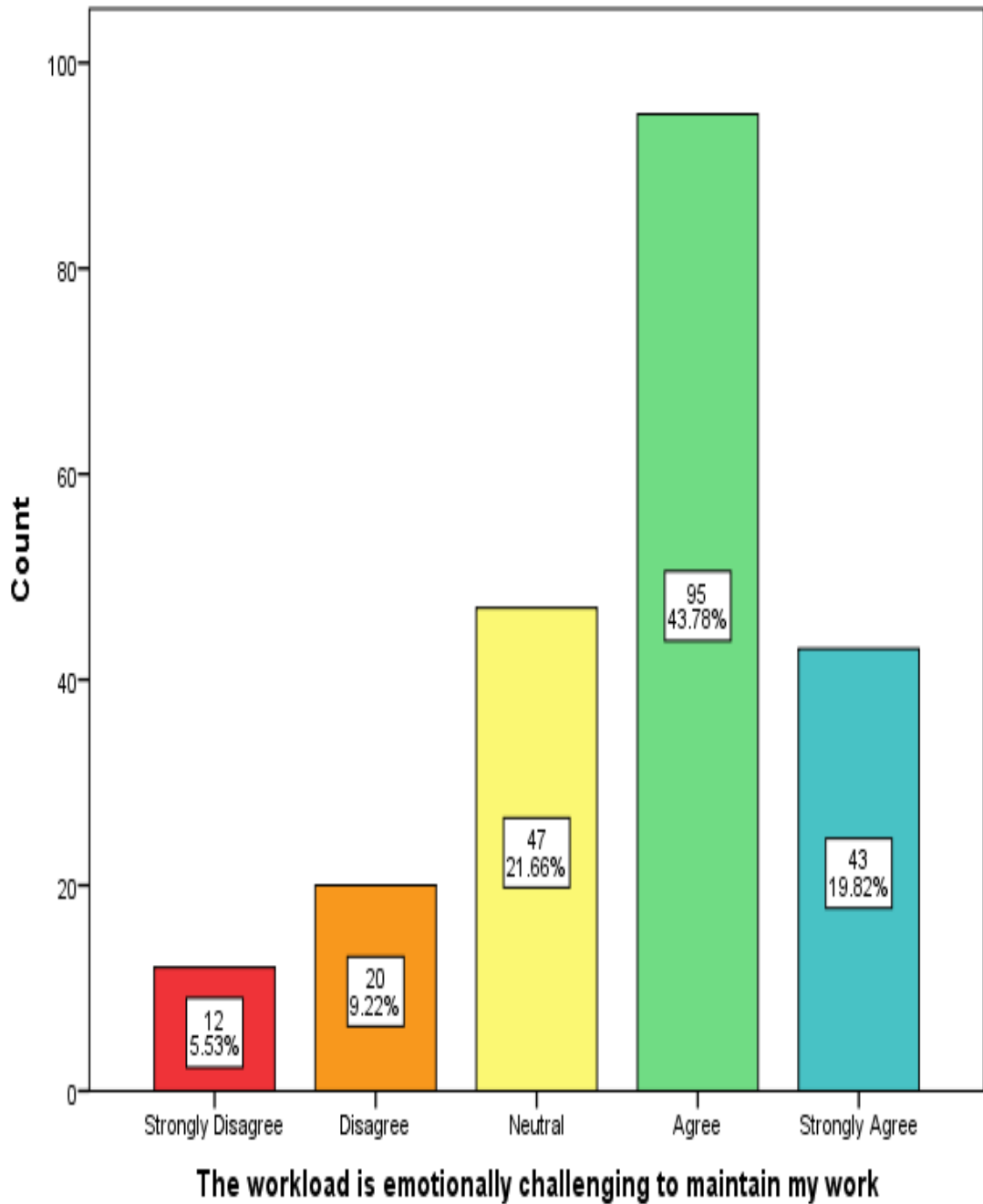


Figure 4-15; The workload is emotionally challenging to maintain my work.

According to the above research data, it indicates that a majority or 19.82% of respondents have strongly agreed with this statement, and, another 43.78% has agreed. In view, most respondents are perceived that the workload they face is emotionally challenging to maintain their work

4.4.3. WL3: The employees are not paid a fair amount for the work they do.

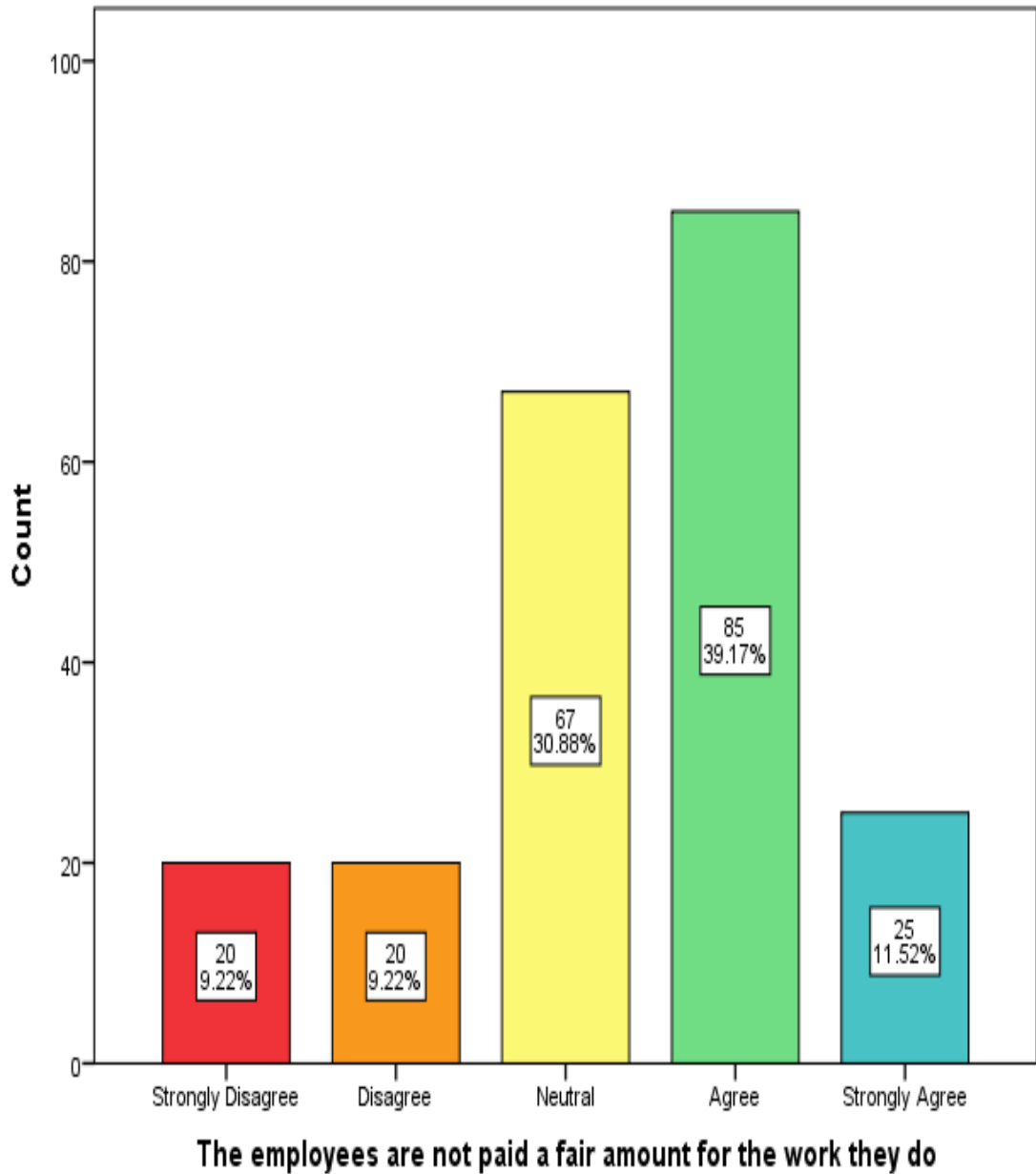


Figure 4-16; The employees are not paid a fair amount for the work they do.

According to the above research data, it indicates that a majority or 39.17% of respondents have agreed with this statement, and, another 11.52% have strongly agreed. In view, most respondents are perceived that their employees are not paid a fair amount for the work they do.

4.4.4. WL4: The work procedures and reporting relationships are very strict in my work place.

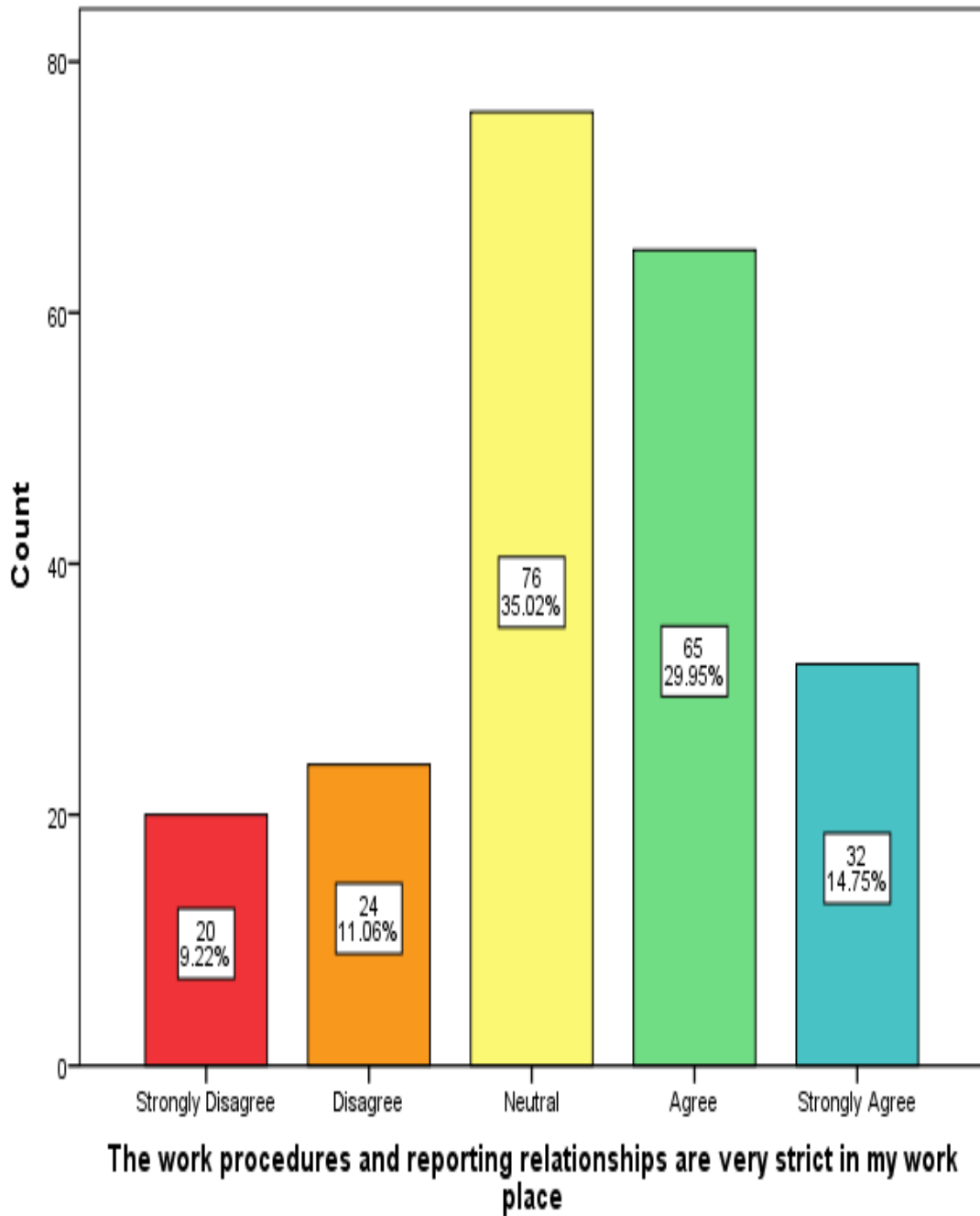


Figure 4-17; The work procedures and reporting relationships are very strict in my work place.

According to the above research data, it indicates that 14.75% of respondents have strongly agreed with this statement, and, another 29.95% have agreed. In view, most respondents are perceived that the work procedures and reporting relationships are very strict in their work place.

4.4.5. WL5: The working conditions are not clear and flexible.

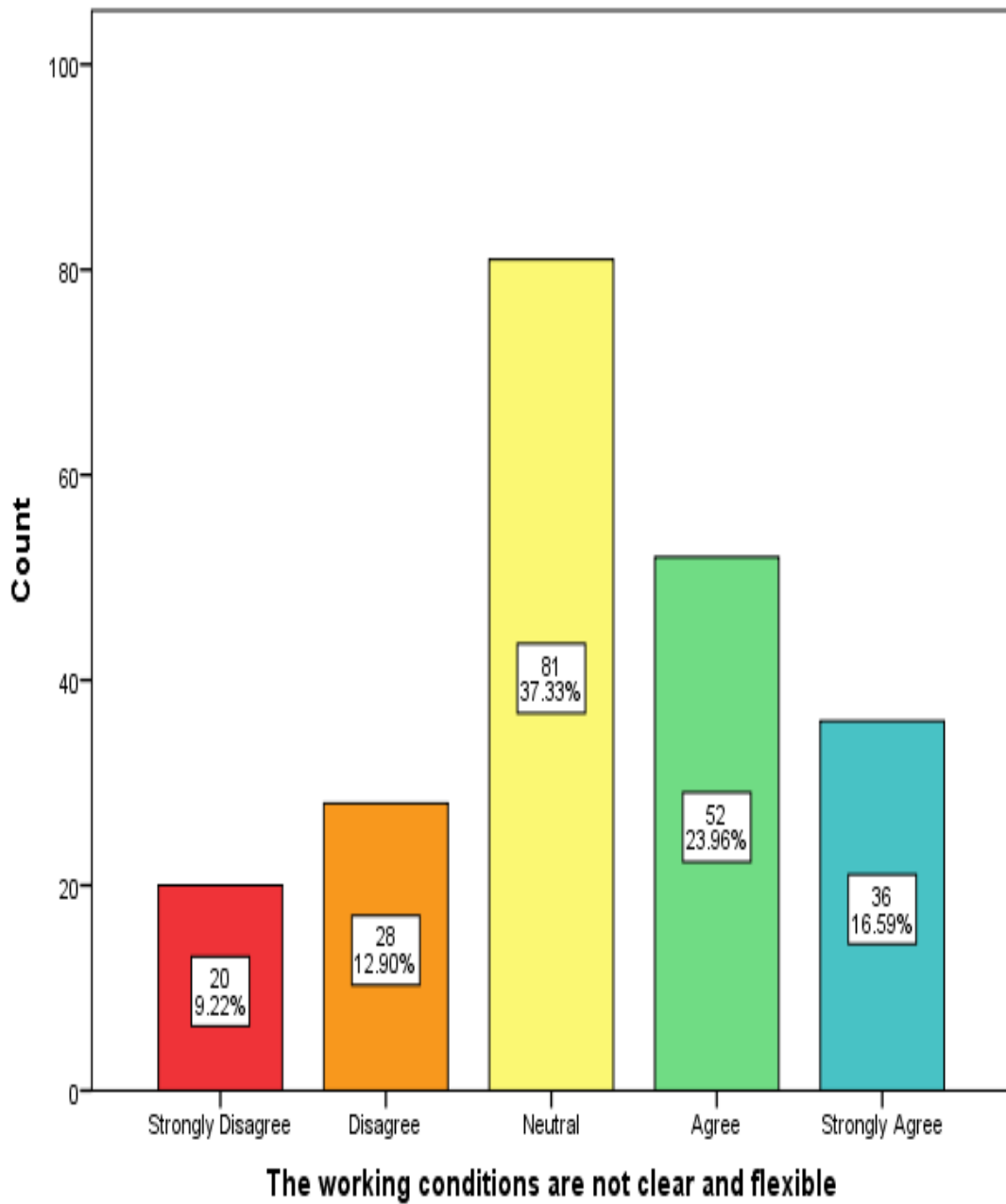


Figure 4-18; The working conditions are not clear and flexible.

According to the above research data, it indicates that 16.59% of respondents have strongly agreed with this statement, and, another 23.96% have agreed. In view, most respondents are perceived that their working conditions are not clear and flexible.

4.5. Field results of Work Life Boundaries

4.5.1. WLBo1: Cultural barriers in my society has become a restriction to my work.

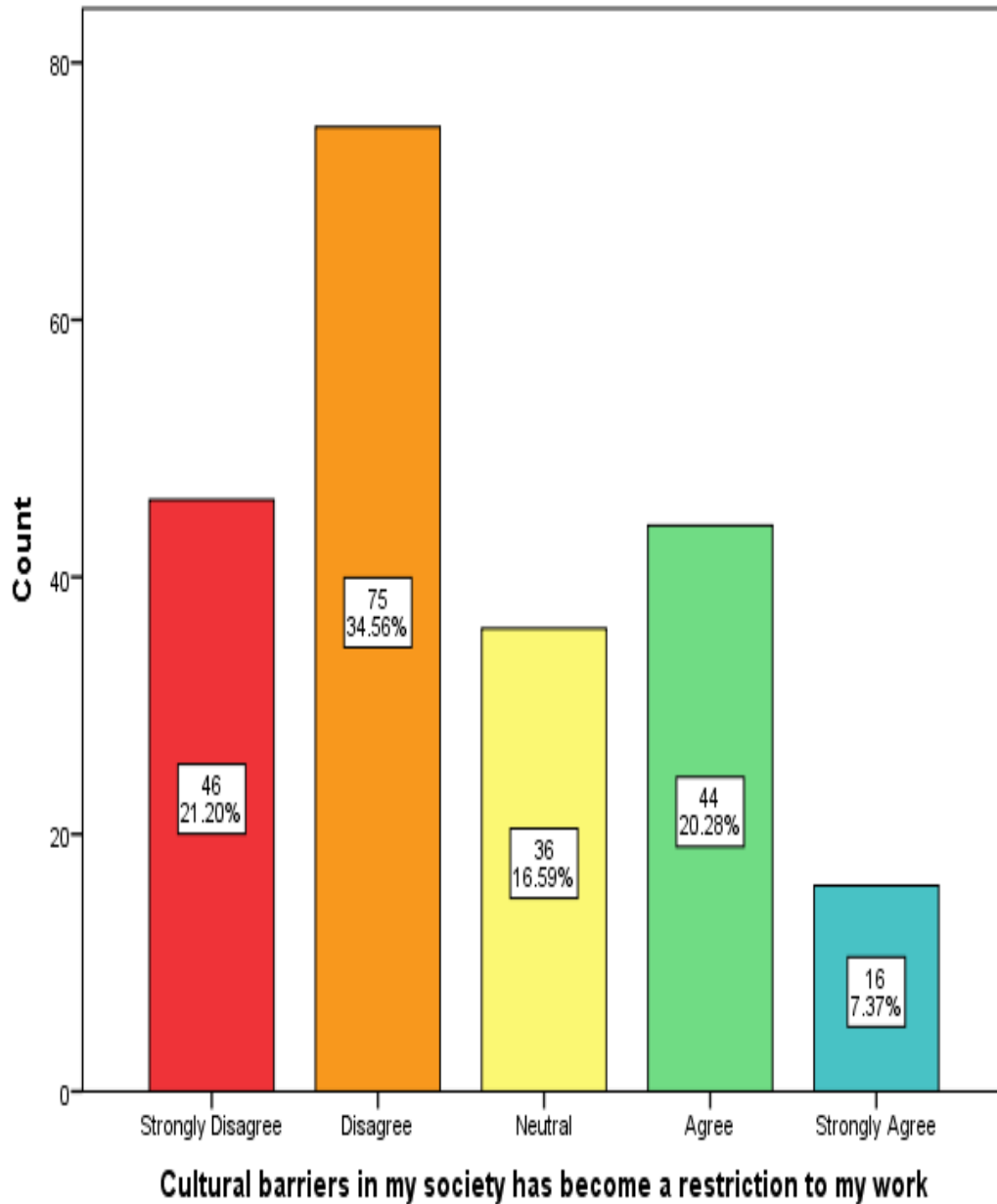


Figure 4-19; Cultural barriers in my society has become a restriction to my work.

According to the above research data, it indicates that 21.20% of respondents strongly disagreed with this statement, and, another 34.56% has disagreed. In view, most respondents are perceived that cultural barriers in their society has not become a restriction to their work.

4.5.2. WLBo2: The culture of my work place is very strict.

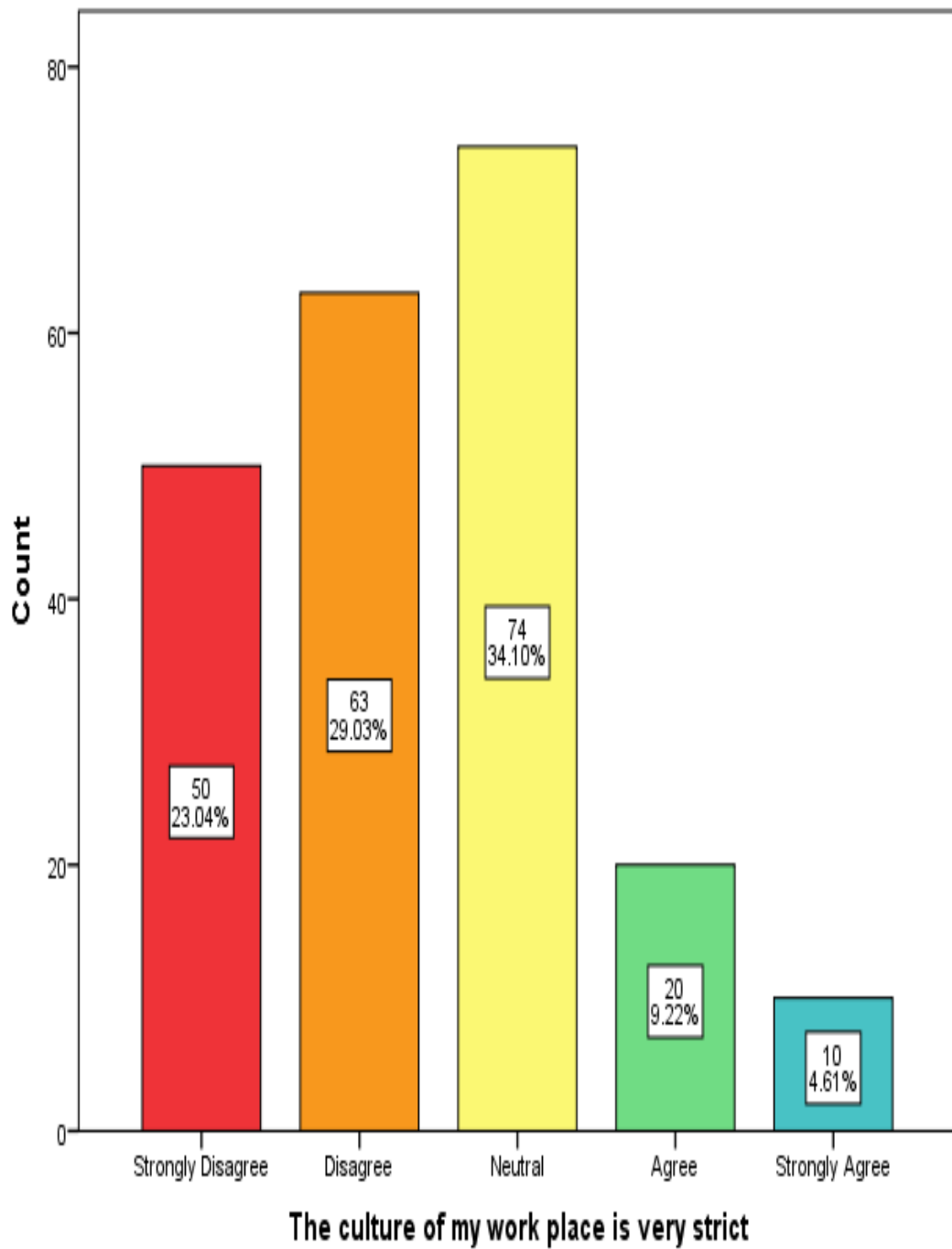


Figure 4-20; The culture of my work place is very strict.

According to the above research data, it indicates that 23.04% of respondents strongly disagreed with this statement, and, another 29.03% has disagreed. Most respondents are perceived that the culture of their work place is not very strict.

4.5.3. WLBo3: My working organization is very hierarchical, regulatory and structured.

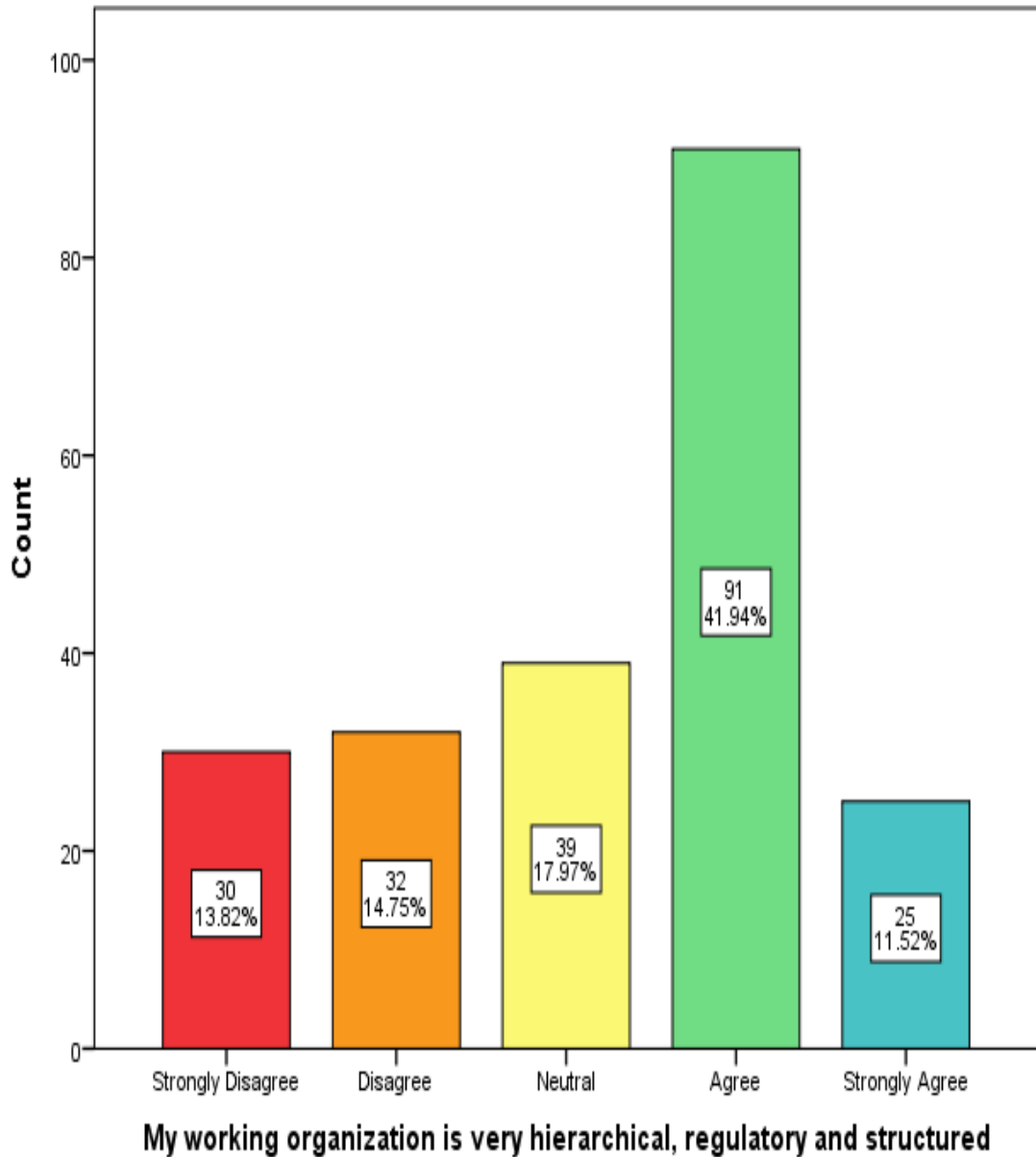


Figure 4-21; My working organization is very hierarchical, regulatory and structured.

According to the above research data, it indicates that 11.52% of respondents have strongly agreed with this statement, and, another 41.94% have agreed. In view, most respondents are perceived that their working organization is very hierarchical, regulatory and structured.

4.5.4. WLBo4: My work role is less flexible.

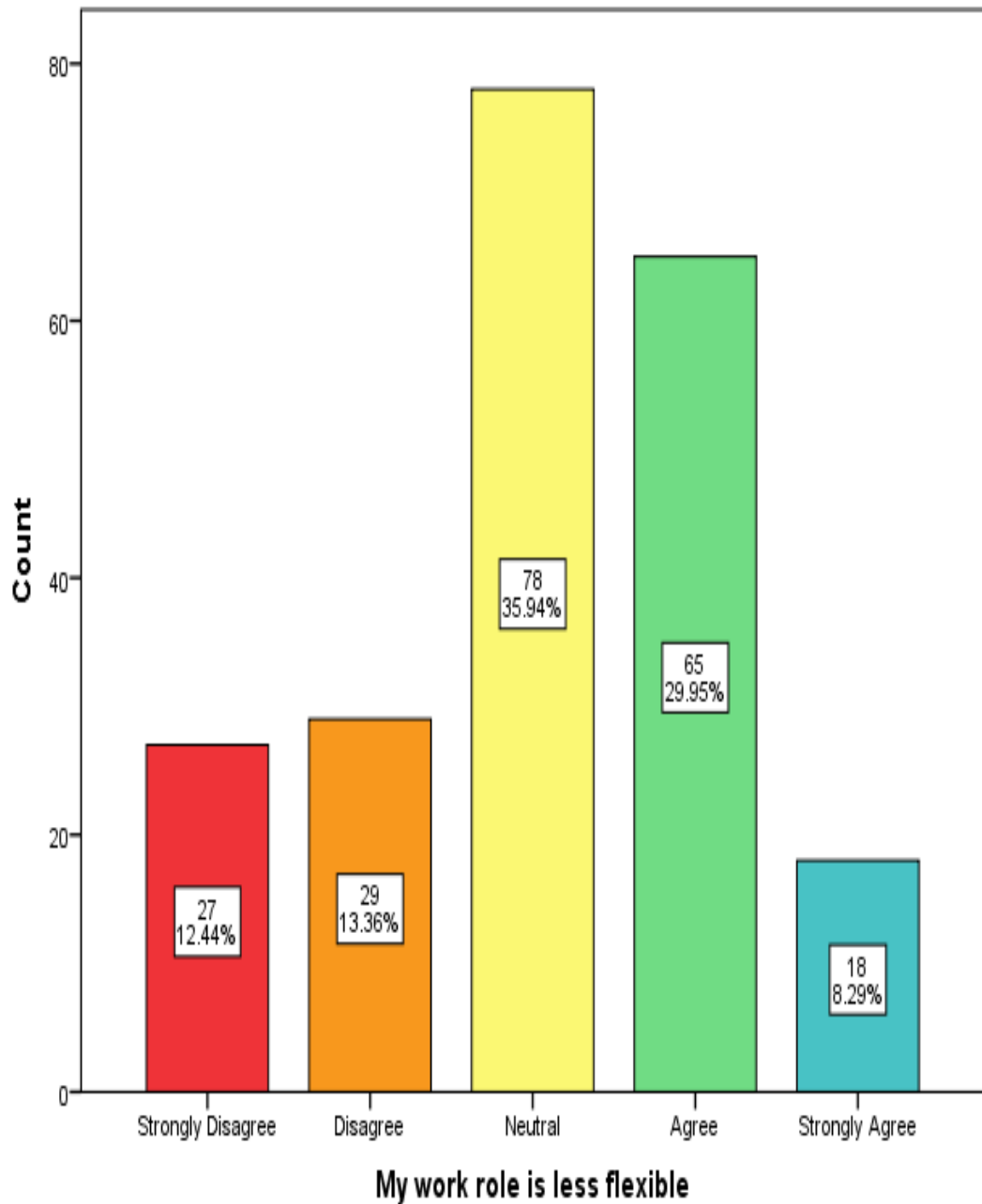


Figure 4-22; My work role is less flexible.

According to the above research data, it indicates that 8.29% of respondents have strongly agreed with this statement, and, another 29.95% have agreed. In view, most respondents are perceived that their work roles are less flexible.

4.5.5. WLBo5: The management does not have proper understanding about cultural differences and expectations of employees

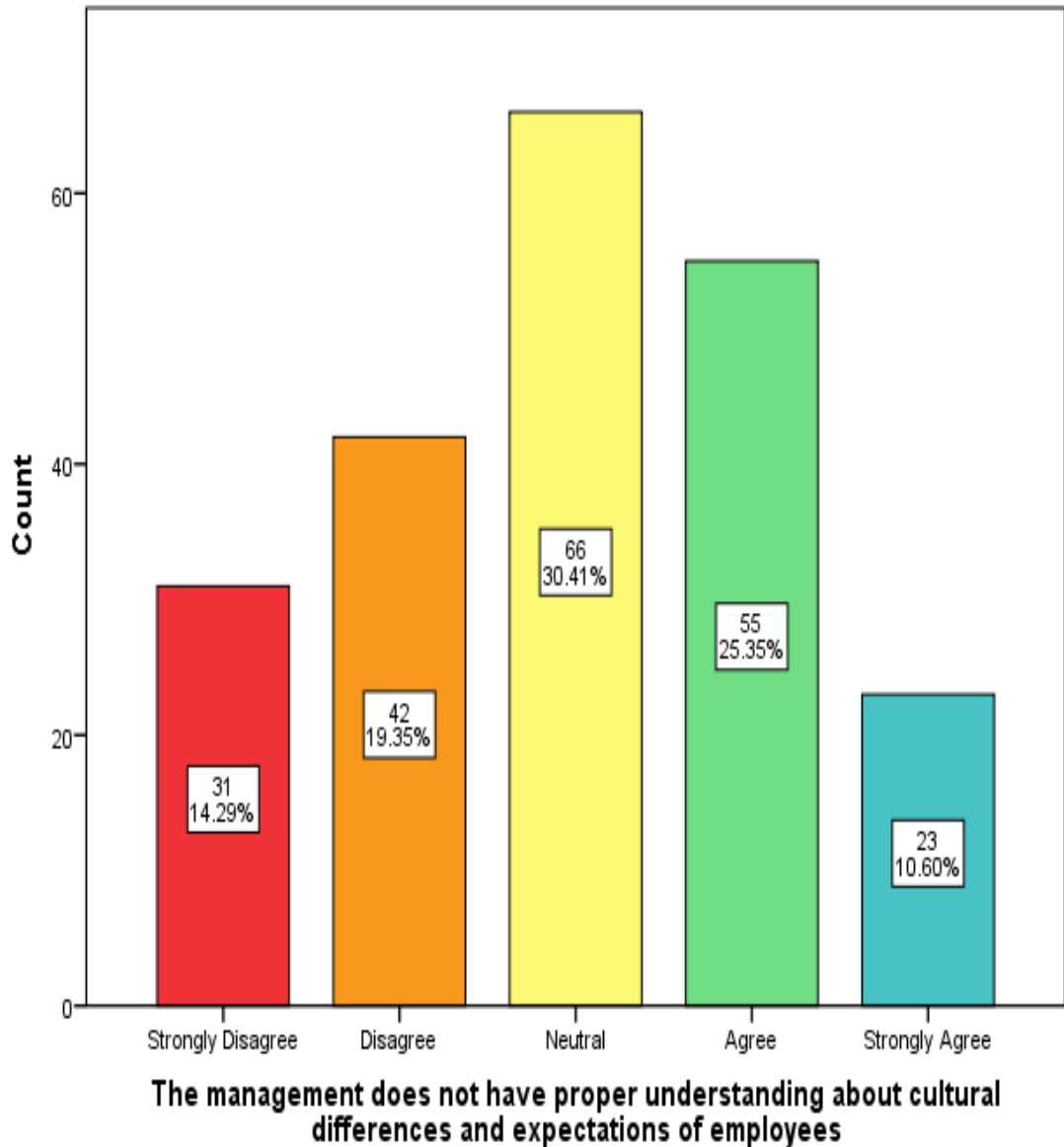


Figure 4-23; The management does not have proper understanding about cultural differences and expectations of employees

According to the above research data, it indicates that 30.41% of respondents are with a neutral mindset, 10.60% have strongly agreed with this statement, and, another 25.35% have agreed when 14.29% have strongly disagreed, and 19.35% have disagreed.

In view, it appears to be more or less a balanced feature, i.e. SA & A, both together results 35.95% whilst SD & D results 33.64%, hence it can be seen with only a very

small number of respondents perceived with that of their management does not have proper understanding about cultural differences and expectations of employees.

4.6. Field results of Academic Commitment

4.6.1. AC1: I attend/attended MBA classes regularly.

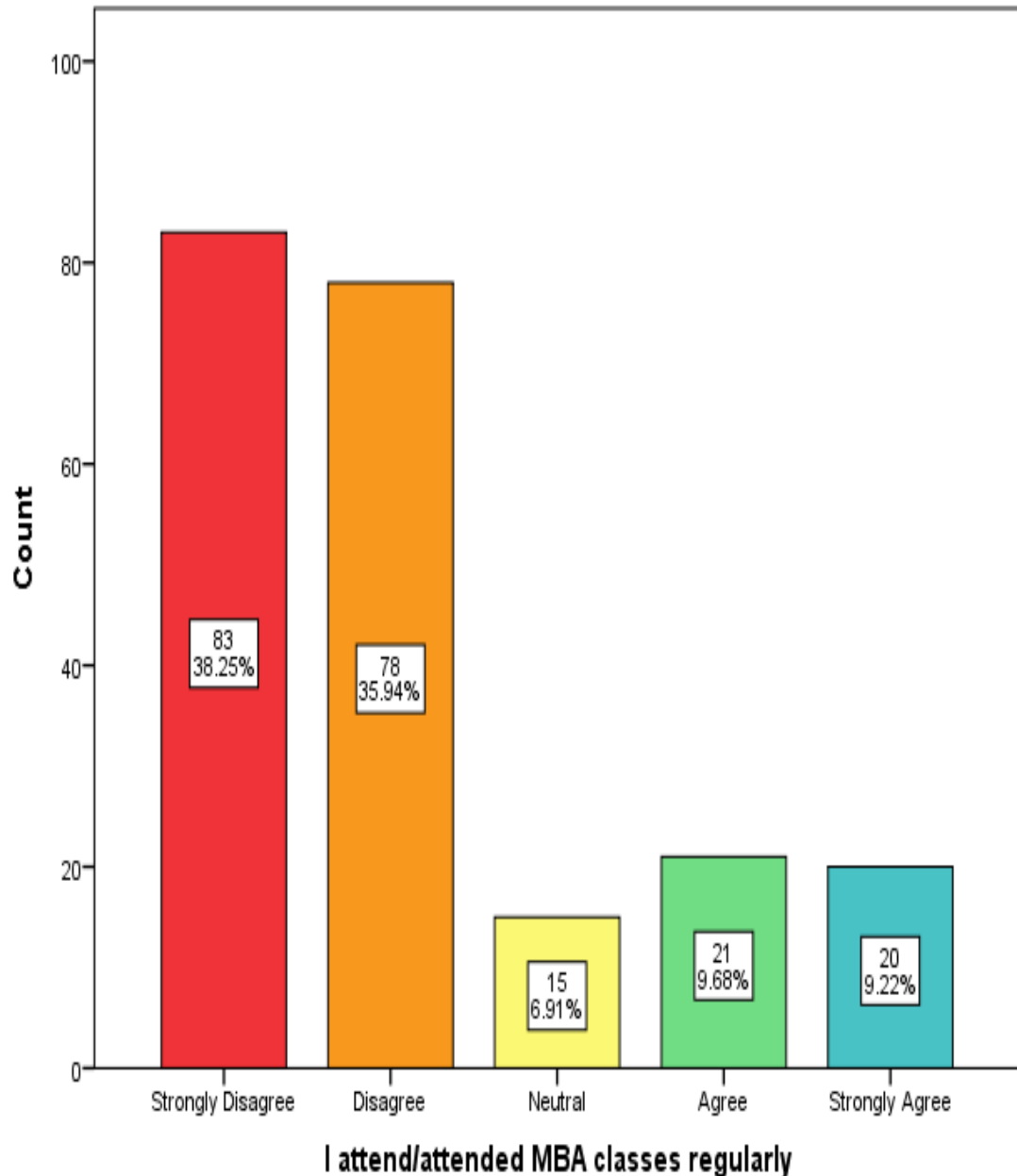


Figure 4-24; I attend/attended MBA classes regularly.

According to the above research data, it indicates that 38.25% of respondents strongly disagreed with this statement, and, another 35.94% has disagreed. Most respondents are perceived that they did not attend / attended MBA classes regularly.

4.6.2. AC2: I have sufficient time to complete MBA assignments and other academic related works.

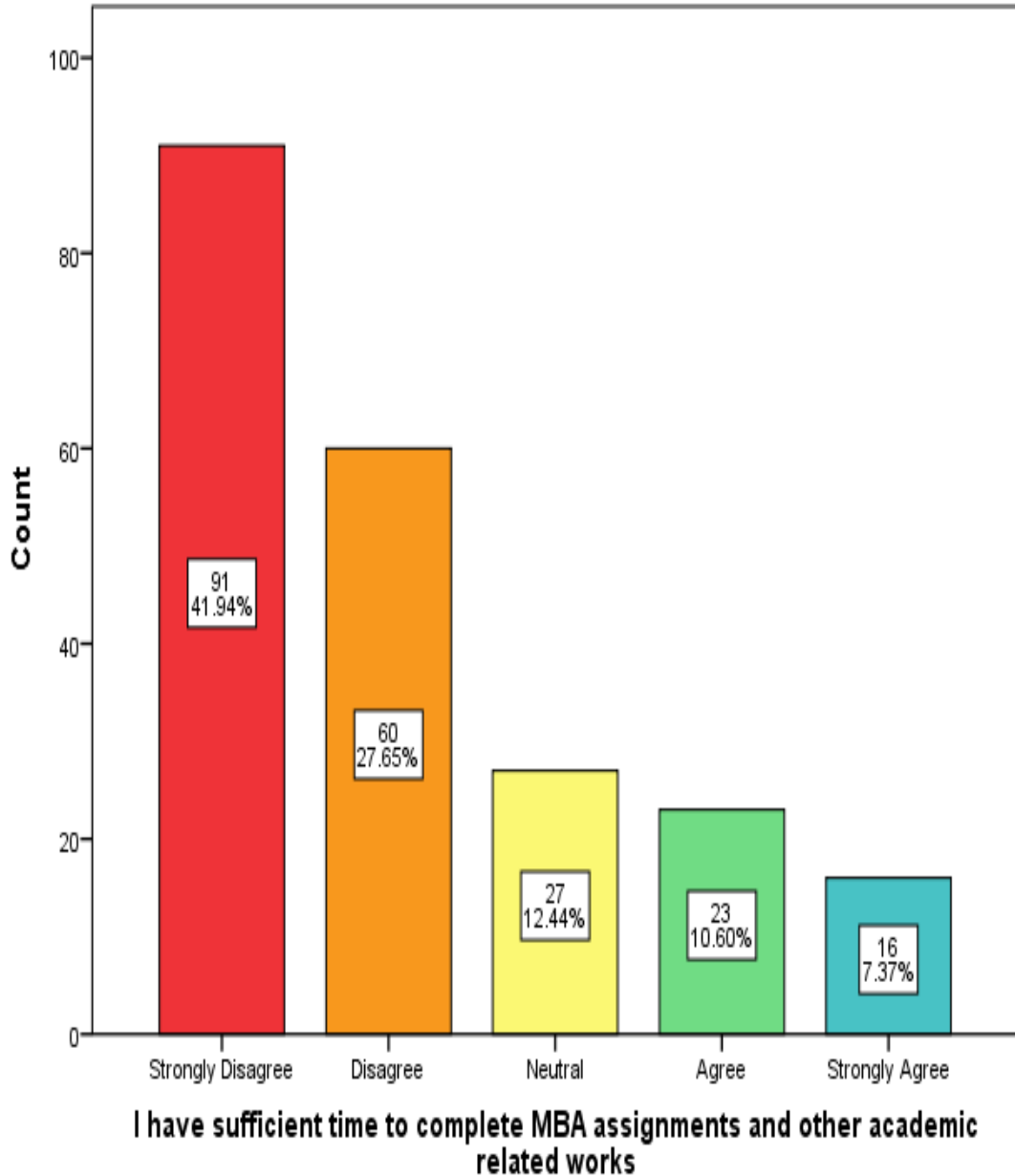


Figure 4-25; I have sufficient time to complete MBA assignments and other academic related works.

According to the above research data, it indicates that 41.94% of respondents strongly disagreed with this statement, and, another 27.65% has disagreed. Most respondents are perceived that they do not have sufficient time to complete MBA assignments and other academic related works.

4.6.3. AC3: The management of my work place has a proper understanding about my MBA studies and commitment.

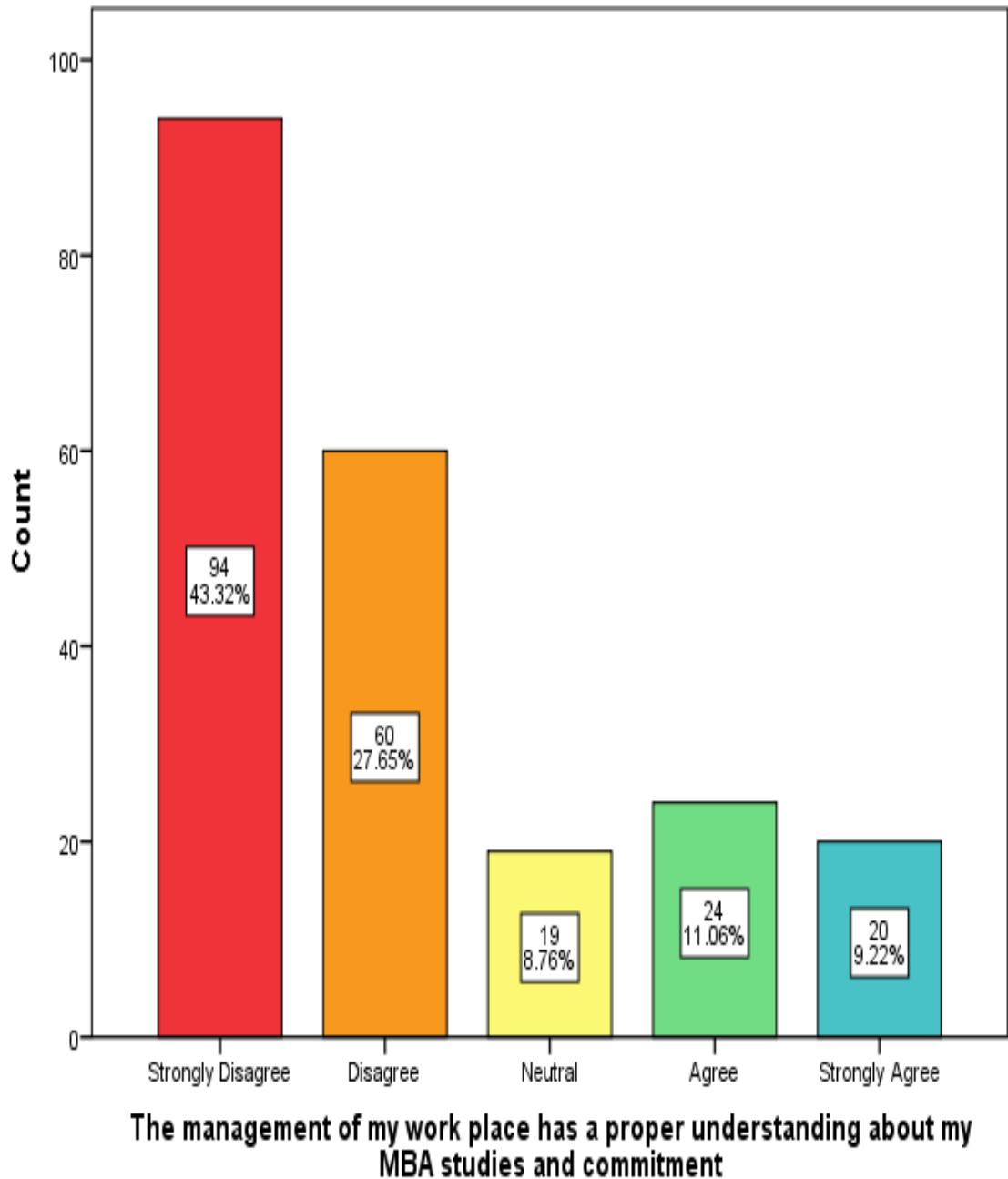


Figure 4-26; The management of my work place has a proper understanding about my MBA studies and commitment.

According to the above research data, it indicates that 43.32% of respondents strongly disagreed with this statement, and, another 27.65% has disagreed. Most respondents are perceived that the management of their work places do not have proper understanding about their MBA studies and commitment.

4.6.4. AC4: My family members have a proper understanding about my MBA studies and commitment.

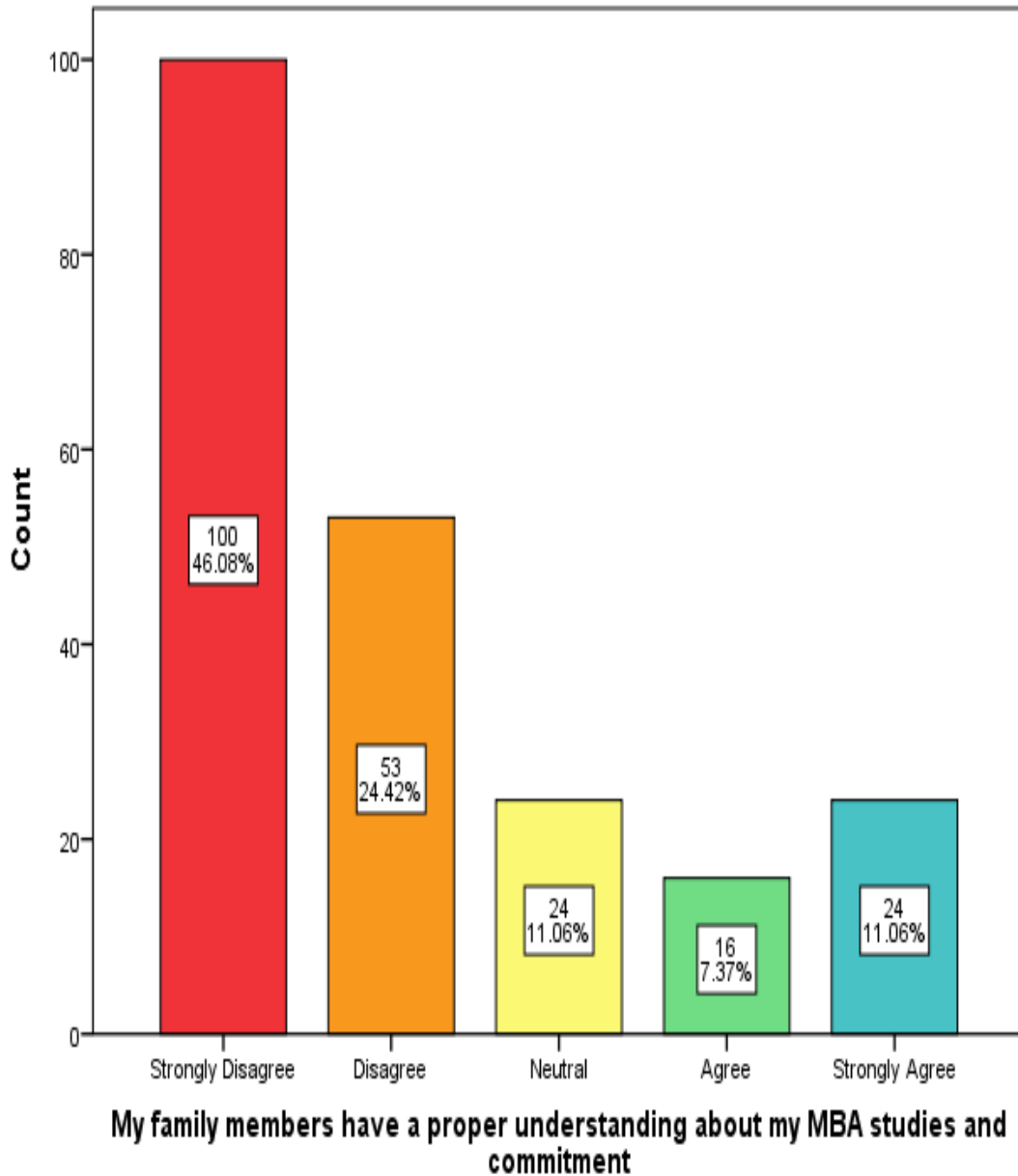


Figure 4-27; My family members have a proper understanding about my MBA studies and commitment.

According to the above research data, it indicates that 46.08% of respondents strongly disagreed with this statement, and, another 24.42% has disagreed. Most respondents are perceived that their family members do not have a proper understanding about their MBA studies and commitment.

4.6.5. AC5: I can satisfy about my achievements in MBA studies.

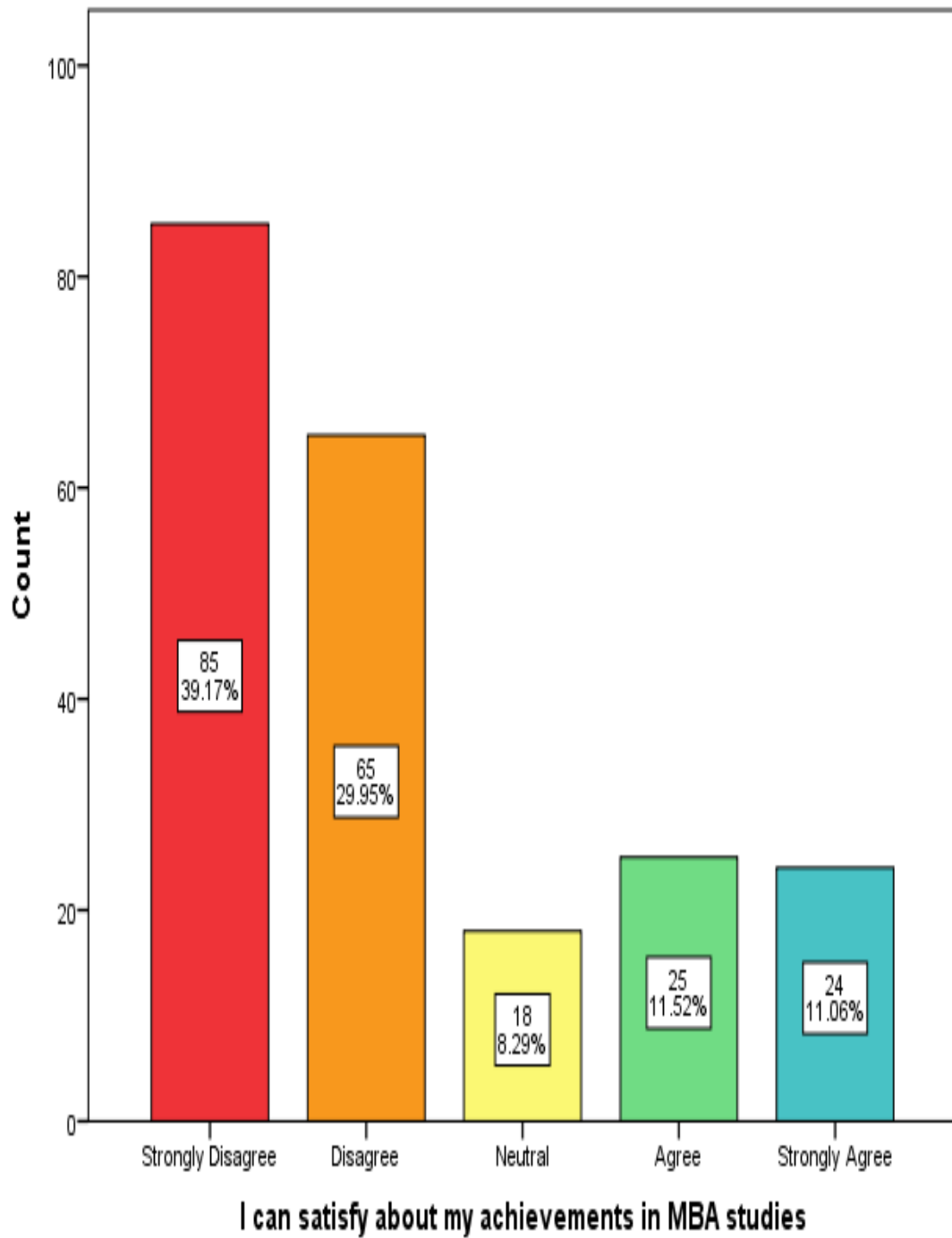


Figure 4-28; I can satisfy about my achievements in MBA studies.

According to the above research data, it indicates that 39.17% of respondents strongly disagreed with this statement, and, another 29.95% has disagreed. Most respondents are perceived that they cannot satisfy about their achievements in MBA studies.

CHAPTER FIVE: DATA ANALYSIS

5.1. Introduction

This chapter presents the data which had been collected and it provides the output of the statistical analysis of the data to address the research objectives. At the end of this chapter it is expected to fulfill the research objectives.

The second section present missing analysis, third section includes the validity and reliability tests. Fourth, presents existing level of Work-Life Balance (WLB), Work Responsibilities (WR), Work Load (WL), Work Life Boundaries (WLBo) and Academic Commitment (AC) by descriptive statistics. Fifth, sixth and seventh sections address the objectives; to identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, to examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute and Identify the relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute. Under these three sections, correlation analysis and Chi-Square Tests have been used to fulfill the research objectives. Finally, the chapter is summarized.

5.2. Missing Analysis

‘Missing data’ is one of the frequently occurring problems in many studies. It may occur because of three reasons which are mainly such as ‘respondent’s lack of knowledge regarding an item’, ‘data entry mistakes’ and ‘the respondent’s refusal to answer certain items’ (Hair, Black, Babin & Anderson 2010). To avoid the occurrences of the case, careful data screening is essential. Missing data can critically become bias to a researcher’s conclusions (Tabachnick & Fidell, 2001). Therefore, missing data should be addressed and treated. But there are no missing values in this case of study.

5.3. Reliability and validity

There are a number of methods which are used by the researcher to reduce the measurement error. In the assessment of the degree of measurement errors in any measure, the researcher must address two important characteristics of a measure; Validity and Reliability (Hair et al., 2010).

5.3.1. Reliability

Reliability is defined in theories as the proportion of the variance in the measurement scores caused by the differences in the genuine scores owing to the random error to a great extent (Wuensch, 2012).

Internal consistency was measured with Cronbach's alpha (α). There are different reports about the acceptable values of alpha. The acceptable value of alpha should be greater than 0.70 (Hair et al., 2014). A low value of alpha could be due to a low number of questions, poor inter-relatedness between items or heterogeneous constructs (Tavakol & Dennick 2011).

Table 5-1; Reliability

Variable	Cronbach's Alpha	No of Items
Work -Life Balance	0.972	8
Work Responsibilities	0.925	5
Work Load	0.906	5
Work Life Boundaries	0.664	5
Academic Commitment	0.950	5

According to above table, Cronbach's Alpha values of all variables greater than 0.70 except Work Life Boundaries but closed to 0.7. The researcher has used the above indicators to measure the variables. Then researcher could state that all variables are reliable.

5.3.2. Validity

The construct of validity in operationalization (a measurement or a manipulation) is concerned with the extent to which it really measures (or manipulates) what it is intended to measure (or manipulate) (Hair et al., 2010). For validity the instrument of variables is tested using Kaiser–Meyer–Olkin (KMO), 'Bartlett's measure tests and the total variance explained.

Kaiser–Meyer–Olkin measures less on sampling adequacy and Bartlett’s test of sphericity. The KMO statistic varies between 0 and 1. A value of 0 indicates that the sum of partial correlation is large relative to the sum of correlations, indicating diffusion in the pattern of correlations (hence, factor analysis is likely to be inappropriate). A value close to 1 indicates that patterns of correlations are relatively compact and therefore the factor analysis should yield distinct and reliable. The value of Kaiser–Meyer–Olkin (KMO) should be greater than 0.5 if the sample is adequate (Field 2005).

‘Bartlett’s measure tests the null hypothesis that the original correlation matrix is an identity matrix. For factor analysis to work, need some relationships between variables, and, if the R- matrix were an identity matrix then all correlation coefficients would be zero. Therefore, this test has to be significant. A significant test tells that the R-Marix is not an identity matrix; therefore, there are some relationships between the variables. If ‘Bartlett’s test is significant, then the factor analysis is appropriate (Field 2005).

The total variance explained (TVE) determines the number of factors which collectively explained the variable (Yong & Pearce 2013).

Table 5-2; Validity

Variable	No of Items	KMO	Bartlett’s Test		TVE
			Chi Square Value	Sig	
Work -Life Balance	8	0.935	2219.239	0.000	83.564%
Work Responsibilities	5	0.864	875.572	0.000	77.394%
Work Load	5	0.890	660.113	0.000	72.724%
Work Life Boundaries	5	0.705	168.764	0.000	64.120%
Academic Commitment	5	0.911	1059.809	0.000	83.393%

All KMO values are greater than 0.5 (see above Table). Likewise, all Sig values also persistently maintain the condition of values that are lesser than 0.05. The total variance explained (TVE) in above Table determines the number of factors which collectively explained the variable is greater than 50%. Hence the researcher could safely conclude that the validity of this research lay at a higher position.

5.4. Descriptive Statistics

This section explains the distribution of the variables like Work-Life Balance, Work Responsibilities, Work Load, Work Life Boundaries and Academic Commitment.

5.4.1. Descriptive Statistics of Work -Life Balance

Table 5-3; Descriptive Statistics of Work -Life Balance

	Minimum	Maximum	Mean	Std. Deviation
There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them	1.00	5.00	2.1106	1.40657
There is contribution to smooth running of family affairs	1.00	5.00	2.1382	1.32262
There is relationship with your close relatives	1.00	5.00	2.1429	1.37533
There is relationship with your close friends	1.00	5.00	2.2857	1.34420
Your superiors' and top management's view on your job performance is satisfied	1.00	5.00	2.1659	1.35063
There are no Complains from peers about your behavior at work	1.00	5.00	2.0737	1.41228

Client's contentedness about your performance in meeting their requirements	1.00	5.00	2.0000	1.35401
Being a role model to your subordinates to follow	1.00	5.00	2.0415	1.37205

	Minimum	Maximum	Mean	Std. Deviation
Work -Life Balance	1.00	5.00	2.1198	1.24990

According to the data, the researcher's findings under Work -Life Balance are as follows:

Statement "There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.110 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.406.

Statement "There is contribution to smooth running of family affairs" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.138 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.322.

Statement "There is relationship with your close relatives" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.142 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.375.

Statement "There is relationship with your close friends" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value 2.285 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.344.

Statement “Your superiors’ and top management's view on your job performance is satisfied” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.165 which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.350.

Statement “There are no Complains from peers about your behavior at work” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.073 which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.412.

Statement “Client's contentedness about your performance in meeting their requirements” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.000, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.354.

Statement “Being a role model to your subordinates to follow” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.041 which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.372.

The measure of the average on above 8 statements is taken as Work -Life Balance.

The mean value of Work -Life Balance indicate 2.119 which is close to 2, therefore the mean answer indicates “disagree” to Work -Life Balance with a standard deviation of 1.249. It indicates that more respondents have perceived that they have no Work - Life Balance.

5.4.2. Descriptive Statistics of Work Responsibilities

Table 5-4; Descriptive Statistics of Work Responsibilities

	Minimum	Maximum	Mean	Std. Deviation
There are a lot of ideas, procedures, regulations in my job	1.00	5.00	3.4378	1.02155
Work involvement is very high in my profession	2.00	5.00	3.9309	1.03182

I have to work long working hours per day to fulfill my responsibilities	1.00	5.00	3.4240	1.12422
My job is very stressful due to high responsibilities	1.00	5.00	3.4194	1.18798
The employees' job responsibilities are not clear	2.00	5.00	3.5668	.86944

	Minimum	Maximum	Mean	Std. Deviation
Work Responsibilities	1.40	4.80	3.5558	.92350

According to the data, the researcher's findings under Work Responsibilities are as follows:

Statement "There are a lot of ideas, procedures, regulations in my job" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.437 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.021.

Statement "Work involvement is very high in my profession" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.930 which is close to 4, therefore the mean answer indicates "agree" to this statement with a standard deviation of 1.031.

Statement "I have to work long working hours per day to fulfill my responsibilities" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value 3.424 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.124.

Statement "My job is very stressful due to high responsibilities" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value 3.419 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.187.

Statement “The employees’ job responsibilities are not clear” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value 3.566 which is close to 4, therefore the mean answer indicates “agree” to this statement with a standard deviation of 0.869.

The measure of the average on above 5 statements is taken as Work Responsibilities.

The mean value of Work Responsibilities is 3.555 which is close to 4, therefore the mean answer indicates “agree” to Work Responsibilities with a standard deviation of 0.923. It indicates that more respondents perceived that they have more Work Responsibilities.

5.4.3. Descriptive Statistics of Work Load

Table 5-5; Descriptive Statistics of Work Load

	Minimum	Maximum	Mean	Std. Deviation
I have to bear a heavy work load every day	1.00	5.00	3.5576	1.10456
The workload is emotionally challenging to maintain my work	1.00	5.00	3.6313	1.07261
The employees are not paid a fair amount for the work they do	1.00	5.00	3.3456	1.09519
The work procedures and reporting relationships are very strict in my work place	1.00	5.00	3.2995	1.13352
The working conditions are not clear and flexible	1.00	5.00	3.2581	1.15780

	Minimum	Maximum	Mean	Std. Deviation
Work Load	1.40	4.60	3.4184	.94889

According to the data, the researcher's findings under Work Load are as follows:

Statement "I have to bear a heavy work load every day" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.557 which is close to 4, therefore the mean answer indicates "agree" to this statement with a standard deviation of 1.104.

Statement "The workload is emotionally challenging to maintain my work" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.631 which is close to 4, therefore the mean answer indicates "agree" to this statement with a standard deviation of 1.072.

Statement "The employees are not paid a fair amount for the work they do" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.345 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.095.

Statement "The work procedures and reporting relationships are very strict in my work place" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.299 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.104.

Statement "The working conditions are not clear and flexible" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.258 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.157.

The measure of the average on above 5 statements is taken as Work Load.

The mean value of Work Load is 3.418 which is close to 3, therefore the mean answer indicates "neutral" to Work Load with a standard deviation of 0.948. It indicates that more respondents are perceived with a neutral idea on Work Load.

5.4.4. Descriptive Statistics of Work Life Boundaries

Table 5-6; Descriptive Statistics of Work Life Boundaries

	Minimum	Maximum	Mean	Std. Deviation
Cultural barriers in my society has become a restriction to my work	1.00	5.00	2.5806	1.23386
The culture of my work place is very strict	1.00	5.00	2.4332	1.08287
My working organization is very hierarchical, regulatory and structured	1.00	5.00	3.2258	1.23965
My work role is less flexible	1.00	5.00	3.0829	1.12321
The management does not have proper understanding about cultural differences and expectations of employees	1.00	5.00	2.9862	1.20370

	Minimum	Maximum	Mean	Std. Deviation
Work Life Boundaries	1.00	4.60	2.8618	.76960

According to the data, the researcher's findings under Work Life Boundaries are as follows:

Statement "Cultural barriers in my society has become a restriction to my work" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.580 which is close to 3, therefore the mean answer indicates "neutral" to this statement with a standard deviation of 1.233.

Statement "The culture of my work place is very strict" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.433

which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.082.

Statement “My working organization is very hierarchical, regulatory and structured” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.225 which is close to 3, therefore the mean answer indicates “neutral” to this statement with a standard deviation of 1.239.

Statement “My work role is less flexible is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 3.082 which is close to 3, therefore the mean answer indicates “neutral” to this statement with a standard deviation of 1.123.

Statement “The management does not have proper understanding about cultural differences and expectations of employees” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.986 which is close to 3, therefore the mean answer indicates “neutral” to this statement with a standard deviation of 1.203.

The measure of the average on above 5 statements is taken as Work Life Boundaries. The mean value of Work Life Boundaries is 2.861 which is close to 3, therefore the mean answer indicates “neutral” to Work Life Boundaries with a standard deviation of 0.769. It indicates that more respondents perceived a neutral idea on Work Life Boundaries.

5.4.5. Descriptive Statistics of Academic Commitment

Table 5-7; Descriptive Statistics of Academic Commitment

	Minimum	Maximum	Mean	Std. Deviation
I attend/attended MBA classes regularly	1.00	5.00	2.1567	1.28501
I have sufficient time to complete MBA assignments and other academic related works	1.00	5.00	2.1382	1.27267

The management of my work place has a proper understanding about my MBA studies and commitment	1.00	5.00	2.1521	1.33330
My family members have a proper understanding about my MBA studies and commitment	1.00	5.00	2.1290	1.36149
I can satisfy about my achievements in MBA studies	1.00	5.00	2.2535	1.36941

	Minimum	Maximum	Mean	Std. Deviation
Academic Commitment	1.00	5.00	2.1659	1.20928

According to the data, the researcher's findings under Academic Commitment are as follows:

statement "I attend/attended MBA classes regularly" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.156 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.285.

Statement "I have sufficient time to complete MBA assignments and other academic related works" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.138 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.272.

Statement "The management of my work place has a proper understanding about my MBA studies and commitment" is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.152 which is close to 2, therefore the mean answer indicates "disagree" to this statement with a standard deviation of 1.333.

Statement "My family members have a proper understanding about my MBA studies and commitment" is within the range of answers between strongly agreed to strongly

disagreed, and, the mean answer value is 2.129 which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.361.

Statement “I can satisfy about my achievements in MBA studies” is within the range of answers between strongly agreed to strongly disagreed, and, the mean answer value is 2.253 which is close to 2, therefore the mean answer indicates “disagree” to this statement with a standard deviation of 1.369.

The measure of the average on above 5 statements is taken as Academic Commitment. The mean value of Academic Commitment is 2.165 which is close to 2, therefore the mean answer indicates “disagree” to Academic Commitment with a standard deviation of 1.209. It indicates that the majority of respondents are not perceived with that they have Academic Commitment.

5.5. Identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute

To identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, the researcher used correlation analysis and Chi-Square Tests.

The linear association between two variables and which is denoted by r is a measure of strength of Pearson correlation coefficient.

This coefficient r can be within a range of values from +1 to -1, and a value of 0 indicates that there isn't association between the two variables. A greater value than 0 indicates a positive association, i.e; as the value of one variable rises, so does the value of the other variable. A value less than 0 indicates a negative association, i.e; for the value of one variable rise, the value of the other variable falls. (Hall, 2015).

Before analysis of correlation coefficient value, researcher must check whether there is significant relationship between the two variables by testing hypothesis, and then explain the strength of relationship.

5.5.1. Work Responsibilities will have an effect on Work Life Balance

Table 5-8; Correlation Analysis for Work Responsibilities will have an effect on Work Life Balance

		Work -Life Balance
Work Responsibilities	Pearson Correlation	-.865**
	Sig. (2-tailed)	.000

Table 5-9; Chi-Square Tests for Work Responsibilities will have an effect on Work Life Balance

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	997.777 ^a	195	.000
Likelihood Ratio	511.626	195	.000
Linear-by-Linear Association	161.742	1	.000
N of Valid Cases	217		
a. 220 cells (98.2%) have expected count less than 5. The minimum expected count is .06.			

H₀: There is no relationship between Work Responsibilities and Work -Life Balance

H₁: There is a relationship between Work Responsibilities and Work -Life Balance

According to above tables, significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then, at 95% confidence, the researcher can say that there is significant relationship between Work Responsibilities and Work -Life Balance.

Pearson Correlation coefficient value is -0.865. According to the Pearson Correlation coefficient value, researcher can say that there is significant strong negative

relationship between Work Responsibilities and Work -Life Balance. It indicates that when work responsibility increases, work life balance decreases.

The finding was in constant with the previous research (Keene and Quadagno, 2004; Perera and Opatha, 2014; Makururi and Ngari, 2014; Kumari, 2012)

5.5.2. Workload will have an effect on Work Life Balance

Table 5-10; Correlation Analysis for Workload will have an effect on Work Life Balance

		Work -Life Balance
Work Load	Pearson Correlation	-.852**
	Sig. (2-tailed)	.000

Table 5-11; Chi-Square Tests for Workload will have an effect on Work Life Balance

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1122.694 ^a	195	.000
Likelihood Ratio	565.980	195	.000
Linear-by-Linear Association	156.921	1	.000
N of Valid Cases	217		
a. 221 cells (98.7%) have expected count less than 5. The minimum expected count is .07.			

H₀: There is no relationship between Work Load and Work -Life Balance

H₁: There is a relationship between Work Load and Work -Life Balance

According to above tables significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then at 95% confidence researcher can say that there is significant relationship between Work Load and Work -Life Balance.

Pearson Correlation coefficient value is -0.852. According to the Pearson Correlation coefficient value, researcher can say that there is significant strong negative relationship between Work Load and Work -Life Balance. It indicates that when Work Load increase work life balance decrease.

The finding was in constant with the previous research (Ilies et. al., 2007; Kumari, 2012).

5.5.3. Work Life Boundaries will have an effect on Work Life Balance

Table 5-12; Correlation Analysis for Work Life Boundaries will have an effect on Work Life Balance

		Work -Life Balance
Work Life Boundaries	Pearson Correlation	-.291**
	Sig. (2-tailed)	.000

Table 5-13; Chi-Square Tests for Work Life Boundaries will have an effect on Work Life Balance

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	990.799 ^a	240	.000
Likelihood Ratio	555.520	240	.000
Linear-by-Linear Association	18.332	1	.000
N of Valid Cases	217		
a. 269 cells (98.9%) have expected count less than 5. The minimum expected count is .06.			

H₀: There is no relationship between Work Life Boundaries and Work -Life Balance

H₁: There is a relationship between Work Life Boundaries and Work -Life Balance

According to above tables significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then at 95% confidence researcher can say that there is significant relationship between Work Life Boundaries and Work -Life Balance. Pearson Correlation coefficient value is -0.291. According to the Pearson Correlation coefficient value, researcher can say that there is significant weak negative relationship between Work Life Boundaries and Work -Life Balance. It indicates that when Work Life Boundaries increase work life balance decrease.

The finding was in constant with the previous research (Euram, 2013; Rife & Rife, 2015; Mellner, Aronsson & Kecklund, 2014).

According to correlation analysis researcher can summarized that there is significant strong negative relationship between Work Responsibilities and Work -Life Balance, there is significant strong negative relationship between Work load and Work -Life Balance but there is significant weak negative relationship between Work Life Boundaries and Work -Life Balance. According to correlation analysis, researcher can find that the most significant factor which may determine the work life balance of MBA students at Selected Private Higher Education Institute is work responsibility.

5.6. Examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute

To examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, researcher used correlation analysis and Chi-Square Tests.

The linear association between two variables and which is denoted by r if of a measure of strength of Pearson correlation coefficient.

This coefficient r can be within a range of values from +1 to -1, and a value of 0 indicates that there isn't association between the two variables. A greater value than 0 indicates a positive association, i.e; as the value of one variable rises, so does the value of the other variable. A value less than 0 indicates a negative association, i.e; for the value of one variable rise, the value of the other variable falls. (Hall, 2015).

Before analysis of correlation coefficient value, researcher must check whether there is significant relationship between the two variables by testing hypothesis, and then explain the strength of relationship.

5.6.1. Work Responsibilities will have an effect on Academic Commitment

Table 5-14; Correlation Analysis for Work Responsibilities will have an effect on Academic Commitment

		Academic Commitment
Work Responsibilities	Pearson Correlation	-.843**
	Sig. (2-tailed)	.000

Table 5-15; Chi-Square Tests for Work Responsibilities will have an effect on Academic Commitment

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	958.768 ^a	208	.000
Likelihood Ratio	511.644	208	.000
Linear-by-Linear Association	153.527	1	.000
N of Valid Cases	217		
a. 231 cells (97.1%) have expected count less than 5. The minimum expected count is .01.			

H₀: There is no relationship between Work Responsibilities and Academic Commitment

H₁: There is a relationship between Work Responsibilities and Academic Commitment

According to above tables significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then, at 95% confidence, researcher can say

that there is significant relationship between Work Responsibilities and Academic Commitment. Pearson Correlation coefficient value is -0.843. According to the Pearson Correlation coefficient value, researcher can say that there is significant strong negative relationship between Work Responsibilities and Academic Commitment. It indicates that when Work Responsibilities increase Academic Commitment decrease.

The finding was in constant with the previous research (Reay et al., 2002; Agyapong and Owusu-Ansah, 2012; Trudgett, 2011).

5.6.2. Workload and will have an effect on Academic Commitment

Table 5-16; Correlation Analysis for Workload and will have an effect on Academic Commitment

		Academic Commitment
Work Load	Pearson Correlation	-.821**
	Sig. (2-tailed)	.000

Table 5-17; Chi-Square Tests for Workload and will have an effect on Academic Commitment

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1105.563 ^a	208	.000
Likelihood Ratio	584.304	208	.000
Linear-by-Linear Association	145.557	1	.000
N of Valid Cases	217		
a. 234 cells (98.3%) have expected count less than 5. The minimum expected count is .02.			

H₀: There is no relationship between Work Load and Academic Commitment

H₁: There is a relationship between Work Load and Academic Commitment

According to above tables significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then, at 95% confidence, researcher can say that there is significant relationship between Work Load and Academic Commitment. Pearson Correlation coefficient value is -0.821. According to the Pearson Correlation coefficient value, researcher can say that there is significant strong negative relationship between Work Load and Academic Commitment. It indicates that when Work Load increases Academic Commitment to decrease.

The finding was in constant with the previous research (Callender and Wilkinson, 2012; Noor, 2011).

5.6.3. Work Life boundaries will have an effect on Academic Commitment

Table 5-18; Correlation Analysis for Work Life boundaries will have an effect on Academic Commitment

		Academic Commitment
Work Life Boundaries	Pearson Correlation	-.292**
	Sig. (2-tailed)	.000

Table 5-19; Chi-Square Tests for Work Life boundaries will have an effect on Academic Commitment

Chi-Square Tests				
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	993.870 ^a	256	.000	
Likelihood Ratio	539.494	256	.000	
Linear-by-Linear Association	18.395	1	.000	

N of Valid Cases	217
a. 286 cells (99.0%) have expected count less than 5. The minimum expected count is .01.	

H₀: There is no relationship between Work Life Boundaries and Academic Commitment

H₁: There is a relationship between Work Life Boundaries and Academic Commitment

According to above tables significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then, at 95% confidence, researcher can say that there is significant relationship between Work Life Boundaries and Academic Commitment.

Pearson Correlation coefficient value is -0.292. According to the Pearson Correlation coefficient value, researcher can say that there is significant weak negative relationship between Work Life Boundaries and Academic Commitment. It indicates that when Work Life Boundaries to increase, Academic Commitment to decrease.

The finding was in constant with the previous research (Agyapong and Owusu-Ansah, 2012).

According to correlation analysis, researcher can summarize that there is significant strong negative relationship between Work Responsibilities and Academic Commitment, there is significance strong negative relationship between Work load and Academic Commitment, but there is significance weak negative relationship between Work Life Boundaries and Academic Commitment. Researcher can find that most significant key determinants of Academic Commitment on academic commitments of MBA students at Selected Private Higher Education Institute is work responsibility.

5.7. Identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute

To identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute, researcher used correlation analysis and Chi-Square Tests.

The linear association between two variables and which is denoted by r if of a measure of strength of Pearson correlation coefficient.

This coefficient r can be within a range of values from +1 to -1, and a value of 0 indicates that there isn't association between the two variables. A greater value than 0 indicates a positive association, i.e; as the value of one variable rises, so does the value of the other variable. A value less than 0 indicates a negative association, i.e; for the value of one variable rise, the value of the other variable falls. (Hall, 2015).

Before analysis of correlation coefficient value, researcher must check whether there is significant relationship between the two variables by testing hypothesis, and then, explain the strength of relationship.

5.7.1. Work Life Balance will have an effect on Academic Commitment

Table 5-20; Correlation Analysis for Work Life Balance will have an effect on Academic Commitment

		Academic Commitment
Work -Life Balance	Pearson Correlation	.980**
	Sig. (2-tailed)	.000

Table 5-21; Chi-Square Tests for Work Life Balance will have an effect on Academic Commitment

Chi-Square Tests			
	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	993.870 ^a	256	.000
Likelihood Ratio	539.494	256	.000

Linear-by-Linear Association	18.395	1	.000
N of Valid Cases	217		
a. 286 cells (99.0%) have expected count less than 5. The minimum expected count is .01.			

H₀: There is no relationship between Work -Life Balance and Academic Commitment

H₁: There is a relationship between Work -Life Balance and Academic Commitment

According to above tables the significant value is 0.000; P value is less than 0.05. Researcher can reject null hypothesis. Then, at 95% confidence, researcher can say that there is significant relationship between Work-Life Balance and Academic Commitment. Pearson Correlation coefficient value is 0.980. According to the Pearson Correlation coefficient value, researcher can say that there is significant strong positive relationship between Work -Life Balance and Academic Commitment. It indicates that when Work -Life Balance increases, Academic Commitment also increase, and, in other words, the researcher can say that if a postgraduate student has Work -Life Balance, then he or she commit more to his / her academic works (Academic Commitment).

The finding was in constant with the previous research (Markel and Frone, 1998; Humphrey et al., 1998 cited by Lingard, 2007; Cotton et al., 2002)

CHAPTER SIX: CONCLUSIONS

6.1. Introduction

This section presents the Re-visitation of objectives, Summary of findings, Contribution to knowledge, Suggestions for further improvements and Personal reflections of the author.

6.2. Re-visitation of objectives

To healthily retain and survive in the market or, in the concerned field in which self (researcher) is employed, it has reached a point where self's importance and value to the organization, shareholders namely, and other stakeholders need to be enhanced and more recognized. With an addition of a qualification such as a MBA (Postgraduate) will support above scenario. Self's devotion and efforts being put to achieve above is drastically effecting the personal life, hence a tendency to oversight family needs and thereby a decline in family devotion due to head on collisions of waves and waves of "office work and issues" with "MBA study work and issues" is evident.

To continue with professional development in Sri Lanka, today in the modern dynamic business environment, a Master of Business Administration (MBA) has become one main requirement for your work place to more value you and give consideration to you career advancement. Attempting to balance and Cope-up with office work, academic issues with MBA studied and personal and family issues at the same time may trigger undesired incidental complications inclusive of your health.

Consequently, the research problem of the studies is "what are the issues of work life balance among part time postgraduate students who follow MBA at Selected Private Higher Education Institute".

In order to mitigate the detrimental repercussions, it's has been targeted to work through achieving the following objectives;

- a) To identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute
- b) To examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute

- c) To identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute
- d) To determine and discuss the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute

This study is a quantitative research. The population of this study is a total number of students registered for the MBA program since 2014 is 494. Out of 494 MBA students, 217 MBA students are selected as sample figure by using stratified sampling method. Primary data collection method is a survey method with the support of a questionnaire. Having used these data, the research objectives were achieved.

To identify factors which may determine the work life balance of MBA students at Selected Private Higher Education Institute, to examine the impact of key determinants of work life balance on academic commitments of MBA students at Selected Private Higher Education Institute, and, to identify relationship between work life balance and academic commitments of MBA students at Selected Private Higher Education Institute, researcher used correlation analysis and Chi-Square Tests.

6.3. Summary of findings

In order to achieve well balanced work life, the designed objectives were achieved by applying descriptive statistics and inferential statistics such as correlation analysis and Chi-Square Tests. The findings are indicated as follows:

There are no missing values in this study. Cronbach's Alpha values of all variables are greater than 0.70 except for Work Life Boundaries. But Cronbach's Alpha values of Work Life Boundaries is closed to 0.7. The researcher has used the above indicators to measure the variables. Then researcher could state that all variables are reliable.

All KMO values are greater than 0.5. Likewise, all Sig values also persistently maintain the condition of values that are lesser than 0.05. The total variance explained (TVE) in above table determines a number of factors which collectively explained that the variable is greater than 50%. Hence the researcher could safely conclude that the validity of this research lay at a higher position.

Descriptive Statistics found that more respondents are not perceived that they have Work -Life Balance, more respondents perceived that they have more Work Responsibilities, more respondents perceived neutral idea on Work Load, more

respondents perceived neutral idea on Work Life Boundaries and more respondents are not perceived that they have Academic Commitment.

According to correlation analysis and Chi-Square Tests, researcher can conclude that:

- a) There is significant strong negative relationship between Work Responsibilities and Work -Life Balance. It indicates that when work responsibility increases, work life balance decreases. The finding was in constant with the previous research (Keene and Quadagno, 2004; Perera and Opatha, 2014; Makururi and Ngari, 2014; Kumari, 2012)
- b) There is significant strong negative relationship between Work load and Work -Life Balance. It indicates that when Work Load increase work life balance decrease. The finding was in constant with the previous research (Ilies et. al., 2007; Kumari, 2012).
- c) There is significant weak negative relationship between Work Life Boundaries and Work -Life Balance. It indicates that when Work Life Boundaries increase work life balance decrease. The finding was in constant with the previous research (Euram, 2013; Rife & Rife, 2015; Mellner, Aronsson & Kecklund, 2014).
- d) There is significant strong negative relationship between Work Responsibilities and Academic Commitment. It indicates that when Work Responsibilities increase Academic Commitment decrease. The finding was in constant with the previous research (Reay et al., 2002; Agyapong and Owusu-Ansah, 2012; Trudgett, 2011).
- e) There is significance strong negative relationship between Work load and Academic Commitment. It indicates that when Work Load increases Academic Commitment to decrease. The finding was in constant with the previous research (Callender and Wilkinson, 2012; Noor, 2011).
- f) There is significant weak negative relationship between Work Life Boundaries and Academic Commitment. It indicates that when Work Life Boundaries to increase, Academic Commitment to decrease. The finding was in constant with the previous research (Agyapong and Owusu-Ansah, 2012).
- g) There is significant strong positive relationship between Work -Life Balance and Academic Commitment. It indicates that when Work -Life Balance increases, Academic Commitment also increase, and, in other words, the

researcher can say that if a postgraduate student has Work -Life Balance, then he or she commit more to his / her academic works (Academic Commitment). The finding was in constant with the previous research (Markel and Frone, 1998; Humphrey et al., 1998 cited by Lingard, 2007; Cotton et al., 2002)

6.4. Contribution to knowledge

This study focusing the work life balance contributed a vast knowledge on personals numerous thinking patterns, the aspects on how one would look at differently on work life balance, Work Responsibilities, Work Load, Work Life Boundaries and Academic Commitment, and how it will independently be compared with each other as necessary.

Similar researches and studies have been conducted in many other places outside of Sri Lanka with regard to work life balance compared with academic commitment. Having researched and probed into the areas of work life balance compared with academic commitment in Sri Lanka, it was noted that there were several previous research studies connecting work life balance, but not any studies connecting work life balance compared with academic commitment.

6.5. Suggestions for further improvements

This research use three independent variables which are Work Responsibilities, Work Load, Work Life Boundaries on work life balance and Academic Commitment, whilst work life balance taken as independent variable on Academic Commitment. There may be more other independents variables to utilized for the purpose of achieving and improve the study.

The researcher may also recall here, that the population of this quantitative research included 494 students registered for the MBA program since 2014 at the institute, out of which 217 were selected as sample obtained by stratified sampling method, whilst the data collection was achieved via a questionnaire.

Within the time limitations, the researcher's study of this research is focused on students registered for the MBA program since 2014 at the institute only. Having referred to Morgan samples size table, the sample size indicated 217. This sampling method being a "stratified random sampling", it can be recommended by the researcher that it is the most appropriate sampling method for representing the entire

population. This is achieved by fixing the sampling size proportionally for individual annual number of student's basis total number 494: 217 rate.

Researcher has made the study only with the institute, but there are many other similar institutions which conduct MBA programs. Researcher suggests and recommends to future researchers to include other institutions too to perform similar researches and studies.

This study being a quantitative research, it focuses only on quantitative methods. Had this study being carried out by future researches applying mixed methods which focusses quantitative as well as qualitative, the quality and accuracy of results can be more realistic.

6.6. Personal reflections of the author

As per the researcher's opinion of what was gathered upon this research study, in order to survive in the market and / or workplace and therefore take sound steps for career development one may need to improve and strengthen his or her knowledge, skills, and attitudes. Looking from an employee's point of view such as the researcher's, the most appropriate method of strengthening knowledge, skills and attitudes is by attaining or reading a post graduate education and qualifications such as MBA.

Currently it is known that there are many research studies performed and existing with regard to work life balance due to having experienced inability to maintain a good and reasonable balance between, say, office work and personal life. Needless to say, to this stated undesired situation, plugging-in an academic study program in between, no doubt, it will aggravate imbalanced status of one's life. Academic work involved in researching, reading, analyzing, preparing assignments, attending group activities, attending respective classes on weekends study work extending till late nights, etc... are all tens to add heavy loads of weights, hence confusions and interruptions to one's personal life.

In view, the researcher has identified that the problem this study is directly attributed to above, that is to say, one's work, personal life and academic commitments are all have impacted at the same time. It was not known of the fact that such difficult situation could have been solved scientifically or technically as how it was done and worked-out in this research study.

How the problem was solved with the aid of scientific method;

- a) It had been identified by the researcher through literature review, the background of the study having compared with previous researches and having identified the factors effecting to work life balance and academic commitments. The results of the literature review had been identified what effecting work life balance is work responsibility, work load, and work life boundaries. Furthermore, it was also identified what's effecting the Academic commitments are work responsibility, work load, and work life boundaries. Further, work life balance also effects on academic commitments. Based on these details, the researcher constructed the conceptual framework.
- b) To gather the data from focusing group, the researcher developed the questionnaire to solve above problem based on the constructed conceptual framework.
- c) Due to the expected large number, and therefore, anticipated difficulties to approach all, the study has been narrowed down to take as study population to 495 MBA students of Selected Private Higher Education Institute as declared and registered.
- d) Due to the time limitations, probing into the entire population of 495 is a difficult task, therefore the need of sampling was considered, therefore having used the Morgan sample sizing table, a number of 217 had been selected to apply into the research study though a stratified random sampling method.
- e) The gathered data is from the 217 MBA students of the institute by utilizing the questionnaire. Prior to analyzing the data, a missing analysis was performed. Furthermore, to maintain the validity and reliability of our findings it is essential that the validity and reliability of the data set is verified.
- f) It was then performed a question wise study on perceptions of the respondents as well as variable wise perception. In other words, the respondent's perception on work life balance, academic commitments, work responsibility, work load, and work life boundaries.
- g) Then on, what was identified by the literature review, was utilized to analyses and compare the researcher's context is similar or not. For this purpose, the SPSS software was used by the researcher to perform the correlation analysis.

- h) The research results indicated that what's negatively effecting work life balance is work responsibility, work load, and work life boundaries. And, it was also identified what's negatively effects the Academic commitments to be work responsibility, work load, and work life boundaries. Furthermore, it is found that work life balance positively effects on academic commitments.
- i) To conclude what the researcher personally learnt from the process of doing this research is to achieve strengthen the work life balance and have a steady and systematic approach to academic commitment one has to limit his or her work responsibility, work load, and work life boundaries within the period he is engaged in academic studies like MBA. To achieve a steady and uninterrupted academic commitment maintaining a reasonably good work life balance is essential.

The researcher has now become confident to solve such deficiencies effecting people after having worked through such step by step process to successfully identify and solve the problem.

CHAPTER SEVEN: RECOMMENDATIONS

7.1. Introduction

This chapter will give certain recommendations to the findings of this research report.

7.2. Determine and discuss the possible solutions to improve the work life balance of MBA students at Selected Private Higher Education Institute

According to correlation analysis, the researcher can summarize that there is significant strong negative relationship between Work Responsibilities and Work - Life Balance, and, that there is significant strong negative relationship between Work load and Work -Life Balance, but there is significant weak negative relationship between Work Life Boundaries and Work -Life Balance. Thus, to improve work life balance, the work responsibility, work load and work life boundaries must be reduced.

As it is shown that there is significant strong negative relationship between Work Responsibilities and Academic Commitment, and, that there is significance strong negative relationship between Work load and Academic Commitment, but there is significant weak negative relationship between Work Life Boundaries and Academic Commitment whilst there is significant strong positive relationship between Work - Life Balance and Academic Commitment.

Therefore, to improve Academic Commitment, the work responsibility, work load, and work life boundaries must be reduced, whilst having to improve the Work -Life Balance.

In view, the following actions can be recommended by the researcher to maintain steady and uninterrupted academic commitment, and, reasonably good work life balance.

A. Increase Work -Life Balance of MBA students

- a) Manage your time properly (use time tables, allocate time to your work, studies, family, social). May have to sacrifice by starting the day a little earlier than usual, and end up late, so it makes more time availability. Any time tables constructed to be realistic and sensible, and, should abide to. Identify what is important, urgent and not on activities related to work, academic studies, family and social.

Health, medical, accidental, maintain deadlines, unavoidable 11th hour preparations, demanding issues, genuine emergencies etc.. can be categorized as important and urgent activities, issues and/or situations which are needed to give first priority.

Calls from third party people / relatives / friends, and, Social media communication such as Facebook, SMS, WhatsApp, Skype, Viber etc... , checking junk mails, frequent socializing etc.. which can be not urgent and not important should be identified and eliminated or reduced to the minimum, therefore do not prioritize.

- b) Have prearranged schedules with regard to family issues. Children's event, school events, spouse's needs, etc.. also have the possible activities of children attended by spouse or another reasonable source (eg. School transport by school or other recognized and reputed transport service) until the study program is relaxed.
- c) Your family (Parents, spouse and/or children) must understand about your constraints to live with them for this short period due to Academic and work activities, and not complain, otherwise, make them understand by good explanation, discussing the benefits of the outcome etc.. and that for them what or however they sacrificed, they will be rewarded later.
- d) Update your superiors' and top management that you are reading for MBA and you need their support. Acquiring advance knowledge and adding higher grading in qualifications are beneficial to the organization as well. The strengths on its recognition and reputation will positively enhance.
- e) Update your peers at work place that you are you reading for MBA and you need their support as well. This will also encourage and inspire your genuine peers. Further, you may have the opportunity to be their consultant in this area of advanced studies and share the knowledge.
- f) Manage Client's contentedness in meeting their requirements. Be thorough, positive and confident with the context needed to be shared with clients in order to minimize yours and their valuable time.
- g) Be a role model to your subordinates and let them to follow you. Should put into practice the theories, proficiencies and whatever you

have added to your knowledge, skills and attitudes what you have or yet learning and experiencing during your day to day performance of work so your subordinates will observe to extract the best from you and for an eventual inspiration to consider further higher studies.

B. Reduce Work Responsibilities of MBA students

- a) Reduce procedures, regulations during their academic period. It will then reduce unnecessary stress and pressure in turn, so you will be at an ease of mind, much relaxed for free and clear thinking and planning.
- b) Reduce work involvement during their academic period. Do only the essentials, giving priority to your job description, unless otherwise.
- c) Reduce working hours during the academic period. Some of the office related issues related to extra activities such as meetings which drag on till late evening, sports events, outstation trips, etc.. which are all office related could be foregone.
- d) Help reduce stress arising from high responsibilities. If possible, you may avoid taking up work tasks listed in your superior's job descriptions for the time. May need to explain this to the respective superior regarding your constraints arising due to this temporary study program.
- e) Establish clear job responsibilities and job description. You need to confidently know and be in practice what your listed work tasks are in the job description.

C. Reduce Work load of MBA students

- a) Reduce heavy work load during their academic period. This could be achieved by prioritizing your work basis urgent and important as discussed above.
- b) Seek for help and support from your peers, superiors and subordinates to manage the workload because it is emotionally challenging to maintain your work during the academic period.
- c) Pay a fair salary to employees for the work they do so it may discourage them finding freelance employment to gain financial strength for such study programs. Avoiding freelance employment will minimize workload.

- d) Maintain flexible work procedures and reporting relationships in work place can be achieved by having established open reporting procedures and policies. Further, target to maintain clear and flexible working conditions.

D. Reduce Work life boundaries of MBA students

- a) Reduce and help face cultural barriers in their society during their academic period. Third party festivals, functions, and occasions to be avoided. Certain unavoidable social activities could be arranged to be substituted by spouse or a close family member.
- b) Working organization, patterns should not be very hierarchical, regulatory and structured. Request management for a temporary flexible work environment and flexible work role.
- c) The management to have better and proper understanding about cultural differences and expectations of employees.

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ANNEXES

Annex 1: Questionnaire

Work-life Balance among Part-time Postgraduate Students in Sri Lanka: With Special Emphasis to MBA Students at Selected Private Higher Education Institute

Dear Sir / Madam,

Nowadays most of the organizations give their maximum efforts to support their employees in getting a balance between professional life and family or personal life by offering special initiatives such as flexible working times, health benefits, entertainment opportunities and childcare. However, this is more complicated when professionals must balance their work-life with part time post graduate studies.

As a part of my MBA study program at the institute, this desperation is carried out to study work life balance among part time MBA students of the institute.

Objective of my studies are:

- To identify and issues related to work life balance among MBA students.
- To examine the impact of key determinants of work life on academic commitments of MBA students
- To determine and discuss the possible solutions to improve work life balance

Gathering your responses shall only be used for my academic purposes and shall be treated with strict confidentiality.

Thank you very much in advance for devoting your valuable time to help me by filling up the questionnaire which I have attached herewith. Due to the constraints on time limit, it shall be very much appreciated to receive the completed questionnaire before 28th February 2018.

Thanking You,

Yours Sincerely,

Kanchana Dolapihilla (077 500 9411, 0714 218 441)

Indicate the extent to which you agree with the following statement by using a scale of 1 (one) to 5 (Five) where **1= Strongly Disagree – SD, 2 = Disagree – D, 3 = Neutral - N, 4 = Agree – A 5 = Strongly Agree – SA**. Please put ✓ which best describe your opinion of the statement

A. Work Responsibilities

No	Description	SD	D	N	A	SA
1	There are a lot of ideas, procedures, regulations in my job					
2	Work involvement is very high in my profession					
3	I have to work long working hours per day to fulfill my responsibilities					
4	My job is very stressful due to high responsibilities					
5	The employees' job responsibilities are not clear					

B. Work Load

No	Description	SD	D	N	A	SA
6	I have to bear a heavy work load every day					
7	The workload is emotionally challenging to maintain my work					
8	The employees are not paid a fair amount for the work they do					
9	The work procedures and reporting relationships are very strict in my workplace					
10	The working conditions are not clear and flexible					

C. Work Life Boundaries

No	Description	SD	D	N	A	SA
11	Cultural barriers in my society has become a restriction to my work					
12	The culture of my work place is very strict					
13	My working organization is very hierarchical, regulatory and structured					
14	My work role is less flexible					
15	The management does not have proper understanding about cultural differences and expectations of employees					

D. Work-Life Balance

No	Description	SD	D	N	A	SA
16	There are no complains or grievances from your family (Parents, spouse and/or children) about your constraint to live with them					
17	There is contribution to smooth running of family affairs					
18	There is relationship with your close relatives					
19	There is relationship with your close friends					
20	Your superiors' and top management's view on your job performance is satisfied					
21	There are no Complains from peers about your behavior at work					
22	Client's contentedness about your performance in meeting their requirements					
23	Being a role model to your subordinates to follow					

E. Academic Commitment

No	Description	SD	D	N	A	SA
24	I attend/attended MBA classes regularly					
25	I have sufficient time to complete MBA assignments and other academic related works					
26	The management of my work place has a proper understanding about my MBA studies and commitment					
27	My family members have a proper understanding about my MBA studies and commitment					
28	I can satisfy about my achievements in MBA studies					

Annex 2: Morgan Table

Source: Krejcie and Morgan (1970),

<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>	<i>Total</i>	<i>Sample</i>
10 ⇒	10	220 ⇒	140	1200 ⇒	291
15 ⇒	14	230 ⇒	144	1300 ⇒	297
20 ⇒	19	240 ⇒	148	1400 ⇒	302
25 ⇒	24	250 ⇒	152	1500 ⇒	306
30 ⇒	28	260 ⇒	155	1600 ⇒	310
35 ⇒	32	270 ⇒	159	1700 ⇒	313
40 ⇒	36	280 ⇒	162	1800 ⇒	317
45 ⇒	40	290 ⇒	165	1900 ⇒	320
50 ⇒	44	300 ⇒	169	2000 ⇒	322
55 ⇒	48	320 ⇒	175	2200 ⇒	327
60 ⇒	52	340 ⇒	181	2400 ⇒	331
65 ⇒	56	360 ⇒	186	2600 ⇒	335
70 ⇒	59	380 ⇒	191	2800 ⇒	338
75 ⇒	63	400 ⇒	196	3000 ⇒	341
80 ⇒	66	420 ⇒	201	3500 ⇒	346
85 ⇒	70	440 ⇒	205	4000 ⇒	351
90 ⇒	73	460 ⇒	210	4500 ⇒	354
95 ⇒	76	480 ⇒	214	5000 ⇒	357
100 ⇒	80	500 ⇒	217	6000 ⇒	361
110 ⇒	86	550 ⇒	226	7000 ⇒	364
120 ⇒	92	600 ⇒	234	8000 ⇒	367
130 ⇒	97	650 ⇒	242	9000 ⇒	368
140 ⇒	103	700 ⇒	248	10000 ⇒	370
150 ⇒	108	750 ⇒	254	15000 ⇒	375
160 ⇒	113	800 ⇒	260	20000 ⇒	377
170 ⇒	118	850 ⇒	265	30000 ⇒	379
180 ⇒	123	900 ⇒	269	40000 ⇒	380
190 ⇒	127	950 ⇒	274	50000 ⇒	381
200 ⇒	132	1000 ⇒	278	75000 ⇒	382
210 ⇒	136	1100 ⇒	285	100000 ⇒	384

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