

EXPLORING THE DETERMINANTS OF WORK–LIFE BALANCE FOR
UNIVERSITY STUDENT WORKERS WITHIN LEBANON

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by
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ABSTRACT

Purpose – This research aims to explore the determinants of work-life balance for university student workers within Lebanon. The proposed relationships consist of causality between each of the variables of working hours, proximity to employment, proximity to university, workload, study leave, leaving early, work from home, study at work, and flexible working hours on one hand, and work-life balance on the other.

Design/methodology/approach – Employing a deductive approach, this study presents one main research question and quantitatively tests 11 hypotheses using a sample of 300 workers studying in both Lebanese University and Notre Dame University.

Findings – The findings show that work-life balance significantly varies according to demographic factors. As for variables, the number of courses were found to have a significant negative causal relation with work-life balance, while the ability to obtain a study leave and leaving early have a significant positive causal relation with Work-life balance.

Practical implications – The findings provide employers with empirical proof that the inclusion and focus on certain aspects in work-life balance strategies can highly impact the work-life balance of student workers. This can be done by advising on how many credits should a student worker be enrolled in throughout different phases of his/her business cycles. This along the possibility of obtaining study leaves as well as early leaves when required time may hence support student workers' well-being as well as other aspects such as organizational commitment.

Theoretical implications – This research adds quantitative empirical proof that number of courses, study leave, leaving early significantly affect “work-life balance” of today's private and public university student workers in Lebanon. Not only are such results relevant but also consistent with the majority of the existing knowledge and literature on work-life balance. Therefore, the findings offer a theoretical enrichment to the topic of work-life balance in general, and open way for new research to expand internationally as well as locally.

Keywords Work-life balance, number of courses, study leave, leaving early, Work-life balance strategies.

CHAPTER 1- INTRODUCTION

1.1.General Background

Work-life balance is defined as the management between work and a multitude of activities that are related to health, lifestyle, family, and society, which can ultimately affect an individual's overall productivity. Likewise, school-life balance refers to a student's ability to accommodate between several life-related aspects along with his/her academic duties. In this line, the most significant determinants of work-life balance for student workers are rooted in work and academic-related aspects, along with other demographic and contextual factors (VTamilarasu, 2013; Darolia, 2014; Schoffstall and Arendt, 2014). According to VTamilarasu (2013), workers who hate their current job are on a constant search for better opportunities and pay. However, even if they shifted to another work, they may not be satisfied due to their inability of balancing their jobs with their personal lives. Another typology of individuals are identified as being those obsessed with their work, and that consequently tend to willingly allocate most of their time to their jobs at the expense of personal time. Lastly and for some individuals, work is affiliated with their own self-purpose, and therefore do not encounter the difficulties of balancing work and personal life.

1.2. Need for the study

Within the socio-economic context of modern-day life, the number of university student workers has been, and still is increasing, hence highlighting the concurrent importance of scrutinizing their work-life balance (Khan and Fazili, 2016) Henceforth, this research aims at responding to the recent calls for filling the gaps in the existing body of literature on work-life balance, by

empirically exploring the latter concept in the case of student workers. Moreover and to the author's knowledge, no studies that target the work-life balance of students in Lebanon have yet been conducted, be it within the contexts of public or private universities.

1.3.Purpose of the study

This research aims to explore the determinants of work-life balance for university student workers within Lebanon. Following a deductive approach, the independent variables are identified as per the suggestions offered by the existing body of knowledge on work-life balance. The proposed relationships consist of causality between the variables of working hours, proximity to employment, proximity to university, workload, study leave, leaving early, work from home, study at work, and flexible working hours on one hand, and work-life balance on the other. Consequently, 10 hypotheses describing the potential causalities that may exist amongst each of the independent variables with Work-life balance are formulated and tested, along one hypothesis relating to variation according to demographics (Table 1). The expected findings would not only advance the literature on work-life balance as a research topic, but would also offer practical recommendations, which can be integrated into their HR practices. Organizations can utilize the study's outcomes in order to formulate effective HR strategies that can foster work-life balance for students who work. Therefore, this research proposes one main research question, and that being: What are the factors that impact students' work-life balance?

Research Question	Hypotheses
<p style="text-align: center;">What are the factors that impact students' work-life balance?</p>	<p>H₁: The work-life balance of student workers varies in respect to demographics</p> <p>H₂: The number of courses registered has a negative impact on work-life balance of university student workers</p> <p>H₃: Working hours negatively affects work-life balance of university student workers.</p> <p>H₄: Proximity to employment positively affects work-life balance of university student workers.</p> <p>H₅: Proximity to university has a positive effect on work-life balance of university student workers.</p> <p>H₆: The number of hours spent at work has a negative impact on work-life balance of university student workers.</p> <p>H₇: The ability to obtain a study leave has a positive effect on work-life balance of university student workers</p> <p>H₈: Leaving work early for educational purposes has a positive impact on work-life balance of university student workers.</p> <p>H₉: Working from home positively affects work-life balance of university student workers.</p> <p>H₁₀: Studying at work positively impacts work-life balance of university student workers.</p> <p>H₁₁: Flexible working schedule has a positive effect on work-life balance of university student workers.</p>

Table 1: Summary of research question and hypotheses

1.4. Brief overview of all chapters

Having discussed the significance and purpose of the study, the following chapter reviews the existing theoretical and empirical knowledge concerning the relationships between the independent and dependent variables. Within the subsequent chapter of methodology, the reasoning approach, along with the data collection tool and sampling procedures will be featured and discussed. Moreover, chapter 3 will also include a section dedicated to the formulation of the proposed hypotheses, as well as another targeting the analysis framework. In chapter 4, the different descriptive and statistical tests that were conducted will be presented and analyzed, hence allowing for the confirmation or rejection of the proposed hypotheses. Lastly, chapter 5 will provide a comprehensive summary of the obtained results, in addition to the practical and

theoretical implications of the research. To add, the last section will also feature a discussion of the different reliability and validity dimensions, the limitations that were encountered, as well as some recommendations for people involved, decision makers and for future research.

CHAPTER 2 - LITERATURE REVIEW

2.1.Introduction

Having reviewed the general background and identified the need and the purpose of this research with an overview about the upcoming chapter, this chapter will discuss the theoretical and empirical literature on work-life balance and the factors that may affect it will be featured. In their systematic literature review, Thomas and Paula (2008) discussed the different theoretical foundations and knowledge that exist. For instance, Kirchmeyer (2000) argues that in order to attain all responsibilities and obligations in life, individuals must be able to confront barriers, manage his/her time, as well as be committed to his/her domains. In addition, Casper et al. (2005) define work-life balance as reaching one's expectations about meeting both work and family responsibilities and obligations. Also, Grzywacz and Bass (2003) state that in order to reach work-life balance, conflict derived from work-family should be detached from work-family facilitation to enhance one's performance in coping with family domain. Furthermore, Fleetwood (2007) believes that in order to balance between work and all responsibilities in life, people must have control over time, place and the way they function (Thomas and Paula, 2008).

According to Shakespeare (1599), in order to effectively encounter responsibilities and obligations in life, people must have specific behaviors concerning each and every situation. Consequently, he emphasizes that work-life balance requires specific behaviors to confront barriers and difficulties. Since the topic of work-life balance has varied throughout the past years, the need of having different roles to balance between work and life has stayed constant. However, the concept of how these roles liaise is still under study because there are several roles to inhabit. Nonetheless, Greenhaus et al. (2003) argue that work-life balance is a different concept from conflict and

facilitation, as it is the functioning of the entire method, while conflict and facilitation are the reason behind the link (Fonseca, 2018). In conclusion, conflict and facilitation are the most common explanations of work-life balance, in which the latter is defined as minimum conflict and maximum facilitation between work and family. Conversely and according to Greenhaus et al. (2003), work-life balance should be considered as a result of conflict and facilitation dynamics.

2.2.The evolution of work-life balance

The utilization of the term “work-life balance” started in the late 1970s to balance between an individual’s career path, family, and other concerns in life. In the middle of 21st century and due to the difficulties that working women were facing to balance between work and family commitments, the perception of work-life balance has since developed. However and at the end of 21st century, both women and men were facing difficulties in balancing between work and family commitments. Within a concurrent organizational context, employees are more attracted to companies that implement work-life balance strategies, such as providing flexible working hours, day care for their children, work from home, and elder care. Work-life balance strategies benefit both employee on one hand and companies on the other, as in the long-run they decrease work-life conflict, absenteeism, and increase job satisfaction (Khan and Fazili, 2016). In this line and in order to maintain balance between career and personal concerns, individuals and companies must follow and implement certain strategies for work-life balance. Such strategies benefit both workers and companies in the long-run.

According to Kumanu Purpose Company, the real expression “work-life balance” appeared in the women’s liberation movement in United Kingdom in the 80’s due to the long working hours that

range between 14 to 16 hours per day, 6 days per week. The purpose of work-life balance in the U.K was to decrease long working hours that resulted in social and well-being costs. This specifically involved providing flexible working hours for working children, in addition to maternity leaves for woman. Due to work-life balance movement in the U.K, the United States started to notice the health effects of long working hours that exceeded 100 hours per week. Nevertheless, in year 1940, the US modified the act of Fair Labor Standards to specify 40 working hours per week. From this perspective, working very long-hours is perceived to negatively affect work-life balance, increase health issues, as well as hinder employees' well-being (Kumanu, nd, 2020).

2.3.Work-life balance Theory

Up until present day, scholars have yet to unanimously agree on a theoretical framework for work-life balance (Pitt-Catsouphes et al., 2006). There are two opposing point of views about work-life balance, the pessimistic side “work-life conflict”, and where work and personal life are perceived to negatively affect each other, and the optimistic side “work -life improvement”, where they are perceived to positively affect each other. Within the existing body of knowledge, multiple theoretical frameworks for work-life balance exist, of which are segmentation, improvement, acceleration, spillover, community identity, compensation, equivalence, conflict, human wealth, border, and ladder theories (Zedeck and Mosier, 1990; O’Driscoll, 1996; Clark, 2000; Guest, 2002; Morris and Madsen, 2007). For instance, the segmentation theory states that work does not affect family domain and vice versa. For example, when an employee spent a stressful day at work, he/she is able to separate and segment the stressful job from family domain (Young and Kleiner,

1992). Conversely, the improvement theory posits that one role in life influences the other. For instance, experiences that enhance one's skills, values, mindset, or satisfaction will significantly improve other roles in life (Morris and Madsen, 2007). Likewise, the facilitation and enrichment theories both argue that one role can positively impact the other (Marks, 1977; Thoits, 1991; Barnett and Hyde, 2001). As for the spillover theory, it posits that positive work experiences are allied with positive family domain and vice versa (Staines, 1980). In order to overcome the constraints of work-life balance, a new theory "border theory" was created by Clark (2000), in the aims to separate each role in life by borders such as physical, tentative, or emotional. In particular, the border theory emphasizes on "crossing borders" among domains required in life (Mathew and Natarajan, 2014). According to Kumar and Janakiram (2017), flexible boundaries decrease conflict and increase the integration between work and family domains. Moreover, crossing borders among work and family concerns is the main concern about the border theory, as well as the construction and management of borders. Equally, change is more effortful and conflict is less likely to occur when work, family, and personal life domains are segmented (Kumar and Janakiram, 2017). Conclusively and as suggested by the opposing views in the literature, work and personal life can either negatively or positively affect each other. Border and boundary theories are the most common work-life balance theories discussed throughout work-life balance studies, and thus offer alongside the multitude of existing theoretical frameworks a vast array of potential studies on this concept, and whereby scholars can adopt different valid approaches.

2.4. Work-life balance and generational differences

Baby boomers (born between year 1945 and 1960) had not paid much attention to the concept of work-life balance, as they were more busy focusing on making a living after World War II. However, generation X (born between year 1961 and 1980) started to feel the negative impact of work-life imbalance due to their parents (baby boomers) who were facing issues related to long working hours. Because work-life balance became an important concept throughout years, generation Y which is also known as millennials (born between year 1981 and 1995) started to direct further attention to work-life balance. Nevertheless and concurrently, no matter from which generation, individuals are now able to have work-life balance if companies build healthy and flexible workplaces (Jamesmash, 2019).

On a final note, baby boomers tend to put their effort on their job rather than anything else, whereas generation X tends to stabilize their job, and generation Y aims for flexibility above anything else. According to recent statistics, 95% of generation Y tends to shift to companies that appreciate their ideals of flexibility, and are therefore found to be more loyal to their employers (Capnary et al., 2018). As per Dannar (2013), the implementation of work-life balance strategies is crucial, since generation Y will continue to grow until year 2022. This is noticeable through companies' increasing adoption of such strategies that aim at offering balance between work and personal life.

Several factors impact work-life balance, of which are work and family stress, economic factors, development of technology, and therefore render the concept of work-life balance as ever-changing. According to Barber (2014), many studies on work-life balance deducted that employees from all generations desire and need work-life balance. Nevertheless, Gilley et al. (2012) suggest that some managers are able to meet the desired need of work-life balance for employees due to

the difference in generations. For example, managers from generation Y support their employees in achieving work-life balance more than generation X and Baby Boomers, as their perceptions regarding its importance is constantly growing (Ann et al., 2015). However and although older workers have more non-work related demands, they tend to balance between their work and other domains in life more than their younger counterparts (Hill, et al., 2014; Richert-Kazmierska & Stankiewicz, 2016; Tausig & Fenwick, 2001).

Spieler et al. (2018) found that older employees have higher work-life balance than younger adults because they are able to continuously manage boundaries of work and non-work domains by separating each domain apart. In particular, balancing work and non-work boundaries refers to excluding personal-life concerns from work and leaving work issues out of one's personal life (Kreiner, 2009). Within boundary management, older workers are more motivated to focus on positive influences in life rather than negative ones (Riediger et al., 2009).

In addition, older workers confront many circumstances in life that impact their well-being and are more experienced than their younger counterparts. Thus, they possess a higher ability to maintain or recover their well-being (Scheibe, et al., 2016). In addition, older workers are able to recognize the best way to build a strong boundaries by emphasizing on specific psychological or behavioral strategies (Kreiner et al., 2009 and Nippert-Eng, 1996 in Spieler et al., 2018). In summation, older workers tend to have more work-life balance than younger workers, because the older the worker is, the higher the efficiency in managing boundaries among several life domains.

2.5. Work-life balance in different countries

Bayt.com shows that people who work in the Gulf region countries are more likely to be happy than people who work in other countries. More specifically, people who work in Qatar, Saudi Arabia and UAE are the topmost happiest workers, since there is a high number of employment opportunities in the Middle East and Dubai Expo 2020 and Qatar's FIFA World Cup 2022 will increase the job market in the future. Nevertheless, job satisfaction is not only linked to the number of employment opportunities but also to the "learning and personal development". In addition, a survey conducted in the MENA region shows that 85% of participants in the Bayt.com survey describe Job Satisfaction as a feeling of achievement, satisfactory salary, and an organizational environment that allows them to do what they love in a creative and innovative manner (Masri, 2015).

In the end, in order for employees to be happy, they should feel that they are part of a company's mission and vision, feel proud to be part of their company, have the opportunity to grow, and accomplish a healthy work-life balance. As stated in the Arabian Business magazine (2018), physical wellness and well-being of the populations in the UAE in 2017 had decreased from 63.1 to 61.5 points, due to lack of personal time. Nevertheless, a different survey discovered that 81% of UAE workers are interested in wellness programs provided by companies (Bridge, 2018).

One of Henri Fayol's 14 principles of management is that employees should subordinate their own personal interest for that of the organization. Although modern day managers believe that workers should put their full time effort in achieving a company's goal before any other goal in life, they are striving in accomplishing this vital organizational state, as the importance of work-life balance has dramatically increased. Therefore, the Human Resources function started to handle such

problems by implementing work-life balance strategies related to flexibility and paternity leaves. Yet, Friedman, Christensen & DeGroot (1998) argue that work-life balance strategies do not support all workers because such strategies are not initiated in the company's culture and some managers resist to change and to implement new strategies. Since women tend to face more difficulties in work-life balance as it was stated that women have more duties at home than men (Knezevic, Gregoy, & Simunic, 2016), a study concerning work-life balance struggles in Lebanese worker women in the hospitality and tourism businesses discovered that work over family has higher impact specifically for married women. Given that, hospitality and tourism businesses are more likely to work long hours, on week-ends, from home, and are situated in the central district of Beirut in which workers spend a lot of time in traffic to reach their jobs. Therefore, single women are less likely to give time to their parents and married women are more likely to separate from their children and husbands.

Hence, in order to retain skilled employees, successful managers must initiate work-life balance strategies that decrease work and family struggles (Itawi, 2017). In concluding, Lebanese women working in hospitality and tourism industries tend to face difficulties in work-life balance more than men, since they have more duties at home. Crompton and Lyonette (2006) found different social impacts on work-life balance in Finland and Norway, as both governments support dual-earner parents as well as inspire men to support in domestic work.

Moreover, despite the modern perceptions of gender equality in France, the domestic role of females as conventionally believed has been found to have a negative impact on work-life balance. Contrarywise, Vala et al. (2003) state that domestic work in Portugal has no impact on work-life balance, although the Portuguese were found to spend much more time with their families when compared with other European countries (Crompton and Lyonette, 2006). A study that was

conducted by Carlier, Lliorente and Grau (2012) showed that the relationship between Spanish and Latin American companies exposes differences in implementing work-life balance strategies. Illustratively, the implementation of supportive work-life balance strategies such as flexible schedule and leaves are highly implemented in most of Spanish companies, as they have been following the concept of “walk the talk” regarding work-life balance since year 2000. However, supportive work-life balance strategies are only implemented in small and medium Latin American companies since they are more sensitive to the concept of having balance between work, family and personal life than large Latin American companies.

According to Early and Gibson (2002), the fact that few Latin American companies are not implementing work-life balance strategies is due to the informal cultural framework and the way they create a business (Carlier et al., 2012). According to Schuler and Jackson (2006), people who live in Asian countries such as Bangladeshi people believe that work is a way to earn money and obtain social identity, however, family provides full support in each and every situation or crisis (Baral & Bhargava, 2011; Newaz & Zaman, 2012).

As per Nayak and Sharma (2018) and within India, long working hours, work-related stress, and weekend work were pinpointed as having negative influences and limitations on family responsibilities and commitments as well as on social interactions. Moreover, colleague support, family support, organizational support, social and untended support were identified as the main support systems for work-life balance of Indian business schools students. The study also showed that Indian male students tend to have work-life balance with family support more than Indian female students, and that marital status had no relation with W/B. Asian countries are categorized under the collectivist community in which people tend to offer their support to everyone. In contrast, the west is characterized as harboring individualistic communities in which people are

independent and able to solve their problems and reach their goals by themselves. Hence and according to Kim (2014) and Ahsan et al., (2016), the concept of work-life balance differs from society to another, as different factors may influence it within different communities.

2.6. Work-life balance and organizational commitment

In order to increase employees' organizational commitment, companies are increasingly offering educational support such as assistance in tuition fees, job related trainings etc. According to Guffey et al., (1997), educational support positively affects organizational commitment. As revealed by Berk and Gundogmus (2018)'s study on a group of accountants in Istanbul, educational support facilitated the attainment of higher work-life balance, and which consequently lead to more organizational commitment. Moreover, other variables such as personal life, income, number of children, number of clients and experience were also identified as having a direct effect on W/B. For instance, work-life imbalance increases when an accountant worker has around 25 years of experience with 29 or less customers, his/her salary is in the middle level, and he/she has two children or more. In addition, organizational commitment seemed to decrease when a worker has more than 30 years of experience, his/her salary is low, and he/she has one child or more. Balven et al. (2018) believe that work-life balance increases when an employee is supported by the organization through factors such as flexible working hours and study leaves.

Furthermore, Ahuja, Padhy, and Srivastava (2018) believe that organizational commitment is affected by factors such as gender, age, education, occupation, and education. Also, Aksoy, Sengun, and Yilmaz (2018) consider that organizations should maintain employees' psychological and social satisfaction in order to increase their organizational commitment.

2.7. Work-life balance and employee wellbeing

According to Kim et al. (2016) and Obschonka and Silbereisen (2015), the well-being of employees improves when social interaction between subordinates, colleagues and supervisor increases. Moreover, the support that employees obtain from their organization makes them feel that they are admired, trusted, and understandable. Such feeling allows them to be in a better psychological well-being phase (Haider, Fernandez-Ortiz, & de Pablos, 2017). Sufficient job performance is based on employees' satisfaction, and which along the concept of work-life balance may significantly affect their psychological wellbeing (Haider et al., 2018).

According to Kossek *et al.* (2001); Guest (2002); Greenhaus and Powell (2006); Meyer and Maltin (2010) and Magee *et al.* (2012), there is a relationship between an employee's wellbeing and work-life balance. Greenhaus and Beutell (1985) declared that employees and organizations should dualistically control and manage work-life balance in order to achieve a healthy organizational environment. In addition, Hecht and Boies, (2009) stated that powerful governments might focus on implementing a law within companies that is related to the health and well-being of employees in order to create a healthy and safety workplace (Zheng et al., 2015). Consequently, work-life balance requires effort from workers, organizations, and governments in order to be achieved and maintained.

2.8. Work-life balance and personality traits

Pandey and Shukla (2018) found that most of the workers that were included in their study spent their lives at work, and that 78% experience work-related-stress. However and because stress negatively impacts workers' morale, productivity, commitment and satisfaction, companies may need to implement work-life balance strategies to retain skilled subordinates. Nonetheless, it is important to take into consideration that a worker's personality also plays a crucial role in understanding how to balance work and study for different individuals. For example, professional workers understand and cope with work-life balance differently than manual workers do, mainly due to the variation of personality traits between the two types (Pandey and Shukla, 2018). To sum up, in order to implement a supportive strategy for work-life balance, employers must also take into consideration the personality traits that might impact both, individual's insights and behavior toward work-life balance.

As stated by many researchers, both organizational factors and family features such as structure, marital status and support impact workers work-life balance. However, some researchers discovered that personality traits also impacts work-life balance. According to Lewis Goldberg (1990), the big five personality traits impacts the behavior and the ability of workers in maintaining balance between work and personal life. Chitra and Sheela (2012) found that work-life balance is positively correlated to the big five traits.

For instance, work-life balance is positively correlated to the openness to new experience trait, in which people are creative and able to find the best ways to balance between work and life domains (Barrick & Mount, 1991). Also, work-life balance is positively correlated to the conscientiousness trait, in which people are reliable, systematized, self-disciplined and implement sufficient

strategies for work-life balance (Barrick & Mount, 1991; Costa & McCrae, 1992). Likewise, work-life balance is positively correlated to the extroversion trait, in which people engage in social activities and are more likely to seek for minimizing the negative impact of work-life imbalance (Watson & Clark, 1997). Similarly, work-life balance is positively correlated to the agreeableness trait, in which people are honest, courteous, and cooperative (Eby, Maher, & Butts, 2010). Lastly, work-life balance is positively correlated to the emotional stability trait, in which people are more likely to be satisfied in their lives and have positive spirit. Therefore, companies should not only focus on implementing work-life balance strategies, but also on structuring different work-life balance strategies for uncommon personality traits and provide trainings to determine predictable performance (Chitra and Sheela, 2012).

In brief, due to the fact that work-life balance and the big five personality traits are positively correlated, companies must design and implement distinct work-life balance strategies taking into consideration each personality trait apart.

2.9. Impact of studying while working

Several previous studies had uncovered that some working students had left their university studies due to employment commitments (Yorke 1999; Hovdhaugen and Aamodt 2009). Roksa (2011) found that students who work up to 20 hours per week tend to complete their education, whereas students who exceed 35 working hours per week tend to leave university. Humphrey (2006) found that on average, students who do not work tend to have higher grades than those who work as a part timers. Further studies have also uncovered that some students refrain from having a job throughout their studies, as they conceive that work might negatively influence their academic

performance (Lucas and Lammont 1998; Barke et al. 2000). However, the risk of dropping out is not solely influenced by work, as several other factors may impact students' grades (Tinto, 1993). From another perspective, Cranmer (2006) postulated that the reason behind working while studying is not only related to tuition fees, however is also driven by a sought to gain professional experience and skills (Hovdhaugen, 2015).

In general, studying while working has been often identified to have a significant impact on academic life. In detail, those working and studying full time are more likely to leave their university, as well as exhibit lower performance than those working part-time, or not working at all.

A survey including 360 working students that were selected randomly from four universities in Ghana found that student workers tend to have less time for their studies which negatively impacts their educational performance. Also, the result shows that student workers are supported by their academic establishments more than their managers (Tetteh and Attiogbe, 2019). Yet, all stakeholders including legislators in universities, companies and students must aim to achieve work-life balance by finding the best ways to attain sustainable growth in both study and work. According to Baum (2010); Scott-Clayton (2012), more than 80% of students who are pursuing their bachelor degree are working while studying, and nowadays students tend to work more hours comparing to the previous years. Nevertheless, working while studying has a positive impact on the labor market due to the increase in job experience, academic performance, social and business connections, as well as the increase in student worker's soft skills (Light, 2001; Molitor & Leigh, 2004; Ruhm, 1997).

Scott-Clayton (2011) discovered that there is a positive relationship between students who are in their first educational year and are committed to the federal work study (part-time job for the aim of helping students to pay their tuition fees). Also, Ehrenberg and Sherman (1987) discovered that full-time students who are in second and fourth educational year tend to have less perseverance (Darolia, 2014).

Therefore in order to benefit from the positive effects and remove the negative effects of working while studying, work-life balance strategies should be implemented in both, companies and colleges to improve the combination of work experiences with education.

With regard to universities' work-life balance strategies, employees are offered several solutions to control the challenging job duties, family responsibilities, and social commitments, such as providing flexibility in work schedules, time for family and friends, and programs that cover physical and psychological health. However, Gambles et al. (2006) detected that strategies that are created to facilitate the management between individual's work and life have restricted effect because they do not target the importance of the change and sometimes the changes are considered superficial. A research paper was conducted by Saltmarsh and Randell-Moon (2015) to show how Australian universities are trying to react to the possible negative impacts of an imbalance between work and life and how work-life balance strategies inspire students to incorporate their lives into methods of management of different plans and activities (Foucault, 1991). The results show that all Australian universities are surrounded by personal managerial concerns that are referred to a workers' responsibility to self-ruling their own pleasure, well-being, family commitments, and social accountabilities in reciprocation of the workplace flexibility, advanced educations and creativity. According to Rose (1996, 2000), it is not only about implementing work-life balance

strategies, rather it is about going further to the employee's emotional, social and interpersonal extents that are beyond work. (Saltmarsh and Randell-Moon, 2015). In short, the strategic planning of work-life balance should focus on the life outside work and encourage individuals to depend on themselves in order to maintain their well-being, perform well at work and at home, and being socially responsible.

2.10. The determinants of work-life balance

2.10.1. Working hours

Regardless why students work, the number of hours spent at work should not exceed 15 hours per week. For instance, undergraduate students who work between 10 and 15 hours per week tend to keep pursuing a degree in education, whereas students who work more than 15 hours per week or students who do not work at all tend to withdraw from college. However, it is important that colleges support working students with the essential resources to achieve both academic and work duties (Torres, 2017). As a conclusion, the ideal number of working hours for students who are pursuing a certain degree and are working at the same time should not be more than 15 hours per week, in order to keep maintaining and balancing work, study and personal life.

Generally speaking, organizational culture has a high impact on workers (Choi and Scott, 2008). Moreover, the rules and regulations in the workplace identify the connection among employer and worker (Sackman, 2006). Accordingly, a study that was conducted in a Nigerian medical companies by Adisa et al. (2017), found that the organizational culture impacts the work-life balance of Doctors and their capabilities to use work-life balance strategies. Moreover, the study

showed that doctors do not work less than 12 hours per day, and that long working hours negatively impact their satisfaction and their marriage (Adisa et al., 2017). Hence, when the culture within the organization provides management support, student workers and employees in general tend to be more satisfied and able to balance between their work, family and personal life. The University of Arizona established an allowable working hour's policy for student workers to identify the maximum working hours a student may work, and make sure that he/she is not a benefit-eligible employee who works at least 30 hours per week. Thus, the policy addresses that students are allowed to work not more than 25 hours per week in fall and spring semesters regardless of the scheduled courses, in order to keep maintaining the balance between their work, studies and personal life. To add, they are allowed to work around 35 hours per week in spring breaks and summer seasons. On one hand, the policy states that students who do not abide with the abovementioned working hours' restrictions will not be entitled for student employment. On the other hand, supervisors must provide flexibility to student workers especially in working hours, and allow them to take unpaid leaves whenever they have exams or projects (University of Arizona, 2017).

In conclusion, it is highly important for universities to initiate a certain policy that aim to support student workers in managing their time by following the working hours' restrictions in order to keeping balancing between work, studies and personal life.

2.10.2. Proximity to employment and university

Travel to work is one of the main conflicts that might appear in work-life balance, and has to be planned and introduced in work-life balance strategies, even though most of companies consider travel to work as an external point of view and is not one of their responsibilities (Knezevic, Gregoy, & Simunic, 2016). For example, women who work in hospitality and tourism businesses that are situated in the central district of Beirut tend to spend a lot of time in traffic to reach their jobs. Therefore, they are more likely to arrive late to work and less likely to give time to their children and husbands (Itawi, 2017). Nevertheless and according to a study conducted in UK companies, employers must implement transport into their HR strategies, by at least providing parking for their employees. For instance, transport strategy facilitates the attainment of work-life balance, specifically for households who have work and family responsibilities that contain several activity passages such as taking children to school and bring them back home. Moreover, employees reach their workplace early in order to find a space to park their cars, and therefore endure stressful and longer than required trips (Wheatley, 2012). Accordingly, transport facilitations need to be considered in the development and implementation of HR strategies in order to facilitate the attainment of one's work-life balance.

2.10.3. Workload

According to several studies, the three common elements that an individual might face in an academic workplace are extreme workload, fewer resources, and work-related stress (Gillespie et al., 2001; Winefield et al., 2003). Nowadays, academic employees have regularly more work duties categorized under job instability, overloaded administrative tasks and long working hours, that

need a greater level of responsibility and commitment (Kinman & Jones, 2003; Winfield et al., 2003). In addition, employees in educational institutions have a risk in using behavioral strategies such as skipping lunch break and continue the work from home to finish their overloaded work, and that may decrease their quality of work and damage their health (Melin et al., 2014). In total, workload, long working hours, job instability, when and where to work have negative impacts on individual's work-life balance.

2.10.4. Study leave

Paid educational leave was legislated in European countries since the labor rights of European social and political activities in 1960s commencement devoted much attention to the right of employees' education (Luttringer and Pasquier, 1980). Throughout 1960 to 1969, the UNESCO, OECD and other international entities started to devote more attention to the learning and further education of adults (Papadopoulos 1994; Sutton, 1996; UNESCO, 1972). According to Antonelli (2005), paid educational leave is important since it supports employees in seeking education that is related to their jobs and to other common interest. In addition, Antonelli (2005) stated that companies encourage educational opportunities for workers when they support them in both monetary and study leaves. Hence, paid educational leave plays a crucial role in developing employees' skills and competencies (Oh et al., 2016).

In brief, paid educational leave is an important strategy that provides the opportunity for employees to develop their skills and capabilities as well as the chance to seek an education that is related to the job they are performing. Due to the ongoing education that supports the economic globalization in developed countries, the need for educational leave policy has increased. According to the law that was initiated in Sweden year 1974 concerning study leave, workers are entitled to take time

off work for study purpose. Moreover, employers have the right to delay study leave by 6 months starting from the date of application, but if the duration is exceeded, employers can be sued since they did not abide with the study leave policy. Gould (1984) found that individuals working in Gothenburg had no trouble in taking leaves, and employers had no issues with study leaves comparing to sick leaves and other types of leave. According to Ball and Larsson (1989), blue-collar laborers tend to benefit from study leaves more than white-collar workers.

2.10.5. Leaving early

Amherst College Students in Massachusetts have the right to apply for any advertised vacant position, however, they should be reliable and responsible even during mid-term and exam periods. For instance, student worker must schedule work hours with the supervisor during exam times, taking into consideration that exams are scheduled in advance. Moreover, work schedule determined by employers and students must include sufficient time for courses, homework, and relaxation (Amherst College, 2019). In brief, Student workers should have the right to schedule the work hours with the supervisor in order to attend and be on time during exam periods, as well as perform the job needed effectively and efficiently.

2.10.6. Telecommuting

Working from home decreases the boundaries and difficulties between work and life domains. For instance, the number of people working from home in the UK has been growing exponentially every year (Felstead and Jewson, 2000). Furthermore, the majority of Britain's labor force are spending at least part of their time at home filling their job duties (Labour Force Survey, 2001). However, Dwelly and Bennion (2003) found some doubts and absence of approved telecommuting

strategies, despite the fact that several companies are implementing such strategy, many “homeworkers” consider that work from home is not sufficient because of the long working hours and poor salary payment. Nonetheless, work from home is considered as one of the factors that impact work-life balance, but it is also important to take into consideration the other factors that might affect work-life balance such as flexible working hours, gender, and salary (LaValle, 2002; Moore and Crosbie, 2002; Crosbie and Moore, 2004). Bottom line, working from home strategies should be well planned in order to support employees in balancing between their work and life domains, rather than negatively affect their satisfaction and productivity.

Telecommuting became an important strategy in many companies under different industries (Paul C Byod, 1996). Many modern-day workers are attracted by companies who implement telecommuting strategies and are most likely to stay with these companies in the long term (Lakshmi et al., 2017). According to Burton, (1993) and Dubrin (1991), individuals who work from home tend to have higher job satisfaction, greater the organizational commitment and lower tendency towards resignation. Nevertheless, companies must recognize that telecommuting is not applicable for all employees, and performance evaluations should be executed in order to identify whether the employee performs better while working on site or remotely. Also, it is important to evaluate the supervisor’s skills in managing remote workers, and offer the needed trainings for supervisors to successfully manage remote workforce (Lakshmi et al., 2017). In other terms, telecommuting can be highly supportive for employees and may increase work-life balance if it is implemented successfully. However, all parties should be aware of what a telecommuting strategy involves, and employers should ensure that both supervisors and workers are qualified, ready, and willing to work remotely.

2.10.7. Studying at work

Jessica Shields, an instructor and founder of college study smarts, found a strategy when she was studying for her master degree and working as a full timer. Such strategy aims at facilitating and managing between her study and work domains without making her boss mad. Her many ways for studying at work included reaching work 20 minutes early, studying during lunch breaks, and even staying 30 minutes after the work schedule had ended (*Shields, 2018*). In brief, student workers might find break times at work to study when they have exams or projects to be done, however they should make sure to avoid clashes with their managers during work hours.

2.10.8. Flexible working hours

Torrington et al. (2011) believe that flexible working hours is not only defined as flexibility in time or job location, but also as term-time contract, job sharing, part-time, maternity leaves, paternity leaves. Similarly, other researchers posit that employers who implement a flexible working policy tend to provide the option to work remotely, flexibility in the working schedule, and flexibility in the length of working time (Possenried and Plantenga, 2011). Companies might use one of these flexible strategies or compliment all strategies with each other (Chung, 2009). However, flexibility is not about reducing the time at work, rather providing suitable and reliable plan initiated by employers (Atkinson and Hall, 2011). According to Casper and Harris (2008), employees are attracted to companies that implement flexible working strategy, because they feel that the employer cares about their health and life outside work, and which may consequently affect their W/B, satisfaction, and organizational commitment (Anderson and Kelliher 2009). Flexible working hours may positively affect work-life balance as employees are hence able to

accomplish work and life responsibilities without the need to engage in tradeoffs between the two (Thomson, 2008). Moreover, flexible working hours can improve workplace spirit and mindset, as well as household-related sentiments, and thus positively impact work-life balance (Tipping et al., 2012; Shagvaliyeva and Yazdanifard, 2014). As a conclusion, flexible working hours can impact work-life balance, as it offers the needed temporal balance that student workers strive for in order to organize their study and work schedules.

2.10.9. Number of courses registered

According to Attewell et al. (2012), the speed of college progress impacts the degree completion. First, students are more likely to increase the connection between professors and enhance their academic social life (Tinto 1975). Second, students tend to increase their level of cognitive and learning functions, moreover, they are more likely to increase their abilities and effectiveness (Bong and Skaalvik 2003). Third, in order to graduate from college faster, students are obliged to take more credits, therefore, other attachments will be dismissed, such as students who work tend to put their effort to complete their job tasks while discourage the commitment of effort toward education. In Addition, other factors should be taken into consideration while registering in many courses, for example, need for money oblige student to keep working while studying, children care and elderly care (Bean and Metzner 1985; Taniguchi and Kaufman 2005). Furthermore, Students who take fewer credits when they start their college are older, work more hours, and have dependents. Moreover, evidence proposes that students who take 15 credits per semester are considered as full timers and are able to advance graduation rates successfully. However, students who work more than 30 hours per week are less likely to effectively achieve a high number of credits (Attewell and Monaghan, 2016). Finally, students who take high number of credits are able

to graduate on time, but, those who have other obligations in life are more likely to take fewer credits.

2.11. Conclusion

To conclude, work and personal life can either negatively affect each other or positively improve each other, thus minimizing or maximizing either conflict or facilitation to improve work-life balance. According to the studies discussed in the body of literature, older workers tend to balance between their work and life more than young workers, since they have higher efficiency in managing boundaries among several life domains. In addition, work-life balance differs from one country to another due to the differences in society, culture, norms, values and several other factors that might impact the way people think and believe. Moreover, the perception of work-life balance differs from one person to another as a worker's personality plays a crucial role in understanding the different balance insights. The literature review highlights the determinants that impact a student's work-life balance, such as working hours, proximity to work, proximity to university, workload, study leave, leaving early, telecommuting, study at work, flexible working hours and number of courses registered that will be tested throughout this study. For instance, several studies show that student employees who work more than 35 hours per week tend to fail in their academic performance. Moreover, employees who spend a lot of time to reach their workplace and university tend to have negative work-life balance. In addition, employees who are overloaded with tasks and are obliged to stay at work until the job tend to have negative work-life balance. Some researchers also found that work might negatively influence the academic performance of student workers, however, both companies and universities that implement work-life balance strategies improve the

combination of work experiences with education. Nonetheless, study leave strategies, flexible working hours, allowing employees to leave early, studying at work, and telecommuting have all turned out to positively impact employees' work-life balance. Hence, and in order to achieve work-life balance, individuals, universities and especially companies must follow and implement certain strategies to keep maintaining the balance between work, studies and personal life. Work life balance improves employee's well-being, organizational and family commitments, and job satisfaction. Moreover employees who work for organizations that support them and help with their tuition fees as well as offer job related trainings tend to exhibit higher work life balance. Throughout the body of knowledge, we learnt how to write the literature review, take out the hypotheses and variables that will be developed further in Chapter 3. In order to scrutinize the factors that may possibly affect work-life balance, this research will focus on Notre Dame University (NDU) and the Lebanese University (LU) student workers. The importance of this research is that it aims to offer practical recommendations for organizations to utilize the study's outcomes in order to formulate effective HR strategies that can foster work-life balance for students who work. Nevertheless and according to the literature review, achieving work-life balance requires support not only from companies, but also from academic institutions and personal concerns. This indicates, that all stakeholders must find useful ways to support student workers to succeed in both their career and their academic functions.

CHAPTER 3 – PROCEDURES AND METHODOLOGY

3.1. Introduction

This research attempts to explore the relations between several factors, such as working hours, proximity to employment, proximity to university, number of hours spent at work, study leave, leaving early, work from home, flexible working hours with the concept of “work-life balance”. Having reviewed the existing body of knowledge on work-life balance in chapter 2, this herein chapter is dedicated to the adopted strategy and method. The subsequent sections will feature the hypotheses that are to be tested, the variables that are included, population and sampling procedures, data collection tool, along with the analysis framework. Lastly, the final segment will conclude the chapter by reviewing its different components and sections.

3.2. Hypotheses

In order to explore the potential relations that may exist between some factors with work-life balance, 11 hypotheses were developed based on knowledge, common sense and also on the existing theoretical and empirical literatures that suggest that these may play an important role in determining work-life balance. Each hypothesis describes the proposed relation that may exist between an independent variable with the dependent one. More specifically, the hypotheses describe the proposed relations between each of demographics, number of courses, working hours, proximity to employment, proximity to university, number of hours spent at work, study leave, leaving early, work from home, study at work and flexible working hours with work-life balance.

Therefore, the below hypotheses were formulated as follows:

H₁: The work-life balance of student workers varies in respect to demographics

H₂: The number of courses registered has a negative impact on work-life balance of university student workers

H₃: Working hours negatively affects work-life balance of student workers.

H₄: Proximity to employment positively affects work-life balance of student workers.

H₅: Proximity to university has a positive effect on work-life balance of student workers.

H₆: The number of hours spent at work has a negative impact on work-life balance of student workers.

H₇: The ability to obtain a study leave has a positive effect on work-life balance of student workers

H₈: Leaving work early for educational purposes has a positive impact on work-life balance of student workers.

H₉: Working from home positively affects work-life balance of student workers.

H₁₀: Studying at work positively impacts work-life balance of student workers.

H₁₁: Flexible working schedule has a positive effect on work-life balance of student workers.

All the hypotheses will be tested based on the collected data and selected variables in our model that will be also described in the following section.

3.3 Selected variables

3.3.1. The Independent variables

Demographic information

According to Crompton and Lyonette (2006), it was shown that females have less work-life balance than males due to their domestic role in France as women tend to face more responsibilities being the lead care taker of children and household. In addition and to what relates to age, older workers tend to have higher work-life balance than their younger counterparts as they are more experienced in managing the boundaries of work and non-work responsibilities, as well as able to separate personal from work issues (Hill, et al., 2014; Richert-Kazmierska & Stankiewicz, 2016; Tausig & Fenwick, 2001; Spieler et al., 2018; Kreiner, 2009; Riediger et al., 2009). Furthermore and concerning marital status, single women are less likely to struggle in work-life balance than married women since responsibilities related to children and husband are excluded from their daily duties (Itawi, 2017). In regards to academic level, no research was found to compare work-life balance between undergraduate and graduate students. Besides, no research discussed the impact of the days spent per week at university on work-life balance, yet it is logical to interpret that the less days a student spent at university the higher the work-life balance, and that students who take high number of credits are more likely to attend more days at university, and therefore exhibit lower work-life balance. Lastly, the body of knowledge does not include any research related to the type of employment. In this line and based on the findings of previous studies, it is worth exploring how W/B may vary amongst university student workers according to different demographic characteristics such as gender, marital status, age and academic level (Crompton and

Lyonette 2006; Hill, et al., 2014; Richert-Kazmierska & Stankiewicz, 2016; Tausig & Fenwick, 2001; Spieler et al., 2018; Kreiner, 2009; Riediger et al., 2009; Itawi, 2017).

Number of courses

Even though private and public university students follow different curriculums, previous studies have shown that student workers tend to exhibit less W/B as they register more credits (Attewell and Monaghan, 2016). Therefore within the context of this study this variable measures the number of courses that are registered currently, be it per semester in the private university context, or per year in that of the public.

Working hours

Studies such as Roksa (2011) found that students who exceed 35 working hours per week are more likely to drop out of their university studies. In addition, Toress (2017) argued that students should not work more than 15 hours per week, in order to keep maintaining and balancing work, study and personal life. Likewise, several other studies (Adisa et al., 2017; Choi and Scott, 2008; Sackman, 2006) have concluded that working very long-hours is perceived to negatively affect work-life balance, increase health issues, as well as hinder employee well-being. Therefore, most researches that have been centered on work-life balance within the context of student workers have identified the high importance of managing this aspect through adequate strategies by both companies and universities.

Proximity to employment

Itawi (2017) posited that Lebanese women especially those who work in the hospitality and tourism industries within Beirut tend to spend most of their when commuting from and to their jobs. According to Wheatley (2012), travel to work is one of the main conflicts that might appear in work-life balance. Since proximity to employment has been found to negatively affect an individual's work-life balance, companies have been and still are advised to implement strategies such as flexible car arrangements, available parking, as well as company transport. In this line, proximity to work, traffic, and the availability of parking space are all perceived to be factors that may have a negative impact on work-life balance (Itawi, 2017; Wheatley, 2012).

Proximity to University

To the researcher's knowledge, there is no precedent articles in the existing literature regarding work-life balance that explored if the student proximity to his/her affects the aforementioned concept. However, similar to what Wheatley (2012), posited about proximity to employment having an effect on work-life balance, therefore, in the case of student workers proximity to their educational institutions could also be related to their work-life balance. Therefore for the purposes of this study, the variable proximity to university will be tested through a questionnaire item that collects students' insights on how far they live from their universities.

Workload

According to Kinman & Jones (2003), student employees have regularly more work duties categorized under job instability, overloaded administrative tasks and long working hours, that need a greater level of responsibility and commitment and will lead to job dissatisfaction and decrease employee's productivity and well-being (Borg & Arpa, 2000). Therefore, several studies have concluded that the excessive delegation of work to student workers may either hinder their academic performance, their work performance, or their work-life balance all together (Kinman & Jones, 2003; Winfield et al., 2003; Borg & Arpa, 2000; Melin et al., 2014).

Study Leave

The importance of study leave is being highlighted through the increasing adoption of this HR strategy by organizations around the globe. According to Oh et al. (2016), such leaves are believed to aid student workers in gaining job related skills through focusing in their education. Moreover, the rising number of student workers in modern day markets has imposed a greater need for work-life balancing strategies such as paid educational leaves (Gould, 2003). Likewise, Antonelli, 2005 posited that aid educational leaves are crucial for supporting employees in balancing their education and job.

Leaving early

Leaving early from work due to educational reasons is somehow similar to study leave. However, we can notice two academic institutions talking about this manner in the literature review. The first academic institution is the University of Arizona that sets a policy for student workers that

encourages supervisors to be flexible with the timing of student workers and allows them to take unpaid time off for exams or projects (University of Arizona, 2017). The second academic institution is Amherst College that emphasizes on the reliability of student workers during mid-term and exam periods. As the exam timetable is scheduled in advance, student workers must adjust work schedules with the supervisor during exam times (Amherst College, 2019). In conclusion, leaving early from work aims at balancing work and study time through flexible policies that universities and businesses alike can adopt.

Work from home

On one hand, a telecommuting strategy should be well planned, as failing to support employee's work-life balance and negatively affects their satisfaction and their productivity level (Crosbie and Moore, 2004). On the other hand, telecommuting is identified as being an effective tool for balancing multiple activities (Lakshmi et al., 2017), to add, several studies (Dwelly and Bennion, 2003; LaValle, 2002; Paul C Byod, 1996) suggest that telecommuting allows employees to complete both their job and personal duties more effectively. In this line, working from home is considered to be a factor that may positively influence work-life balance in general and that of student workers in particular.

Study at work

Even though the existing literature holds little evidence how study at work may influence work-life balance of working students. However, Shields (2018) suggested that allowing employees to

study within timeframes during their exam periods increases both their work and academic performance. Hence, studying at work may be a plausible determinant of work-life balance.

Flexible working hours

Through out of the existing body of knowledge on work-life balance, flexible working hours has been identified as a main determinant that can produce benefits for both employers and employees. According to Shagvaliyeva and Yazdanifard (2014), not only does flexibility produces higher job satisfaction and engagement, however, also reduces turnover and absenteeism. Within the context of student workers, flexible working hours would hence provide employees who are committed to academic duties to balance their work and studies without the need for being absent or quitting their jobs in sometimes. Similarly, studies such as Thomson (2008) and Tipping et al. (2012) suggest that flexible working hours positively impact work-life balance.

3.3.2. The dependent variable

The main objective of the research is to show the factors that determine work-life balance and the causes that might represent obstacle in student workers work life balance practices in Lebanese private and public universities. The literature review has shown that the independent variables mentioned above play a crucial role in getting work life balance practices. It also aims to show, that each independent variable impacts work-life balance (dependent variable) in this study.

3.4. Methodology used

3.4.1. Data Used

In order to collect the needed data for the study, a survey that targeted working students at Notre Dame University (NDU) and the Lebanese university (LU) was chosen to be the optimal research strategy. More specifically, a quantitative questionnaire was created and tested, in order to capture the perceptions of students regarding their work-life balance. From a post-positivist perspective, the researcher is aware that full objectivity can never be reached, however a research should strive to attain its highest levels. Going from this logic, within this research a deductive reasoning approach is used, specifically through the formulation of hypotheses based on the existing knowledge and theories on work-life balance. In order to fulfill the requirements of the research topic, random samples consisting of 150 students were collected from each University. In scope, working students were randomly selected from both undergraduate and graduate programs. Knowing that the research does not aim at generalizing the expected findings, the sample's representativeness relies on having an 80 % power at the 95% confidence level, and which is achieved at roughly 130 observations per group (Hair et al., 2006)

3.4.2. Instrumentation

The purpose for choosing a quantitative questionnaire as the data collection method resides in its ability to capture the needed number of observations, within the spatial and temporal constraints that surround the research. Moreover, the received data would enable the later conduction of the needed statistical tests that would allow for the confirmation or rejection of hypotheses.

Data collection consisted of two phases, the first aimed at pilot survey was conducted to determine the research restrictions and to test the validity and consistency of the instruments used in the study. In the second phase the primary data was collected using the tools in the study. Instruments used were Questionnaires to two groups of samples: Student workers studying in Lebanese University and Student workers studying at Notre Dame University. The questionnaire included an introductory section that explains the purpose of the study, as well as guarantees respondent privacy. Section one was targeted at background information and included gender, age, marital status, academic level, days attended at university, number of courses registered, type of employment, and number of hours spent at work. Section two targeted the independent and dependent variables, with all relevant items being measured using quasi-metric from 1 to 7 ranging from “strongly disagree” (SD) to “strongly agree” (SA). The below table 2 features the dependent and independent variables along with the measurement instrument of each one:

Dependent variable	Measurement
Y: WLB	It is measured using a quasi-metric scale from 1 to 7
Independent variables	Measurement
X₁: Demographic information	It is measured using, nominal, ordinal, and metric forms
X₂: Nbre of courses registered	It is measured in metric form
X₃: Nbre of hours spent at work	It is measured in metric form
X₄: Proximity to Work	It is measured through 7 metric intervals, each denominating an ordinal category
X₅: Proximity to University	It is measured through 7 metric intervals, each denominating an ordinal category
X₆: Work load	It is measured through a quasi-metric scale from 1 to 7
X₇: Study leave	It is measured through a quasi-metric scale from 1 to 7
X₈: Leaving early	It is measured through a quasi-metric scale from 1 to 7
X₉: Work from home	It is measured through a quasi-metric scale from 1 to 7
X₁₀: Study at work	It is measured through a quasi-metric scale from 1 to 7
X₁₁: Flexible Working hours	It is measured through a quasi-metric scale from 1 to 7

Table 2: *Measurement of Dependent and Independent variables*

$$Y1 = \alpha + \beta_1 X2 + \beta_2 X3 + \beta_3 X4 + \beta_4 X5 + \beta_5 X6 + \beta_6 X7 + \beta_7 X8 + \beta_8 X9 + \beta_9 X10 + \beta_{10} X11 + \varepsilon.$$

Having constructed the questionnaire items based on what the existing literature suggests, a pilot study including 10 individuals consisting of professors, colleagues, and friends was conducted in order to establish inter-rater reliability. Specifically the aim of the piloting was to evaluate the consistency of the items, make sure that the questions do not touch base with any sensitive issues, as well as ensure that the questionnaire is clear and understandable. The results of the pilot test indicated a high inter-rater reliability as the received comments converged an agreement with both the design and content. In this line, the questionnaire was deemed to be reliable and satisfactory for distribution to the participants. The average completion time of the questionnaire was estimated

to be approximately 5 minutes, and hence guaranteeing an adequate time frame that supposedly leads to a high response rate.

3.4.3. Analysis framework

The data collected via questionnaires was entered through the use of “SPSS”, and was later analyzed through descriptive and inferential statistics. Regarding Descriptive statistics central tendencies for metric variables (Age, Days attended at University, hours spent at work, proximity to work, proximity to university, workload, study leave, leave early, work from home, study at work, flexible working hours, number of courses and work-life balance) were measured through mean scores. As for non-metric variables (Gender, Marital Status, Academic Level and type of employment) averages were measured through modes and medians. In addition normality statistics for all metric variables were produced through measuring their Skewness and Kurtosis. Skewness indicates whether the observations in a statistical distribution are normally distributed throughout a symmetrical bell-shaped curved or are distorted to the left or to the right. A skewness between the values of -1.5 and 1.5 signifies a normal distribution that is neither skewed to the right or to the left. As for Kurtosis it is a statistical measure of whether the observations form a heavy-tailed or light-tailed distribution compared to a normal one. In other terms, data should not form a curve that has too much peakedness or be too flat. A kurtosis value between -3 and 3 indicates that the data set is normally distributed (Donnelly and Trochen, 2006). Moreover, reliability of the scales was checked through measuring Cronbach alpha, in the aims of conducting parametric statistical tests. As per the UCLA institute for digital research and education (2018), cronbach alpha should have a coefficient of 0.7 or higher in order to guarantee the reliability of scales used within social sciences research. The non-parametric tests that were conducted consisted of spearman in order to check correlations,

and Kruskal-Wallis along with Mann-Whitney (U-test) to test for variations in work-life balance. Kruskal-Wallis and Mann-Whitney test are non-parametric statistical tests that are used for analyzing how a dependent variable may vary in regards to sub-categories of an independent one. More specifically, they test for variation when data is obtained through the usage of ordinal or nominal scales with the main difference being that Kruskal-Wallis is used when there are more than 2 groups, while Mann-Whitney (U-test) measures variation between 2 sub-categories only (Donnelly and Trochen, 2006). As for parametric tests, correlations were measured through Pearson and variations were tested through ANOVA and T test. ANOVA and T test are parametric statistical tests that are used for analyzing how a dependent variable may vary in regards to sub-categories of an independent one. In detail, they test for variation when data is obtained through the usage of metric or quasi-metric scales with the main difference being that ANOVA is used when there are more than 2 groups, while T-test measures variation between 2 sub-categories only (Donnelly and Trochen, 2006). Furthermore, causality was tested through classical linear regression modeling having fulfilled the needed requirements consisting of the sample being random and normally distributed, the items being significantly correlated, and a Cronbach alpha score that establishes reliability. After generating the step wise regression models, multicollinearity, independence, Durbin Watson, and residuals were all checked and validated.

3.5 Conclusion

Throughout this chapter, 11 hypotheses were formulated in order to be tested based on the independent variables that may affect work-life balance as suggested by the literature. In addition, this chapter specified the research design in order to analyze the findings and show whether the hypotheses are to be rejected or not. Moreover, the study was identified to be initiated from a post-

positivist perspective, along with being deductive in nature. To add, the targeted populations were specified as being the working students of Notre Dame University (NDU) and the Lebanese University (LU). And lastly, the employed method was pinpointed as being a quantitative questionnaire, which ultimately allows the conduction of inferential statistics. Throughout the upcoming chapter, the results of all statistical tests will be featured, along with a profound analysis of the findings.

CHAPTER 4 - FINDINGS

4.1. Introduction

Throughout the previous chapter hypotheses were formulated and introduced, the independent and dependent variables were defined, and the methodology to be used along with the relevant analysis framework were featured and discussed. This chapter overviews the results that were obtained by the 300 questionnaires that were filled by workers who are currently pursuing their educational degree from both private and public universities. More specifically, it showcases and interprets the results of the statistical tests that were conducted, in addition to a testing of the hypotheses that are to be either validated or rejected. Finally, the last section of the chapter will offer a comprehensive summary that concludes this part, as well as introduces the chapter to follow.

4.2. Descriptive statistics

Regarding descriptive statistics, frequencies, central tendency and dispersion measures were generated for all variables of metric and non-metric natures. Non-metric variables contain Gender, Marital status, Academic level, University type and Type of employment. Metric variables contain Age group, Days spent at university, Number of courses, Hours at work, Proximity to employment, Proximity to work, Task load, Study leave, Leaving early, Telecommuting, Study at Work, Flexible schedule, and Work-life balance.

The frequencies of the “Gender” variable showed that 172 out of 300 are males, and which means that 57.3% are males and the remaining 128 (42.7%) are females.

	Frequency	Percent	Valid Percent
Male	172	57,33333	57,33333
Female	128	42,66667	42,66667
Total	300	100	100

Table 3: *Frequencies of the “Gender” variable*

The variable Marital Status contains 4 categories, Single, Married, Widowed and Divorced. As shown in table 5, 230 (76.7%) out of 300 participants are single, followed by 63 (21%) married individuals and 7 (2.3%) divorced, and 0 widowed.

	Frequency	Percent	Valid Percent
Single	230	76,66667	76,66667
Married	63	21	21
Divorced	7	2,333333	2,333333
Total	300	100	100

Table 4: *Frequencies of the “Marital Status” variable*

The variable Academic Level is divided into two categories, Undergraduate and Graduate. Table 6 shows that the majority are undergraduate students, with 160 (53.3%) out of 300 being undergraduate and the remaining 140 (46.7%) being graduate students.

	Frequency	Percent	Valid Percent
Undergraduate	160	53,33333	53,33333
Graduate	140	46,66667	46,66667
Total	300	100	100

Table 5: *Frequencies of the “Academic level” variable*

Table 7 demonstrates the frequencies for University type that contains both the Lebanese University and NDU students. Participants from Notre Dame University account for 49.3% of the sample, whereas 152 (50.7%) are from the Lebanese University.

	Frequency	Percent	Valid Percent
Private	148	49,33333	49,33333
Public	152	50,66667	50,66667
Total	300	100	100

Table 6: Frequencies of the “University Type” variable

The Type of employment variable contains 2 sub-categories, Family business or self-employed and Private or public organization. As exhibited in table 8, 68 (22.7%) out of 300 participants work in family businesses or as freelancers, while the remaining 232 (77.3%) work in private or public organizations.

	Frequency	Percent	Valid Percent
Family business or Self-employed	68	22,66667	22,66667
Private or public organization	232	77,33333	77,33333
Total	300	100	100

Table 7: Frequencies of the “Type of employment” variable

Table 9 presents the variable Age, which is further broken or classified into 2 age ordinal groups, under 26 and 26 and above. As shown, 198 participants out of 300 aged “under 26” and 102 aged “above 26”, which means that 66% of total respondents who completed the questionnaire aged “under 26 and 34% aged “above 26”. This indicates that age group should not be treated as a metric variable but an ordinal one, as the sub-groups are not equal and thus are more suitable for non-parametric statistical testing.

	Frequency	Percent
under 26	198	66
26 and above	102	34
Total	300	100

Table 8: *Frequencies of “Age ordinal” variable*

Descriptive statistics for metric variables

As mentioned in chapter 3, the independent variables that are measured in metric intervals and quasi-metric scales contain proximity to work, proximity to university, number of courses, number of hours spent at work, work load, study leave, leaving early, work from home, study at work, flexible working hours, along with the dependent variable work-life balance. As shown in Table 10 (Appendix A), all variables are statistically measured according to means, standard deviations, skewness and Kurtosis. It is noticeable that all skewness and kurtosis values are normally distributed as they are within the acceptable range of $-1.5 < \text{Skewness} < 1.5$ and $-3 < \text{Kurtosis} < 3$. The means for proximity to work and proximity to university are 2.3 and 2.4, which indicates that on average students take between 15 and 30 minutes to reach their workplace and their university. In addition, the mean for number of courses is 4.8, which signifies that on average students take around 5 courses while they are working. Moreover, the mean for number of hours spent at work is 34.8, which implies that student employees approximately spend on average 35 hours per week at their workplace. Furthermore, the mean for workload is 3.3, which claims that student workers are more likely to disagree that their supervisors delegate less tasks during their period of exams. Nevertheless, student workers are more likely to agree that they are able to ask for study leave or to leave early from work when they have educational commitments, having means of 5 and 4.8. However, the means for both work from home and study at work are 2.59 and 2.95, which imply

that student workers are more likely to disagree that their employers allow them to work from home or study at work whenever they have a heavy study load. Finally, the mean for flexible working hours is 4.2, this shows that student workers agreed that their organization offer a flexible schedule that requires the fulfillment of a certain number of working hours without being limited by a start and a stop time. Concerning dispersion, the standard deviation for work-life balance was 1.94, and which can be observed as around the average ± 2 Standard deviation (SD) from the mean (Donnelly and Trochim, 2006; Creswell, 2014), and hence implying that the observations are dispersed around the mean within moderate distancing. As for the independent variables, all showed moderate to slightly lower than average SD except number of courses which showed a slightly higher SD than the average ± 2 SD, and hours at work which showed a relatively high SD that indicates high dispersion around the mean..

Non-parametric Correlations

Since all demographic variables were measured through nominal and ordinal scales, and age was transformed into the variable age group, Spearman correlation was used to test the relationships between each demographic variable (gender, age group, marital status, academic level, university type and type of employment) with work-life balance. As shown in Table 11 (Appendix B), there are no significant correlations at the 5% level between each of gender (0.8), age group (0.33), academic level (0.53) and type of employment (0.538) with work-life balance. As for marital status, there was a significant positive correlation with work-life balance at the 5% level (0.011). Similarly, there was a significant positive correlation between university type and work-life balance at the 99% level (0.001).

Non-parametric variation analysis

Since there was a positive significant correlation between marital status and W/B, and knowing that the independent variable contains more than 2 sub-categories, Kruskal-Wallis was used to test for variation. As shown in table 12, there was a significant variation at the 1% level in work-life balance across the 3 categories of marital status, those being single, married and divorced (0.01).

	I am able to balance between my job, studies, and personal /free time
Chi-Square	9,178
Df	2
Asymp. Sig.	0,01

- a. Kruskal Wallis Test
- b. Grouping Variable: Marital Status

Table 9: Kruskal-Wallis test for Marital Status

In order to further test for variation between each two of the three groups, Mann-Whitney U-test was used. As shown in Table 13, there was a significant variation at the 99% level (0.003) between the 2 categories of single and married participants. This means, that W/B for student workers that are single or married is not the same.

	I am able to balance between my job, studies, and personal /free time
Mann-Whitney U	5508,500
Wilcoxon W	7524,500
Z	-2,966

Asymp. Sig. (2-tailed)	0,003
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Table 10: *Man-Whitney U-test for marital status*

As shown in Table 14, the mean of single individuals shows (5.061) and that of married individuals (4.1429), and hence indicates that those who are single tend to have higher work-life balance than their married counterparts.

	MaritalStatus	N	Mean	Std. Deviation	Std. Error Mean
I am able to balance between my job, studies, and personal/free time	Single	230	5,0261	1,8501	0,12199
	Married	63	4,1429	2,13161	0,26856

Table 11: *T-test between single and married.*

As for variation in W/B in regards to the sub-groups married and divorced, the Mann-Whitney U-test indicated that there was no significant variation between these 2 sub-categories since the significance level was $0.174 > 0.05$ (Table 15). This means, that from the data that was obtained from the sample, there is no enough proof to say that W/B differs between those who are single and divorced, and that those who are married or divorced exhibit the same W/B.

	I am able to balance between my job, studies, and personal/free time
Mann-Whitney U	152
Wilcoxon W	2168
Z	-1,360
Asymp. Sig. (2-tailed)	0,174

a. Grouping Variable: MaritalStatus

Table 12: *Mann-Whitney U-Test between married and divorced variables*

Likewise, there was no significant variation between the 2 sub categories, single and divorced since the significance level was equal to 0.672, and which is bigger than 0.05 (Table 16). This

means, that from the data that was obtained from the sample, there is not enough proof to say that W/B differs between those who are single and divorced.

	I am able to balance between my job, studies, and personal/free time
Mann-Whitney U	732
Wilcoxon W	27296
Z	-0,423
Asymp. Sig. (2-tailed)	0,672

a. Grouping Variable: MaritalStatus

Table 13: Mann-Whitney U-Test between single and divorced variables

As for Variation in W/B in regards to university type, the Mann-Whitney U-test showed that there was a significant variation at the 1% level (0.001). More specifically, students in private universities tended to display higher work life balance as their relevant mean (5.22) exceeds that of those who are in public universities (4.48). This can be interpreted that the conditions that are relevant to private universities may be a reason for such results that suggest that NDU student workers have a higher W/B than LU students.

	I am able to balance between my job, studies, and personal/free time
Mann-Whitney U	8844
Wilcoxon W	20472
Z	-3,258
Asymp. Sig. (2-tailed)	0,001

a. Grouping Variable: UniType

Table 14: Correlation between work-life balance and university type

4.3. Reliability Analysis

In order to ensure the reliability of the scales used, Cronbach alpha showed a coefficient of 0.710, and therefore guaranteed that the scales are sufficiently reliable and allow for the later conduction of parametric tests.

Reliability Statistics	
Cronbach's Alpha	N of items
0,710	6

Table 15: *Reliability Analysis*

Parametric Correlations

The independent variables, days at university, number of courses, hours at work, proximity to work, proximity to university, work load, study leave, leaving early, work from home, study at work and flexible working hours were all measured by quasi-metric scales. Therefore, Pearson was used to test for correlations amongst the aforementioned variables with work-life balance. Table 19 shows that there was no significant correlations between each of the independent variables days at university, hours spent at work, proximity to work, proximity to university, work load, study at work, with the dependent variable work-life balance. However, there was a significant positive correlation at the 99% level between each of the independent variables, study leave ($0.000 < 0.01$), leaving early ($0.000 < 0.01$), work from home ($0.002 < 0.01$), flexible working hours ($0.000 < 0.01$) with the dependent variable work-life balance. These results indicate that the aforementioned independent variables are positively correlated to the dependent one, and whereby they either increase or decrease simultaneously in the same direction. Moreover, there was a significant negative correlation between number of courses and W/B at the 1% level ($0.006 < 0.01$). This implies that this independent variable is negatively correlated with the depend one and hence

move in opposite directions and whereby when one increases the other decreases and vice versa. Although, these results do not suggest any variations or causalities between the included variables, however, they fulfill the first assumption for the later conduction of both variation and causality testing.

		Days at Uni	Num of Courses	Hours at Work	Proximity to Employment	Proximity to University	Workload	Study Leave	Leaving early	Work from home	Study at work	Flexible working hours
W/B	Pearson Correlation	-0,097	-0,158	-0,012	-0,061	0,016	0,095	0,753	0,737	0,175	0,112	0,425
	Sig. (2-tailed)	0,093	0,006**	0,831	0,295	0,78	0,1	0,000**	0,000**	0,002**	0,052	0,000**
	N	300	300	300	300	300	300	300	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 16: Pearson correlation for metric variables and work-life balance

4.4. Regression analysis

In order to test for causality between the independent variables that showed significant correlation with W/B, and knowing that all the conditions for parametric testing were met, a stepwise linear regression model was constructed as follow: $YI = \alpha + \beta_1.X1 + \beta_2.X2 + \beta_3.X3 + \beta_4.X4 + \beta_5.X5 + \varepsilon$.

Where α represents the intercept, β is called the regression coefficient, and ε is the error term.

More specifically, normality of the sample was confirmed through kurtosis and Skewness figures that fell within the relevant acceptable ranges. In further detail, all Kurtosis values were between -3 and 3 and therefore indicated that the peakedness or magnitude was not too high or thin, and skewness values fell between -1.5 and 1.5 and hence signified that the data was neither skewed

to the left or right but distributed in a bell-shaped curve. Additionally, the sample was random, reliability of the scales was confirmed through a Cronbach alpha above 0.7 and significant correlations were ensured via Pearson correlation. Having ran the model on “SPSS”, the software converged after 3 iterations and hence producing 3 regression models with the third having the highest coefficient of determination. According to the Analysis of variance test as shown in table 20 (Appendix C), there was a significant variation at the 5% level, and thus validating the ability to employ a regression model.

As shown in the third model (Table 21, appendix D), the coefficient of determination showed 0.614, and which implies that 61.4% of the variations in the dependent variable “work-life balance” were caused by “study leave”, “leaving early” and “number of courses registered”. To add, the obtained R square (0.614) did not differ much from the adjusted R square (0.6104) (difference below 10%). More specifically, this indicates that the comprised independent variables have a strong explanatory power for the variations in the dependent variable, and that adding more variables would not possibly enhance the explanatory power of this model. Furthermore, the Durbin-Watson statistic displayed 1.985 which falls within the acceptable range of 1.9 and 2.1, and hence suggesting that there was no autocorrelation in the residuals. This means that the error was not being repeated throughout the data set and hence did not affect the results of the regression model in any way possible.

As shown in Table 22, the beta for study leave, leaving early, and number of courses respectively show 0.434, 0.367, and -0.068, and hence signifying that study leave has the largest weight of 43.4% then followed by leaving early with an impact of 36.7% and lastly number of courses with an effect of -6.8%. In this line, there is a significant positive causal relationship between each of study leave, and leaving early with W/B at the 1% level (0.000). In addition, there is a negative significant causal relationship between number of courses and W/B at the 1 % level (0.000). In other words, the greater the ability of obtaining a study leave or leaving early to complete studies the greater is the work-life balance for student workers of both NDU and the LU. Moreover, the more courses a student takes the less is his/her reported work-life balance. Additionally, it is noticeable that the Variance inflation factor (VIF) is less than 10 and tolerance more than 0.1, thus indicating the absence of any multicollinearity issues across all independent variables.

Model		Unstandardized	Coefficient	Standardized			Collinearity	Statistics
		Coefficients		Coefficients	t	Sig.	Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1,24	0,197		6,288	0		
	Study Leave	0,719	0,036	0,753	19,736	0	1	1
2	(Constant)	0,852	0,201		4,229	0		
	Study Leave	0,434	0,063	0,454	6,901	0	0,306	3,267
	Leaving Early	0,376	0,069	0,358	5,437	0	0,306	3,267
3	(Constant)	1,222	0,246		4,958	0		
	Study Leave	0,434	0,062	0,455	6,967	0	0,306	3,267
	Leaving Early	0,367	0,069	0,35	5,351	0	0,305	3,276
	Number of Courses	-0,068	0,027	-0,093	-2,559	0,011	0,992	1,008

Table 17: Work-life balance model 3 characteristics

The remaining independent variables shown in table 23 were found to be insignificant at the 5% level and hence being excluded from the 3rd optimized model.

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	NumofCourses	-0,103	-2,710	0,007	-0,155	0,994	1,006	0,994
	Leaving Early	0,358	5,437	0,000	0,301	0,306	3,267	0,306
	Work from home	0,047	1,202	0,230	0,070	0,970	1,031	0,970
	Flexible working hours	0,111	2,618	0,009	0,150	0,800	1,250	0,800
2	NumofCourses	-0,093 ^b	-2,559	0,011	-0,147	0,992	1,008	0,305
	Work from home	0,010 ^b	0,257	0,797	0,015	0,937	1,067	0,296
	Flexible working hours	0,048 ^b	1,117	0,265	0,065	0,726	1,377	0,278
3	Work from home	0,007 ^c	0,184	0,854	0,011	0,936	1,068	0,295
	Flexible working hours	0,057 ^c	1,348	0,179	0,078	0,721	1,387	0,276

Table 18: Excluded variables model 3

As shown in figure 1, the points in the normal probability plot are dispersed along the normal distribution curve, and therefore indicate that the standardized residuals are normally distributed.

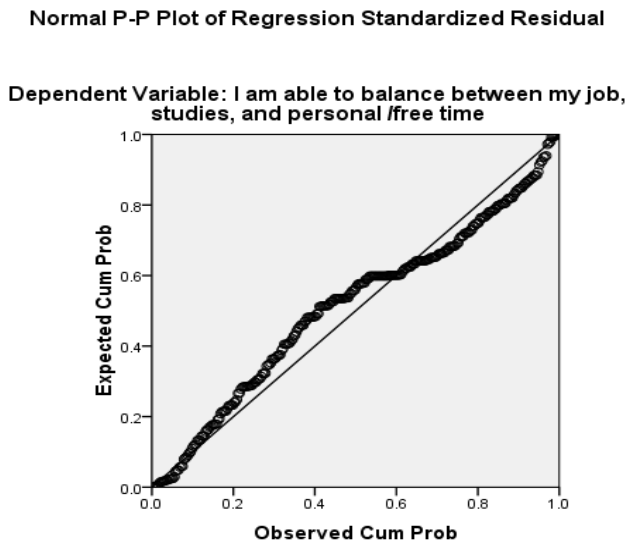


Figure 1: *P-P plot for standardized residuals of work-life balance*

To add and as shown in Figure 2, the data does not follow a clear pattern as the dots are scattered throughout the plot hence indicating that there is no heteroscedasticity and the errors are homoscedastic. Moreover, the Loess curve shows that the errors are linear, and hence also confirming their linearity.

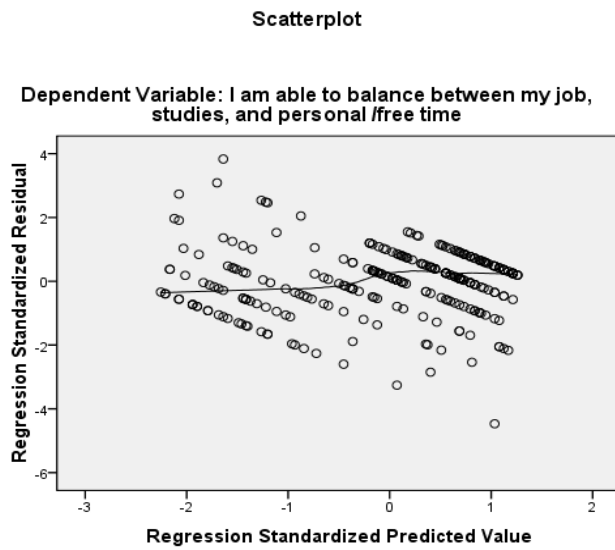


Figure 2: Scatter plot for residuals of work-life balance.

Finally, the Pearson correlation matrix shows that there were no significant correlations between any of the independent variables and the standardized residuals.

	Standardized Residual	
	NumofCourses	Pearson Correlation
	Sig. (2-tailed)	1.000
	N	300
My supervisor delegates less tasks during the period of my exams	Pearson Correlation	-.058
	Sig. (2-tailed)	.315
	N	300
I am able to ask for a study leave whenever I need to study for an exam	Pearson Correlation	.000
	Sig. (2-tailed)	1.000
	N	300

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 19: Independence test for work-life balance

4.5. Discussion, analysis and interpretation of results found

After conducting the statistical tests for the non-parametric items, there were no significant correlations between each of gender and type of employment with W/B, while there were positive significant correlations between each of marital status and university type with W/B. Within the existing literature, most of the findings point out that women have less work-life balance than men. However, the absence of correlation between gender and W/B might be due to the cultural differences and the advancement of women in the workplace that inspired men to support in domestic work. Concerning type of employment, the lack of correlation could be due to the fact that all jobs demand time, responsibilities and effort regardless of whether the individual works in family business/self-employed or in private/public organization. As for significant variations, W/B was found to vary between single and married participants at the 99% level, with those who are single reporting higher W/B balance than those who are married. Moreover, there were no significant variations across married and divorced, as well as between single and divorced. Similar to Itawi (2017)'s conclusion, this can be interpreted by the fact that those who are single do not have responsibilities towards children, husbands or wives, whereas married individuals do. In particular, married student employees need to work more hours to make extra money in order to pay off additional expenses related to housing costs, electricity, education, and other monthly bills that a single person does not encounter. In this line, married individuals might face tradeoffs when it comes to spending time working, studying or attending to their family.

The dire economic situation in Lebanon has led many Lebanese to work more than 12 hours per day and/or more than one job, thus further increasing the risk of failure in balancing between work, studies and family concerns. Regarding university type, students in private university reported higher work life balance than those who are in public university. This can be interpreted by the

fact that students enrolled in public universities may be facing more difficulties than those who are enrolled in private university due to the differences between the curriculums.

Students in public university are committed to a certain number of courses that are pre-defined by the faculties, as well as lack the option to take afternoon courses. The larger class loads and longer periods of time spent at campus at the Lebanese university may also imply that its students face more tradeoffs than their private counterparts in regards to time that is allocated for studying purposes and time reserved for other personal matters.

Students in private university have the option to choose their courses, the number of those courses, as well as their timing, therefore enabling them to schedule their studies with greater flexibility that does not hinder their time reserved for work. Because there were a significant variation between marital status and university type with W/B, the hypothesis H_1 : The work-life balance of student workers varies in respect to demographics is accepted and confirmed.

There were no significant correlations between each of “hours spent at work”, “proximity to work”, “proximity to university”, “work load”, and “study at work”, with “work -life balance”. In this line, the hypotheses H_3 : Long working hours negatively affects work-life balance of university student workers, H_4 : Proximity to employment negatively affects work-life balance of university student workers, H_5 : Proximity to university has a negative effect on work-life balance of university student workers, H_6 : Workload has a negative impact on work-life balance of university student workers and H_{10} : Studying at work positively impacts work-life balance of university student workers are all rejected.

Previous studies have concluded that working very long-hours is perceived to negatively affect work-life balance. However, it is possible to infer that people spending more time at work tend to

increase their cognitive skills and experience, which might help in improving their grades and academic performance, as well as their job satisfaction. In addition and due to the economic problems in Lebanon, employees who work more than 8 hours per day have become accustomed to such schedule and consider that the hours they spent at work are within the normal range. Regarding proximity to employment and proximity to university, most student workers do not usually choose a job that is far from their home and university. This can also be highlighted by the fact that Lebanon offers no reliable public transport, as well as traffic ridden roads throughout the year. According to several studies, transport strategy facilitates the attainment of work-life balance, specifically for households who have work and family responsibilities that contain several activity passages such as taking children to school and bring them back home.

As for workload and similar to working hours, most Lebanese have been accustomed to excessive workload, as economic issues have forced employers to cut down on staff. Concerning studying at work, this assumes that individuals do not focus on their studies while they are at work. In other words, studying at work might decrease concentration on both studies and work. Furthermore, Lebanese student workers might not be used to perform non-work related activities during working hours because of the prevailing business culture that does not provide that much flexibility at the workplace.

Two significantly correlated variables with W/B were excluded from the regression model for their lack of causal significance, those being working from home and flexible working hours. In this respect, H_9 : Working from home positively affects work-life balance of university student workers and H_{11} : Flexible working schedule has a positive effect on work-life balance of university student workers are rejected.

In terms of work from home, the Lebanese are mostly used to working from the office due to the low quality, slow speed, and relatively high cost of the internet in Lebanon, and which can hinder the efficiency of home-working practices. Additionally, the business culture in Lebanon is yet to be instilled with enough trust for conducting work away from direct supervisory managerial systems. This can be explained by the fact that working from home needs self-motivation and organization, and which may yet not possess due to lack of relevant experience.

This is consistent with what several authors agree upon, and where working from home is perceived to decrease the boundaries and difficulties between work and life domain. Some considered that work from home is not sufficient because of the long working hours and poor salary payment (LaValle, 2002; Moore and Crosbie, 2002; Crosbie and Moore, 2004). Moreover, companies must guarantee that employees are also able to balance between their work, studies and personal lives while working from home (Apgar, 1998).

Concerning flexible working schedule, NDU students have the option to select their courses from a flexible academic schedule that allows them to attend on selected days and timings that are best aligned with their work schedule. In addition, students in the Lebanese University have the option to study from home without being present in the university since attendance is not mandatory. In conclusion, flexible working hours may not affect work-life balance for student workers, because students in both private and public universities already have flexibility in attending their classes.

As for the significant causal relationships, the results of the linear regression model indicate that 61.4% of the variations in the dependent variable “work-life balance” were caused by “study leave”, “leaving early” and “number of courses registered”. More specifically, the beta for study leave indicates that it has the largest weight or impact of 43.4%, then followed by leaving early with a weight of 36.7% and finally number of courses with an effect of -6.8%.

The concept of study leaves has been rising in popularity as an informal HR practice in modern day organizations, as well as a formal application in HR strategies for student employees. Oh et al. (2016) had successfully proved the importance of study leaves and its positive impact on employees. Organizations that provide study leaves create a comfortable environment in which employees are able to focus on their studies without neglecting their required tasks and job duties. One additional day for studying purposes might safeguard against tradeoffs between the times reserved for different activities. For instance, instead of having student employees being absent from work and calling in sick, they can openly request a full day off to attend their projects, studies, or exams. Moreover, being able to take study leaves implies that students do not have to find time to study late at night or while they are performing their work duties, as they will be able to conduct their academic duties within a specified day that is free from work burdens. This also indicates that student workers are able to better focus on effectively accomplishing both work tasks and studies within designated timelines. Therefore, the hypothesis H7: The ability to obtain a study leave has a positive effect on work-life balance of university student workers is confirmed and validated. Similar to study leaves, leaving work early for educational or academic purposes has often been noticed as a common managerial practice. As stated by the Division of Human Resources at the University of Arizona (2017) and Amherst College (2019), leaving early from work aims at balancing work and study time through flexible policies that both universities and businesses can implement. This can be explained by the increasing popularity in continuing education that the business place has witnessed in the past decade, as it implies a rise in the number of student workers. Moreover, it also suggests a higher rate of acceptance for early leaves by supervisors, who once were themselves students, or still are pursuing higher education. Leaving early from work can provide student workers with the needed time to relief their thoughts before exams and projects. Since

normal working hours in Lebanon are 8 hours per day and the country constantly suffers from traffic, students might be wary and hence not efficiently tend to their academic duties, thus leaving early from work provides them with the needed time to study. Students who are able to leave early from work for educational reasons can hence be seen as less prone to engage in tradeoffs between time reserved for studying, working, or other personal matters. In this line, the hypothesis H8: Leaving work early for educational purposes has a positive impact on work-life balance of university student workers is confirmed and validated.

Concerning the number of courses, the significant causality can be interpreted by the simple fact that students who take higher number of credits tend to struggle more in balancing between their commitments in life. This is due to a combination of the larger academic work, longer hours, and maybe more days that are dedicated to studying and other academic duties. Such “jamming” of the schedule may push student workers to engage in tradeoffs between their work and academic time, or even lose complete focus in both areas. Even though common thought may initially suggest that public university students might have a higher tendency to struggle in achieving work life balance than their private counterparts. However, taking high numbers of credits in both private and public universities requires more time, energy, and responsibility, and therefore has a negative causal effect on a student worker’s work-life balance. Henceforth, the hypothesis H₂: The number of courses registered has a negative impact on work-life balance of university student workers is confirmed and validated. As postulated by Attewell and Monaghan (2016), students who are considered as full timers in both university and work tend to put their effort to complete their job tasks while discourage the commitment of effort toward education and vice versa.

4.6. Conclusion

This study has highlighted how different factors can have an effect on the work-life balance of student workers in Lebanon. More specifically, the independent variables “study leave, leaving early, and number of courses registered” were found to significantly affect the concept of W/B within both public and private university contexts. The linear regression model indicated that 61.4% of the variations in work-life balance were caused by “study leave” (43.4%), “leaving early” (36.7%) and “number of courses registered” (-0.68%). Such findings are aimed serving as input for HR strategies in businesses that employ students. For instance, organizations must focus on the application of providing annual “study leave” for employees who have educational commitments in order to encourage them and improve their skills that will be an added value to the company’s productivity. Also, companies must devise “leaving early” strategies for employees when they have to attend lectures or exams at campus. Such strategy would allow employees to be more productive and able to balance between their work and studies. In addition, HR strategies should limit the number of credits that are allowed to register for student employees, in order not to be overwhelmed and experience short comings in their academic and work commitments.

In reference to what was written about work-life balance in the body of knowledge, this paper narrowed the research scope on work-life balance to the factors that impact both the Lebanese University and Notre Dame University students’ work-life balance. The main research question was answered after conducting all statistical tests, and where 4 out of 11 hypotheses were confirmed and validated as the relevant independent variables were found to significantly impact work-life balance. The results were logical since the Lebanese labor law does not impose on companies the implementation of study leaves or early leaves strategies. In addition, private and public universities in Lebanon do not limit the number of credits a student must register in

accordance to his/her case. Moreover, it was confirmed with the literature review that married women tend to have less work-life balance than their counterparts, since they have more responsibilities related to domestic work and children. This can be further extrapolated to the greater field of demographic factors, whereby the literature suggests that work-life may vary in regards to several criteria such as age, gender, marital status, and educational level. As for the remaining independent variables that were included in the causality model, the results of the statistical tests that were conducted confer with the literature that leaving early, study leave, and number of courses do have a significant causal effect on Work-life balance. To add and contrary to what the existing body of knowledge suggests, proximity to work and university, flexible working hours, number of hours spent at work and university, telecommuting, and study at work were not found to significantly affect the concept of W/B for student workers. As previously explained in the discussion of the results, the existence or non-existence of the aforementioned causal relationships within this study can be interpreted by the “spatio-temporal” context within which the research was conducted. In detail, several social factors relating to Lebanon and the current situation can be identified as the reasons behind the differences in results between what was found in this study in contrast to what uncovered in previous studies.

This study pointed out that work-life balance strategy should not be neglected nor ignored especially for student workers. Henceforth, the Lebanese university and Notre Dame University can benefit from this research in order to increase their awareness of the importance of having a strategy that limits the number of credits each student must take. Furthermore, the results of this study can assist students in deciding on a number of credits that is suitable to their work and personal life. Also, managers can benefit from this study as a tool for implementing study leaves and leaving early strategies in order to increase employee’s productivity and work-life balance.

The following chapter will discuss and summarize the findings, the different reliability and validity dimensions, the limitations that were encountered, the theoretical and practical implications, as well as recommendation for future perspectives.

CHAPTER 5 – CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

After featuring the results of all statistical tests, along with a detailed analysis of the findings, this chapter aims at summarizing the results of the study, as well as offering recommendations for future perspectives. This study explores the determinants of work-life balance for university student workers within Lebanon. More precisely, a deductive reasoning approach was conducted throughout this study to test the hypotheses based on the existing theoretical and empirical literatures in the aims of highlighting the importance of integrating work-life balance strategy into HR practices. Hence, this study resides in the stream of research that aims to increase awareness on what may impact work-life balance, as well as the importance of formulating and implementing W/B strategies within companies and universities. The methodological approach consisted of a questionnaire that quantitatively measured work-life balance and several independent variables that may plausibly affect it within a random sample of 300 student workers. Having analyzed the findings in the previous chapter, as well as tested all hypotheses, this chapter will summarize the results as well as discuss validity issues, potential areas for future researches and limitations.

5.2. Main Findings

This study discussed if and how number of courses, working hours, proximity to employment, proximity to university, number of hours spent at work, study leave, leaving early, work from home, study at work and flexible working hours may affect work-life balance. Having conducted the adequate statistical tests, the hypotheses related to each of the research questions that enriched this study were either accepted or rejected as shown in table 25.

Research question	Hypotheses	Test	Result
What are the factors that impact students' work-life balance?	H ₁ : The work-life balance of student workers varies in respect to demographics	Kruskal Wallis and U-test	Accepted
	H ₂ : The number of courses registered has a negative impact on work-life balance of university student workers	Regression analysis	Accepted
	H ₃ : Long working hours negatively affects work-life balance of university student workers.	Pearson correlation	Rejected
	H ₄ : Proximity to employment negatively affects work-life balance of university student workers.	Pearson correlation	Rejected
	H ₅ : Proximity to university has a negative effect on work-life balance of university student workers.	Pearson correlation	Rejected
	H ₆ : Workload has a negative impact on work-life balance of university student workers.	Pearson correlation	Rejected
	H ₇ : The ability to obtain a study leave has a positive effect on work-life balance of university student workers	Regression analysis	Accepted
	H ₈ : Leaving work early for educational purposes has a positive impact on work-life balance of university student workers.	Regression analysis	Accepted
	H ₉ : Working from home positively affects work-life balance of university student workers.	Regression analysis	Rejected
	H ₁₀ : Studying at work positively impacts work-life balance of university student workers.	Pearson correlation	Rejected
	H ₁₁ : Flexible working schedule has a positive effect on work-life balance of university student workers.	Regression analysis	Rejected

Table 20: Summary of results

Concerning the main research question: “What are the factors that impact students' work-life balance?” Number of courses registered, Study leave, and leaving early, were all found to significantly impact work-life balance, and hence confirming and validating H₂: The number of courses registered has a negative impact on work-life balance of university student workers. Such finding is consistent with the literature of Attewell and Monaghan (2016) as well as with modern day reality. When students increase the number of their courses they will tend to dedicate less time

to their academic or work duties, and therefore exhibit less W/B. H₇: The ability to obtain a study leave has a positive effect on work-life balance of university student workers. This finding is consistent with what was suggested by educational institutions such as Amherst College (2019) and University of Arizona (2017), and whereby study leaves would allow students to dedicate more time for their studies with greater ease. H₈: Leaving work early for educational purposes has a positive impact on work-life balance of university student workers. Similar to study leaves, leaving early can also enable students to obtain more time and better focus on their studies. In addition, demographic factors were found to significantly vary according to work-life balance which confirms and validates H₁: The work-life balance of student workers varies in respect to demographics. These results confer with what a sizeable amount of literature suggests (Crompton and Lyonette 2006; Hill, et al., 2014; Richert-Kazmierska & Stankiewicz, 2016; Tausig & Fenwick, 2001; Spieler et al., 2018; Kreiner, 2009; Riediger et al., 2009; Itawi, 2017), and whereby W/B does significantly vary in regards to demographics, specifically within the context of this research in regards to marital status.

As for the variables long working hours, proximity to work, proximity to university, workload, and study at work, they were found to have no correlation with work-life balance, and therefore leading to rejection of H₃: Long working hours negatively affects work-life balance of university student workers. This can be explained by the possibility that student workers in Lebanon are used to spending a relatively long amount of hours at their jobs. H₄: Proximity to employment negatively affects work-life balance of university student workers. As previously mentioned, Lebanon is geographically small and therefore does not impose long routes between peoples' homes and jobs. Moreover and due to the consistent traffic on the roads student workers may have become used to this phenomenon and hence their W/B is not affected by the distance it takes them

to reach their work. H₅: Proximity to university has a negative effect on work-life balance of university student workers. Similarly to proximity to employment, student workers are usually not situated far from their campuses, and even if they were, they would most likely rent dorms within the vicinity of the campus. H₆: Workload has a negative impact on work-life balance of university student workers. This can be interpreted by the fact that student workers have become used to the stifling amount of workload they may face in their daily jobs, especially with the cut down of staff within the organizations during the dire economic situation that Lebanon has long been witnessing. H₁₀: Studying at work positively impacts work-life balance of university student workers. Such finding can be explained by the simple fact that studying at work may distract student workers from efficiently conducting their job duties, not to mention the possible inefficiency that may occur in accomplishing their studies.

Even though work from home and flexible working hours were found to be correlated, they were not found to significantly impact work-life balance. Hence, H₉: Working from home positively affects work-life balance of university student workers, and H₁₁: Flexible working schedule has a positive effect on work-life balance of university student workers were both rejected. The rejection of H₉ and H₁₁, may be interpreted by the factual lack of such HR practices within a vast number of organizations in Lebanon. More specifically, it is possible that the W/B of student workers was not affected by working from home and flexible working hours as these practices are not being implemented, and therefore the lack of significant causal relationship.

5.3. Validity Issues

Concerning validity issues, internal, external, statistical, and conclusion validity must be assessed and discussed. Since this study employs quantitative methods and aims to establish causality, it is hence important to prove that the independent variables are indeed responsible for the changes in the dependent variable and establish internal validity. R square was 0.614, which means that there is a significant causal relation between the independent variables “number of courses, study leave, leaving early with W/B. Additionally, adjusted R square did not differ from the R square by more than 10%, which indicates that the independent variables have a strong explanatory power for the variations in the dependent variable, and the additional of more variables would not improve the explanatory power of this model (study leave weighted 43.4%, leaving early weighted 36.7% and lastly number of courses weighted -6.8%).

Since the research method was a snapshot case study of NDU and LU, there were no longitudinal, pre-post, history or morality threats to internal validity. As for external validity, the aim of this research is not to generalize the results to the great population of universities in Lebanon. However, this study aims to extract recommendations and insights that can be used by businesses who employ students across different industries and sectors in Lebanon. Such recommendations would allow organizations to foster organizational commitment and maintain the psychological well-being and the satisfactions of the employees. Moreover, they would allow human resources to develop adequate W/B strategies that can enhance students ‘academic and work performances. Regarding statistical validity, all conditions for conducting parametric test were met, of which are random sampling, normally distributed where skeweness and kurtosis are within the acceptable ranges. Moreover, and in order to conduct linear regression modeling, the obtained Cronbach alpha

showed a coefficient of 0.710 in which it ensured reliability of the scales. Furthermore, Durbin-Watson displayed 1.985 which falls within the acceptable ranges in which it indicates that there was no heteroscedasticity issues. Lastly and regarding conclusion validity, the results comply with what the literature suggested, that being a significant negative causal relation between number of courses and W/B, as well as significant positive causal relation between each of Study leave, and Leaving early with Work-life balance. More specifically, student workers who take high number of credits might tend to experience lower work-life balance than those who take a lesser number of credits (Attewell and Monaghan, 2016). Moreover and according to (Oh et al., 2016), implementing a study leave strategy opens the opportunity for employees to enhance their skills and capabilities, as well as the chance to seek an education that is related to the job they are performing. Lastly, student workers who schedule their work hours with the supervisor in order to attend and be on time during exam periods, tend to have a better work-life balance and perform the job needed effectively and efficiently (Amherst College, 2019). Such attention to W/B for student workers would eliminate the need for tradeoffs between time reserved for studying, working, and other personal matters. Moreover, it would allow student workers to focus better on their studies, as well as perform better at work. Lastly, such coordination between employees and supervisors would decrease the occurrence of conflict related to study leaves and leaving early.

5.4. Limitations of the research

Within social research several limitations may arise, of which are monetary, temporal, and access to data. Along this study, it was somewhat cumbersome to access students in both universities due to the unstable political situation that started on October the 17th, 2019, and which led to the closure of roads and institutions throughout the year. Moreover, the COVID-19 pandemic also imposed limitations for communicating with concerned parties in the research, which along the aforementioned political instability prolonged the duration of the research. In this line, these factors did create pressure in regards to collecting enough data that can constitute an adequate sample that allows for the validation of the intended tests, in addition to finishing the research within the allowed time period.

5.5. Theoretical and Practical implications

Theoretically, this research adds quantitative empirical proof that number of courses, study leave, leaving early significantly affect “work-life balance” of today’s private and public university student workers in Lebanon. Not only are such results relevant but also consistent with the majority of the existing knowledge and literature on work-life balance. Therefore, the findings offer a theoretical enrichment to the topic of work-life balance in general, and open way for new research to expand internationally as well as locally. In regards to managerial implications, employers and universities must focus on what is important in their W/B strategies for student workers. This can be done by advising on how many credits they are preferably to register throughout different phases of their business cycles. Additionally, providing adequate numbers of study leaves as well as early leaves from work and at the right time may support student workers’ well-being as well as other aspects such as organizational commitment. Organizations who support their employees

in achieving work-life balance tend to decrease the latter's psychological well-being as well as increase their job performance. In other words, psychological wellbeing and satisfaction identify how and why work-life balance is most expected to impact employees' job performance (Haider, Fernandez-Ortiz, & de Pablos, 2017). Furthermore, the organizational commitment of an employee increases when employers create a culture that is eager to maintain their psychological and social satisfaction. In addition, organizational commitment increases when employers encourage employees to improve their skills and provide flexibility in working hours to complete a certain degree (Berk and Gundogmus, 2018). Yet, companies might have to design and implement distinct work-life balance strategies for each personality trait apart since the big five personality traits have different understanding and insights in work-life balance (Chitra and Sheela, 2012). Henceforth, businesses must integrate such strategies in their HR practices in order to support student workers in balancing between their work, studies, and life, which therefore might enhance a company's performance and improve students' competences and skills. Out at the same time, study leave and leaving early should be a win-win situation for student employees and companies alike, in which goals and objectives need to be achievable and completed. For instance, HR manager must implement a strategy that ensure students have time to study and the work is done effectively and efficiently. Within Lebanon, most companies do not provide paid study leaves, neither allow employees to always leave early whenever needed for educational reasons. Moreover, Lebanese people are in general overwhelmed by the high number of working hours and workload, in addition to a dire economic situation. In this line, the findings of this study can serve as valuable input for companies to efficiently formulate and implement W/B strategies for student workers, and make use of such HR practices as an investment in their human capitals.

5.6. Recommendations

As the aim of this research was to explore the determinants of work-life balance for university student workers within Lebanon, it is recommended for both Lebanese and NDU student workers to set strategies for managing their work-life balance. More specifically, the aim of such said strategies is to adjust the number of courses registered each semester or year in accordance to their work and personal schedules since the variable “number of courses” was found to have a significant negative causal effect on work-life balance. In addition, managers are recommended to implement strategies related to study leaves and leaving early when student workers have academic responsibilities to fulfill, such as exams, projects, or assignments. More precisely, organizations should provide student workers with an approximation of 15 days off per year for educational purposes, as well as offer flexible working hours that can allow student workers to manage their work and studies more effectively.

5.7. Future Perspective

This study establishes a path for future researches that aim to explore the phenomena of work-life balance within the context of student workers more deeply, and within different spatio-temporal contexts. This can happen through the application of new methodological frameworks and strategies such as interviews and different forms of surveying. To add, future studies can either focus on one educational institution as a sample for their study or even enlarge it to encompass a wider array of universities within Lebanon. In addition, this study can open new subjects under

the main concept of work-life balance in which work-life balance is the independent variable and the effects of work-life balance are the dependent variables. For example, exploring what are the consequences that work-life balance causes to student workers that might include less productivity, high stress, less motivation, psychological and health issues. However, these suggested studies are all linked to the importance of the application of work-life balance strategy.

5.8. General Conclusion

In summary, this research aims at responding to the questions related to the factors that impact students' work-life balance that have not been yet fully answered in the existing body of literature. To add, it specifically aims at unprecedentedly scrutinizing these proposed relationships within the context of Lebanese student workers. Having reviewed the literature review, data from Lebanese University and Notre Dame University student workers was methodologically collected through surveying, and the 11 hypotheses that were extracted were tested through the employment of quantitative methods.

Following the conduction of the statistical tests, the variables study leave, leaving early, and number of courses registered were found to significantly affect the concept of W/B in both public and private universities. More precisely, study leave and leaving early were found to have a positive effect on W/B, and number of courses to have a negative one. This indicates that W/B increases when the number of courses registered decreases, or when study leaves and early leaves are granted to student workers within both universities. Moreover, Work-life balance was found to significantly vary in regards to demographic factors, specifically marital status as found in this research.

Throughout this study, some limitations were confronted throughout the data collection phase, and which was reflected by a longer than expected period of time to obtain the needed number of observations. Such factors are identified as being the political unrest that started in Lebanon on October the 17th, 2019, in addition to the ongoing COVID-19 pandemic that has been reshaping both work and education.

In regards to theoretical implications, not only do the findings support part of what the body of literature suggested, however also make way for new future research that enables the expansion and evolution of this topic on both local and international levels. As for managerial implications, the findings enable managers and universities alike to efficiently focus on what to include in their W/B strategies, those mainly being early leaves, study leaves, and an adequate number of courses that does not contradict with student workers' overall schedule..

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LIST OF APPENDICES:

Appendix A: descriptive statistics for metric variables

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DaysatUni	300	1	5	3,106667	1,329605	0,198371	0,141	-1,296	0.281
NumofCourses	300	1	11	4,796667	2,640435	0,53134	0,141	-0,637	0.281
HoursatWork	300	2	76	34,80667	15,00577	-0,23659	0,141	-0,541	0.281
Proximity to employment	300	1	7	2,316667	1,289158	0,957678	0,141	0,386	0.281
Proximity to University	300	1	7	2,436667	1,282499	1,008369	0,141	1,011	0.281
Workload	300	1	7	3,296667	1,836636	0,377982	0,141	-0,81	0.281
Study leave	300	1	7	5,013333	2,03477	-0,78793	0,141	-0,697	0.281
Leaving early	300	1	7	4,833333	1,852113	-0,63794	0,141	-0,66	0.281
Work from home	300	1	7	2,593333	1,946085	0,951878	0,141	-0,431	0.281
Study at Work	300	1	7	2,953333	1,69728	0,486585	0,141	-0,663	0.281
Flexibe working hours	300	1	7	4,213333	1,981813	-0,31944	0,141	-1,091	0.281
I am able to balance between my job, studies, and personal /free time	300	1	7	4,846667	1,944847	-0,68594	0,141	-0,724	0.281

Table 10: *descriptive statistics for metric variables*

Appendix B: Spearman correlations for demographic variables

			Gender	Age Group	Marital Status	Academic Level	Uni Type	Type of Employment	Work-life Balance	
Spearman's rho	Gender	Correlation Coefficient	1,000	-0,121	-0,196	0,017	-0,038	0,032	-0.015	
		Sig. (2-tailed)	.	0,036	0,001	0,768	0,507	0,576	0.8	
		N	300	300	300	300	300	300	300	
	Age Group	Correlation Coefficient	-0,121	1,000	0,648	0,682	0,126	0,187	-0.057	
		Sig. (2-tailed)	0,036	.	0,000	0,000	0,029	0,001	0.33	
		N	300	300	300	300	300	300	300	
	Marital Status	Correlation Coefficient	-0,196	0,648	1,000	0,511	0,251	0,128	-0.147	
		Sig. (2-tailed)	0,001	0,000	.	0,000	0,000	0,026	0.011*	
		N	300	300	300	300	300	300	300	
	Academic Level	Correlation Coefficient	0,017	0,682	0,511	1,000	-0,079	0,139	0.036	
		Sig. (2-tailed)	0,768	0,000	0,000	.	0,171	0,016	0.53	
		N	300	300	300	300	300	300	300	
	Uni Type	Correlation Coefficient	-0,038	0,126	0,251	-0,079	1,000	0,198	-0.19	
		Sig. (2-tailed)	0,507	0,029	0,000	0,171	.	0,001	0.001**	
		N	300	300	300	300	300	300	300	
	Type of Employment	Correlation Coefficient	0,032	0,187	0,128	0,139	0,198	1,000	6	
		Sig. (2-tailed)	0,576	0,001	0,026	0,016	0,001	.	0.538	
		N	300	300	300	300	300	300	300	
			Correlation Coefficient	-0,015	-0,056	-0,147	0,036	-0,188	-0,036	1.0

	Work-Life balance	Sig. (2-tailed)	0,796	0,332	0,011	0,529	0,001	0,538	.
		N	300	300	300	300	300	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11: Spearman correlations for demographic variables

Appendix C: Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	640,732	1	640,732	389,499	0,000 ^b
	Residual	490,215	298	1,645		
	Total	1130,947	299			
2	Regression	685,109	2	342,555	228,197	0,000 ^c
	Residual	445,838	297	1,501		
	Total	1130,947	299			
3	Regression	694,760	3	231,587	157,157	0,000 ^d
	Residual	436,186	296	1,474		
	Total	1130,947	299			

- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam
- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam, My employer approves my requests to leave early when I require time to study for my courses
- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam, My employer approves my requests to leave early when I require time to study for my courses , NumofCourses
- Dependent Variable: I am able to balance between my job, studies, and personal /free time

Table 20: ANOVA

Appendix D: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,753	0,567	0,565	1,28258	
2	0,778	0,606	0,603	1,22521	

3	0,784	0,614	0,6104	1,21392	1.985
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- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam
- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam, My employer approves my requests to leave early when I require time to study for my courses
- Predictors: (Constant), I am able to ask for a study leave whenever I need to study for an exam, My employer approves my requests to leave early when I require time to study for my courses , NumofCourses
- Dependent Variable: I am able to balance between my job, studies, and personal/free time

Table 21: Regression model summary

Appendix E: Questionnaire

QUESTIONNAIRE Work-Life balance of student workers

Thank you for taking time to complete this questionnaire which aims at identifying what affects student workers. Your opinion is vital for the success of this research and will be treated in the strictest confidence within the ethical code of practice for field research at Notre Dame University; thus the information gathered will solely be used to compile statistics. No data about you as an individual will be disclosed in any published results.

SECTION 1 – BACKGROUND INFORMATION

Please tick next to the case that best describes you or fill-in the space provided

- 1.01. Gender Male Female
- 1.02. Age (please provide your age in years) _____
- 1.03. Marital status Single Married Widowed Divorced
- 1.04. Academic level Undergraduate Graduate
- 1.05. Days attended at university/Week 1 2 3 4 5
- 1.06. Number of courses registered currently _____
- 1.07. Type of Employment Family business or Self-employed Private or public organization
- 1.08. Number of hours spent at work/week _____

1.09. On average, how much time does it take to reach your work?

- Less than 15 minutes
- Between 15 and 30 minutes
- More than 30 and less than 45 minutes
- Between 45 and 60 minutes
- More than 60 and less than 75 minutes
- Between 75 and 90 minutes
- More than 90 minutes

1.10 On average, how much time 1. Less than 15 minutes

SECTION 2 –Work-Life balance

Please circle the number that corresponds to your degree of agreement with the below statements
(From 1 to 7, where 1 is Strongly disagree and 7 is Strongly agree).

2.01. My supervisor delegates less tasks during the period of my exams	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.02. I am able to ask for a study leave whenever I need to study for an exam	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.03. My employer approves my requests to leave early when I require time to study for my courses	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.04. I can conduct my work from home whenever I have a heavy study load	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.05. My boss accepts that I finish my studies at work in specific cases or circumstances	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.06. My organization offers a flexible schedule that requires the fulfillment of a certain number of working hours without being limited by a start and a stop time	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
2.07. I am able to balance between my job, studies, and personal/free time	Strongly disagree	1	2	3	4	5	6	7	Strongly agree