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EDITORIAL

The Ghana Association of University Administrators (GAUA) as part of its mission to promote the advancement of higher education in Ghana and around the world provides policy alternatives for national development. This is done through research reports, policy analysis, reflective practice among others. Mindful of this, the National Executives adopted this Journal from GAUA University of Education, Winneba branch in 2019 to advance this cause. The sixth edition of the journal is thus, the “first” edition since the adoption and it also serves as a special edition to commemorate the 40th Anniversary of GAUA (1980-2020).

In this edition, Kwame Boakye, Joshua Addo, Eric Awotwe and Joyce Anastasia Sam did a comparative study of pension benefits between Ghana Universities’ Staff Superannuation (GUSSS) and Social Security and National Insurance Trust (SSNIT) Schemes. The writers advocated for the boards of GUSSS to educate their members on the superior financial retirement benefits offered by the scheme as compared to SSNIT and to review the pension rights under the GUSSS.

Again, George Kwadwo Anane, Elijah Ofori-Badu and Kwame Asante also examined ‘cut-off aggregates’ and academic performance of students in a public university in Ghana. The paper recommends that university managers must develop or review their admission policies and factor in more inclusive parameters for admitting students into universities, especially applicants from less-endowed schools.

The issue of work-life balance among Senior Female Administrators was examined by Rebecca Asiedu Owusu. She recommends for Ghanaian women in public career spaces to be provided with conducive working environments like flexible working hours, extended paid maternity leave, paid paternity leave and further stressed for Early Childhood Centres to be sited close to office environment.

In examining cleaners’ perspective of littering behaviour of students in a Ghanaian university context, Fidelis Z. Tang urged university management and student leaders to provide adequate waste bins on university campuses, especially at vantage points with notes to encourage cleanliness. This, he believes, will encourage the culture of cleanliness and shared responsibility in safeguarding the environment.

In promoting peace among student religious groups in public universities in Ghana, Samuel Marfo, Musah Halidu and John Yaw Akparep recommend that periodic education on religious tolerance should be carried out by amalgamated religious bodies and university managements to help deepen the understanding and knowledge of students about religious pluralism and the need for peaceful coexistence.

Investigating into communication challenges in a multi-campus university system in Ghana, Amatus Dinye, Emmanuel K. Boon and Job Asante advocated for the deployment of modern communication technologies to enable satellite campus administrators to communicate in real-time with their main campus and this should be part of a well-developed communication policy.

In a research into the assessment of governance challenges in higher education institutions, Charles Obeng-Sarpong, Daniel Buor and Paul Kwadwo Addo found out that external issues such as: funding, quality assurance, getting requisite academics, and internationalisation among others militate against Ghanaian universities. They therefore advanced an argument for the need to build the capacity of management and council members on quality assurance systems, effective governance and leadership.

Examining service delivery and satisfaction of students and its implications for educational administration, Regina Nuako, Kweku Appiah-Badu, Benjamin Boampong Owusu and Abraham Adusei observed that suggestions about areas of service delivery improvement provided by students to university management are often not addressed to their satisfaction. The writers recommend for the need for university management to work with students and design service improvement strategies to bring about student satisfaction.

Lastly, Samuel Marfo, Joshua Akpade and Halidu Musah investigated crash helmet and safety implications for student motorcyclists and postulate that relatively low patronage of the full-face helmets observed among students in their study requires periodic educational campaigns.

We are extremely grateful to all our contributors and to our dedicated reviewers.

Happy 40th Anniversary to GAUA!

Dr. Paul Kwadwo Addo
National Editor/Editor-in-Chief
August 2020

Assessment of work-life balance among Senior Female Administrators: A case study of the University of Cape Coast, Ghana.

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Abstract

Anecdotal evidence on burnout and untimely deaths in some public universities across Ghana has heightened the need for attainment of work-life balance. Juggling teaching, research, publishing and personal commitments can be a challenge in the academia. Using a concurrent triangulation mixed methods approach, this exploratory study assessed work-life balance of some 80 senior female administrators at the University of Cape Coast, Ghana. The results indicate that attainment of work-life balance depends on some variables such as age, marital status, parity and rank. The prospects of utilising technology to balance work and life seemed promising to promoting work-life balance for female senior administrators in the University. Although intuitive, four promoters of work life balance namely flexible work starting hours, flexible work closing hours, career break/sabbatical, and time-off for family engagements were explicitly identified by the respondents. The support of other family members such as partners was perceived to be a major fulcrum around which working women could attain work-life balance. It was recommended that Ghanaian women in public career spaces should be provided with conducive working environments like flexible working hours, extended paid maternity leave, paid paternity leave or provision of Early Childhood Centres closed to office environment. These also require national policy intervention on school vacations to allow schools keep lean staff during vacations to attend to children of career women.

Key words: *work-life, university administrators, career progression, family support, institutional culture*

Introduction

Career women, like their male counterparts, have often had to combine career duties with other domestic tasks such as childcare, house chores and care for other vulnerable family members like the aged and the sick (Owusu, 2019). The associated tension on their time and resources has often necessitated the need for them to strike a balance

between career and family life which has led to increased research in work-life balance related issues (Aarde & Mostert, 2008).

Anecdotal evidence on work burnout and untimely deaths in some public universities across Ghana has brought to the fore the need for work-life balance. However, only few studies have examined the link between work-life imbalance and burnout in public universities in Ghana. Even fewer studies have assessed work-life balance of female administrative staff in the same settings which has necessitated the conduct of this case study at the University of Cape Coast in Ghana. Since its establishment about 56 years ago, limited studies have been conducted, if any at all, to assess how senior female administrators of the University of Cape Coast maintain work-life balance. Some questions such as how senior female administrators of the University are able to combine childcare and career duties and still maintain a balanced work-life? How does their work contribute to achievement or non-achievement of work-life balance? Finally, what structures have been put in place in the University to promote work-life of staff. Answers to these and other related questions informed this study on work-life balance practices of University of Cape Coast senior female administrators.

Objectives of the Research

The aim of this study was to assess the work-life balance practices among Senior Female Administrators of the University of Cape Coast in Ghana. It specifically carried out to:

- compare the background characteristics of the administrators and the nature of family support services received.
- determine workplace stress management practices adopted by the administrators; and
- identify some measures that could be adopted by the administrators to attain effective work-life balance.

Hypothesis

It is hypothesised that there is no significant relationship between age and marital status of the research participants relative to family support received. Similarly, it is also hypothesised that there is no relationship between senior female administrators' background characteristics and stress management practices. The first hypothesis was intended to ascertain if the age or marital status of the administrators determines the type of family support they receive from other household members while the latter sought to identify if chosen stress mitigation practices adopted by female senior administrators depended on their background characteristics or could be attributable to other non-personality characteristics.

Related Literature

Work-life balance has been conceptualised and contextualised in various ways since the last quarter of the 20th century and has meant different things to people based on their context and viewpoint (Lockwood, 2003). To the employee, work-life balance is the dilemma of managing work obligations and personal or family responsibilities while

the employer thinks that it is the challenge of creating a supportive company culture where employees can focus on their jobs while at work (Lockwood, 2003). To Delecta (2011), work–life balance is an individual’s ability to meet their work and family commitments, as well as other non-work responsibilities and activities. For Greenhaus (2002), work–life balance is the satisfaction and good functioning at work and at home with a minimal role conflict. Felstead et al (2002) have also opined that work–life balance is the relationship between the institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labour markets.

According to Delecta (2011), work–life balance is not necessarily the allocation of time equally among work, family and personal demands, rather it is the wise allocation of the available resources of time, thought and labour among the elements of life. Other scholars have also argued that the term ‘balance’ presupposes that work is not integral to life and implies a simple trade-off between the two spheres which encourage quick-fix solutions that do not address fundamental inequalities (Burke, 2004; Lewis et al., 2007). In this paper, work–life balance is explained as career women having some space to perform private roles while not being consumed by official work or having an enjoyable domestic life without compromising career commitments. Some factors such as family demands, nature of work and other private responsibilities contribute to career women’s ability to either attain work–life balance or imbalance.

Lewis and Cooper (2005) opined that from as far back as the 1960s, studies have proliferated on the linkages between work and family roles, but this was generally based on women and work–family stress issues. The choices made by an individual to balance life and work, and the degree to which organisations assist in these endeavours affect that individual’s career, mental health, stress levels and life satisfaction (Crooker, Smith & Tabak, 2002).

According to Delecta (2011), the individual is the most important entity in determining work–life balance or imbalance. Whether family demands or work demands, it behoves on the individual to decide how to marry the two (Burke, 2004; Lewis et al., 2007). It can be argued that some people adopt the philosophy of working to live where the emphasis is placed on work while other people lean towards living to work philosophy where life takes precedence over work. The latter sometimes turn to sacrifice their career to honour family demands and vice versa (Delecta, 2011). In order to decrease the negative consequences of work–life conflict on working individuals, Delecta (2011) proposed that institutions must provide flexible working hours, child and elderly care schemes, job sharing and promotion of work from the house.

The University of Cape Coast, a Ghanaian university, was established in 1960. It is currently organised into five Colleges with a student enrolment of about 75,000 during the 2016/2017 academic year from an initial student population of 156 in 1962. The university also had a staff population of 5,059 comprising of 3, 840 males (75.9%) and

1, 219 (24.1%) females as at the end of 2017. Of the female members of staff, 145 (11.89%) works as senior administrators such as Deputy Registrar as well as Senior, Assistant and, Junior Assistant Registrars. Other senior administrative positions in the university include Chief, and Principal Administrative Assistants (88.1%). The current research examined the experiences of female university administrators in the achievement of employees' work-life balance within the specific context of a Ghanaian University.

Materials and Methods

This exploratory study adopted a mixed-method approach which is described by Johnson and Onwuegbuzie (2004) as the type of research which combines both quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study. The Concurrent Triangulation Strategy was employed for data collection and this enabled concurrent collection of both quantitative and qualitative data with equal priority placed on both (Terrell, 2012). The data is integrated during the analysis stage to confirm, validate or corroborate responses.

This study targeted all the 145 senior female administrative staff of the University comprising those from the rank of Principal Administrative Assistant to Deputy Registrar. All the eligible respondents were to respond to a questionnaire that elicited data on demographic characteristics, career patterns, issues on work-life balance and provisions for attaining enhanced work-life balance. The validity and reliability of the instruments were determined based on results from a pre-testing exercise with five retired Senior Assistant Registrars of the University of Cape Coast. A total of 80 completed questionnaires (90% response rate), were returned at the end of a month period that was earmarked for primary data collection. The completed questionnaires were entered into the Statistical Package for Service Solutions (SPSS) software which has facilities for analysing descriptive statistics.

The final dataset was cleaned to remove errors and inconsistencies that were detected through the entry process. The Pearson chi-square statistic was used to determine whether the observed differences in family support, stress management, flexible hours and time with children were independent of respondent's background characteristics. The Cramer's V statistic was also used to assess the strength of the association which is considered strong when the Cramer's V value is greater or equal to 0.3 while a weak association occurs when Cramer's V value is less than 0.3.

Data collection for qualitative data was through in-depth interviews with six of the administrators who were earlier interviewed (three months earlier) before the questionnaire administration. The interviewees consisted of 5 Assistant Registrars and an Assistant Accountant. These were conveniently selected based on availability and willingness to participate in the interview sessions. The interviews provided detailed narrations on work-life balance related issues experienced by the female administrators. The data was captured with electronic recorders, then transcribed and analysed based

on the principle of grounded theory (Strauss 1987). The qualitative data analysis was, therefore, thematic and inductive in nature. Some salient quotes in the responses were noted and used to re-enforce the quantitative findings. All the research participants were assured of their anonymity and confidentiality before commencement of data collection. Besides, all identifying details have been anonymised using pseudonyms.

Results

Support for household activities

Table 1 compared respondents' background characteristics of age, marital status and number of children against family support received. The Pearson chi-square statistics results (Table 1) rejected the null hypothesis that family support is independent of age group and marital status. This means that the respondent's age and marital status influence the kind of family support that is received in the house. The result showed an association with age group (p -value=0.020) and marital status (p -value=0.002). The Cramer's V statistic indicated strong association for age group (0.336) and marital status (0.453). However, number of children (p -value=0.659) has no associations or do not determine the kind of family support. It means that the kind of family support the administrators receive is dependent on the number of their children and marital status.

Table 1 (See Appendix 1)

Under the various types of family support, 90% of the respondents aged below 40 years reported that they received family support from their spouse while more than half (60%) aged below 40 years received family support from either their parents or in-laws while 40% aged between 40-50 received support from their parents or in-laws. It can be inferred from Table 1 that the younger respondents received more support for household activities (61%) than their aged counterparts except for the support from house helps which is skewed towards female administrators aged 41 to 50 years. In relation to marital status, the majority of married female administrators reported that they receive family support from their spouses (80%) or parents/in-laws (87%). In relation to family size, it was identified that majority of the respondents (73%) with one to three children received more support than those with more than four children. This can also be interpreted that administrators with few children (1-3) needs more support from other household members such as house helps (100%), spouses (80%) or teachers (70%) to assist in childcare and care for the aged. This finding will require further studies to explain the various reasons, probably this is because these administrators were starting childbirth and would require more family support compared to those with older children. It must be emphasised that there is a long tradition in Ghana and other West African countries where various aspects of household support services transcend parents to other extended family members (Nukunya 1992). Modernisation, which is often associated with urbanisation, family nucleation, increased women formal education and working mothers in professional career (Nukunya 1992) also makes some career women rely on other household members for support.

This was also explored during the interview sessions with the administrators. It came to the fore that some of them had engaged house helps, nannies or grandmothers on either fulltime or temporal basis to support them with household activities. These arrangements were, however, found to be casual in nature. For instance, a 47-year-old Assistant Registrar indicated that she has casually engaged a house help who comes to support her during the day and returns to her house in the evening. She further indicated that this comes with extra cost but she has been very supportive in assisting with services such as cleaning and cooking. According to her, this enables her to stay longer in the office to complete her official tasks.

Stress management at workplace

The Pearson chi-square statistics results rejected the null hypothesis that stress management at the workplace is independent of age group, number of children and designation (Table 2). This implies that the type of stress management option they opt for is dependent on their age group (p -value=0.006) and designation (p -value=0.032) but not on parity (p -value=0.659). The result showed an association between the three background characteristics and stress management. The results of Cramer's V statistics indicated strong association between stress management and age group (0.347) as well as designation (0.354).

Table 2 (See Appendix 2)

As a coping strategy, the responses from the administrators indicated that about nine in ten of those less than 40 years and at the rank of Principal Administrative Assistants (PAA) resort to meditation or other forms of entertainment as stress relievers. Significantly, listening to music was popular stress reliever for the administrators with less than four children (76%) and at the rank of PAA (68%).

Working hours and attainment of work-life balance

Besides spending time at home to meet domestic demands, career women are also confronted with the responsibility of spending a greater proportion of their time at the office or for official activities. Generally, administrators, like most University of Cape Coast staff, spend an average of seven hours excluding one hour for break on official duties. For some female university senior administrators, their time for official endeavours begins early in the morning till late evening. Some of the common activities that fill up the official time of the administrators consist of arranging or preparing for meetings, attending meetings and responding to other administrative request from students, faculty members and the general public. The interviewees were asked to share their impressions on university working hours and how it promotes their work-life balance.

The general impression from their responses indicated that they did not have much problem with the duration except that their work schedule makes them always

exhausted which could also negatively affect their professional and domestic performance. They also bemoaned the strict working hours (from 7:30am to 4:30pm) without consideration for flexibility like closing early on some days or reporting late and accordingly closing late. The following accounts are illustrative of these concerns:

The duration is fine just that I wish it is flexible. For some days, you may want to work early in the morning and close early to attend to other things...if you have to spend your whole day here...you will certainly have to forgo other important duties...what else can you do in the evening? This is a challenge for female administrators who have young children and non-corporative spouses (47 years old).

The nature of my work is such that I do a lot of sitting...you have to meet deadlines and this makes our work very tiring...you close and go home and realise that you are actually drained (42 years old).

Other administrators, on the contrary, did not think that the work duration and duties lead to work-life imbalance. For such administrators, they have become used to the schedules that they have been able to align it with other domestic responsibilities. Strategies such as coming up with work schedule and using personal timetable have enabled them to cope with the work stressors. According to a 55-year-old female administrator, she attends meetings and receives visitors in the mornings while the afternoons are used for other official duties. She said, "I schedule everything I do and I make sure I go by my time table...I am able to attend to all my schedules earmarked for the day".

Time spent with children

Some career women's inability to spend enough time with their children may constitute work-life imbalance for such women. The time is usually spent on supervising children, assisting with school assignment and performance of other house chores. The Pearson chi-square statistics results indicated that time spent with their children is not dependent on age group, marital status and parity (Table 3). More than half (67%) of the respondents aged less than 40 years indicated that they spent between four to five hours on daily basis with their children. Similarly, the generality of the married female administrators indicated that they spent not less than two hours with their children. Furthermore, the respondents with less than four children (73%) were noted to spend more time with their children when compared with those with high parity levels.

Table 3 (See Appendix 3)

The qualitative data did not differ much from what has already been reported on this. For instance, when asked to detail out what specifically goes into the time with their children, most of the respondents asserted that they cook, eat, read or interact with their children after close of work. These three narratives are very typical:

I normally return to the house at 5:30pm while the children also close from school at 5:00pm. We cook together, eat, interact learn before we sleep (55 years old).

We arrive in the house around 6:00pm and sleep at 9:00pm. During the period, they do their homework, eat, bath and read. If they also have a problem, we discuss them and share extraordinary things that happened during the day...but I am not satisfied because I don't get enough time due to my administrative work at the university and my further studies...I am usually stressed out (38 years old).

I do not feel balanced with the time I spend with one of my children who has special developmental needs. I wish I could do more with him...but I don't have the time due to our work schedule at the office...I spend the morning and afternoon at work and come home late to prepare dinner and get them to sleep... On weekends too, if it's not a funeral it's a wedding... (45 years old).

Other interviewees indicated that they often think about their administrative schedule at the University on weekends or when they have travelled. Similarly, when they were asked to indicate whether they were very unhappy or very happy about the amount of time they spend on official duties at the university, it came to the fore that despite the above challenges, the general impression from their responses was that they were very happy or happy with the duration of work at the university.

Attainment of work-life balance for female university administrators is often characterised by conflict that arises from the tension between work demands and enjoyment of quality of life. This calls for a balanced approach that recognises the positive effects of combining work with other life demands like childcare. The respondents narrated some feeling of stress or tiredness as a result of their work demands. For instance, a 47-year-old administrator responded that:

The senior administrative work in this university is very stressful...most of our things are time bound ...what other staff do also feed into ours so if some people do not do their work well then it negatively affects our work and that becomes very stressful moments for me.

The respondents made some suggestions that could be implemented to promote their work-life balance. These include having flexible working hours, career breaks (sabbatical/annual leave), time off to attend to other family duties, enough rest and support from spouses or partners. For example, almost all the interviewees indicated that support from spouses/partners will free them from worrying about issues like childcare and performance of some house chores. Another important factor that was

cited as having the potential to promote their work-life balance was utilisation of technology like smartphones and stable internet connectivity for computers fixed in the house or at the office. This, according to the respondents, comes with flexible working schedules, mobile workstations and also aids in contacts at real times:

I write most of my minutes in the house during the weekends...all that I need is a laptop and internet connectivity...technology application will play a role in promoting our work-life balance.

Conclusion

This study sought to principally find answers to how senior female administrators at the University of Cape Coast in Ghana combine domestic activities with their administrative responsibilities and still be able to maintain a balanced work life. The results presented from this exploratory study has indicated that career women have often been confronted with challenges such as meeting domestic demands and still be able to deliver on their professional mandate. As a mediating factor, the administrators have been relying on the services of other non-maternal child caregivers such as their parents or house helps. Although this is typical in most Ghanaian families, some earlier studies (Owusu, 2019) have asserted that this arrangement may come with negative reciprocal outcomes on the health of children being cared for by non-maternal caregivers. Spouses were predominantly cited by the administrators as providing support for household services. It is also worthy to note that most of the spouses are themselves university employees either as faculty members or administrators. Even though this study did not present data from such spouses, it may appear that the seemingly busy schedule of the female administrators who participated in this study is applicable to their spouses. Furthermore, in a culture where men are generally regarded as primary breadwinners and must work extra hard to meet the needs of their families (Arku et al., 2008; Ganle et al., 2016; Ganle & Dery, 2015; Poeze, 2019), entreating such spouses to fully get involve in family support may also be a challenge for female university administrators to attain work-life balance.

The respondents reported of experiencing some levels of stress or burnout owing to the volume of their administrative duties coupled with domestic demands. This burnout was often expressed as regular thinking about official work during off working periods or returning to houses late. The downside of being non-productive due to exhaustion or contracting health challenges like depression seems plausible. Various affirmative actions have been implemented in Ghana and other lower-middle income countries to empower women to actively participate in development spaces like politics, education, culture and economics. Writing about women participation and representation in politics in Ghana, Bawa & Sanyare (2013) reported that significant strides have been made globally to promote gender equality and women empowerment. The active participation of Ghanaian women in these public spaces in addition to Ghanaian societal expectations of women as primary child caregivers, require provision of conducive working environments that will maximise their attainment of work-life balance. The

request by the generality of the female administrators interviewed for flexible working hours, occasional working from home and full automation of their operations could be immediate or medium-term interventions that will facilitate their desire to attain effective work-life balance.

Implications for policy and practice

Based on the conclusion from the study, the following are recommended:

1. Institutional support:
 - a. Capacity building: Workshops, seminar for career women on how to navigate through work and family life. Some tools and best practices have been developed by career therapist or counsellors to support working women to attain work-life balance. It will be appropriate to regularly incorporate some topics in these areas during workshop, seminars or meetings organised for female university administrators that will be facilitated by some of these experienced resource persons. For the University of Cape Coast, this could seamlessly be factored into their routine Monday Registrars' meetings or other meetings organised by the Ghana Association of University Administrators (GAUA).
 - b. Provision of infrastructure such as Early Childhood Centres expanded and closer to office environment so that new mothers can easily go and breastfeed and comeback to work. Career women with toddlers and infants will benefit from the provision of Early Childhood Centres established by their employers (Universities) because it will enable lactating Administrators simultaneously fulfil their career obligations and contribute to attainment of some national and international health recommendations such as exclusive breastfeeding. Such centres may keep lean staff during vacations to attend to children of career women.
2. Professional Network for Women: A sub-group made up female members of GAUA (GAUA Ladies) could be organised in the various member universities to provide the platform for knowledge and experience sharing on some important issues such as attainment of work-life balance. The group could also serve as a major advocacy agent that could rally staff and management support for creation of more conducive working environment for career women.
3. Policy and Advocacy: There will also be the need for the Government of Ghana to enact new policies or amend some existing ones that will support gender mainstreaming in higher education such as paternity leave for fathers to support their spouses in childcare. This will also serve as a major fulcrum around which counselling services could be organised or offered to other household members such as children, house-helpers or parents to support career women attain good balance-work life.
4. Research: It is finally recommended that other researchers will consider conducting a large-scale study on work-life balance practices of female administrators in Ghanaian universities as well as in-depth analysis of current work-life balance interventions in Ghanaian universities.

Limitations

The responses from some female senior administrators at the University of Cape Coast cannot represent that of the entire administrative staff of the University. Furthermore, this study did not explore the full range of work-life balance issues. These notwithstanding, the findings have provided some insights on the critical role of maintaining equal balance with work and other life demands, the informal coping strategies that are adopted by female administrators to stabilise the demands of their work and private obligations as well as measures that could be implemented by managers of public institutions to promote balanced work-life.

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Appendices

Appendix I

Table I: Family support by age, marital status and number of children

Family support	Age Group (years/%)		Marital status (%)		Number of Children (%)			Inferential Statistics	
	<40	41-50	>50	Unmarried	Married	1-3	4-6	7-9	Inferential Statistics
Spouse	90	10	0	20	80	80	20	0	$X^2=5.8915$
Parents/in-Laws	60	40	0	13	87	64	36	0	
House help	25	75	0	0	100	100	0	0	Pvalue=0.659
Enrolled in School	50	28	22	19	81	70	22	8	Pvalue=0.002
None	80	7	13	67	33	100	0	8	
Total	61	26	13	26	74	73	22	5	Cramer'sV=0.453 Cramer'sV=0.659

N=80

Appendix 2
 Table 2: Stress Management by Age, number of children and designation

Stress m'gt	Age Group (years)					Number of Children				Designation		
	<40	41-50	>50	Inferential Statistics	1-3	4-6	7-9	Inferential Statistics	JAR	PAA	Inferential Statistics	
Meditation	89	11	0	$X^2=18.1031$	100	0	0	$X^2=5.8915$	11	89	$X^2=8.7756$	
Entertainment	88	12	0		87	13	0		12	88		
Music	46	27	27	$Pvalue=0.006$	76	14	0	$Pvalue=0.659$	32	68	$Pvalue=0.032$	
others	58	42	0		58	42	10		60	40		
Total	63	24	13	$Cramer'sV=0.3474$	76	19	5	$Cramer'sV=0.659$	29	71	$Cramer'sV=0.3541$	

N=80

Appendix 3
 Table 3: Time spent with children by age, marital status and parity

Time with children	Age Group (years)						Marital status					Number of Children								
	<40		41-50		>50		Unmarried		Married		Inferential Statistics		1-3		4-6		7-9		Inferential Statistics	
<2 hrs	11	67	22	X ² =12.2909	22	78	X ² =4.9538	14	57	29	X ² =5.8915									
2-3 hrs	54	23	23		0	100		100	0	0										
4-5 hrs	67	25	8	Pvalue=0.056	23	77	Pvalue=0.175	72	26	2	Pvalue=0.659									
>5 hrs	80	20	0		0	100		100	0	0										
Total	58	30	12	Cramér'sV=0.3051	17	83	Cramér'sV=0.274	73	22	5	Cramér'sV=0.659									

N=80

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