Whenever the Clarion Call, Whatever the Time, You Shall Work: Work-Life Balance in the Nigerian Army

Olatunji David Adekoya[*], Hakeem Adeniyi Ajonbadi[**], Chima Mordi[***]

* School of Business and Law, University of East London, Stratford Waterlane, London E15 4LZ, UK
e-mail: u1934939@uel.ac.uk

** Faculty of Business, Law and Social Sciences, Birmingham City University, Birmingham B5 5JU, UK
e-mail: ajons2003@yahoo.co.uk

*** College of Business, Arts, and Social Sciences, Brunel University, Kingston Lane, Uxbridge, Middlesex, UB8 3PH, UK
e-mail: chima.mordi@brunel.ac.uk

Abstract

Despite the numerous existing works of literature on work-life balance (WLB) in Western countries, there are yet to be sufficient studies that explore the countries in the Sub-Saharan African (SSA) region. This paper purposed to explore the dynamic roles of organisational culture (OC) on WLB practices while examining the implications of workplace expectations and workplace support within the Nigerian army. The study employs the use of qualitative data generated from 10 semi-structured interviews and 100 open-ended questionnaire responses extracted from members of the Nigerian army across the country's six geo-political zones aimed at investigating the various roles of OC in the context of WLB. The findings reveal that workplace expectations characterised by long working hours, a required physical presence at work, and deployment and relocation adversely affected the actualisation of WLB, while an unsupportive OC led to work-life conflict (WLC) among the service members. Working for longer hours was revealed to be one of the prevalent organisational culture, likewise workplace inflexibility. The study explores the SSA region, which is yet to be given the needed attention as it pertains to the WLB of employees and specifically the military personnel. It reveals the need for HR to provide effective policies that bolster WLB practices taking into consideration the roles of institutional influences and OC.

Keywords: *work-life balance; organisational culture; Nigerian army; workplace expectations; workplace support.*

JEL Classification: *M5*

Introduction

Issues surrounding the efforts to balance work-related and non-work-related obligations have resulted in an upsurge of academic interest over the last three decades (Brief and Nord, 1990; Houston and Marks, 2005; Ozbilgin et al., 2011). A variety of studies have been conducted on work-life balance (WLB) in several regions around the globe and particularly in Western countries such as Szender et al. (2016) in the USA, Wheatley (2012) in the UK, Kersebohm et al. (2017) in Germany, Le Feuvre and Lemarchant (2007) in France, and Pandolfini (2012) in Italy. Other studies, particularly in Asia, have also highlighted the scope of WLB in various

research contexts (Xiao and Cooke, 2012 – China; Mohanty and Jena, 2016 – India). The predominant theme from these studies anchored on the efforts staged by employees towards eliminating work-life conflict (WLC) and embracing WLB practices. Notwithstanding, much as WLB is well explored in many parts of Europe, North America and Asia, it is sparsely researched in Africa (Mordi et al., 2013; Adisa et al., 2014).

The Sub-Saharan Africa (SSA) region has been under-researched in terms of WLB, whereas, the region is hemmed in its unique perspectives of socio-cultural, hegemonic, collectivistic and less democratic nature (Monroe, 2013; Talibu and Ahmad, 2016; Adisa et al., 2017); these form the basic foundation for which this study is undertaken. Moreover, WLB in the industrialised countries tends not to sufficiently mirror the issues as it pertains to the SSA (Akanji, 2012); hence, the rationale for examining the case of the SSA. Additionally, researchers (Akanji, 2012; Mapedzahama, 2014) have beckoned for the need to undertake country-specific studies in Africa to augment our understanding regarding the practices and implications of WLB, while also conducting a comparative study in view of the Western countries.

A variety of studies (Cegarra-Leiva et al., 2012; Abdirahman et al., 2018) carried out on the industrialised countries have been reviewed and showcased a relationship between WLB, job satisfaction, organisational effectiveness, employee well-being and organisational performance. However, only a few have been undertaken to explore the relationship between WLB and organisational culture, particularly in the SSA. This study is focused on a country-specific context of SSA aimed at exploring the dynamic roles exhibited by organisational culture on WLB practices among the Nigerian Army.

This paper explores the predominant culture in the Nigerian Army and the impediments to a successful WLB practice among the Nigerian armed forces. The influence of organisational culture in shaping the activities pertaining to work-related and non-work-related obligations is also examined. First, WLB is contextualised and followed by a discussion on the WLB of the armed forces. Second, we consider the concept of organisational culture followed by the research context. Third, the methodology is outlined, and the findings are presented. Finally, we discuss the implications of the findings and draw conclusions.

Contextualising WLB

WLB studies reveal that the proponent for employees' desire to build a balance between their work-related and non-work-related obligations is borne out of the need for employee flexibility (Hill et al., 2010). According to Hill et al. (2008), employee perspective of flexibility is defined as the "degree to which workers are able to make choices to arrange core aspects of their professional lives." Employees, particularly millennials prefer to work from home as they gravitate towards devoting their flexible hours to balance their lifestyle to accommodate both work-related and non-work-related duties (Hershatter and Epstein, 2010; Capnary et al., 2018). WLB has been construed to mean different things to different people within different contexts (Syed, 2015). WLB as a concept defines the efforts that employees or paid workers put into mitigating WLC that occurs when their work-related obligations interfere with their non-work-related responsibilities (Özbilgin et al., 2011; Akanji, 2012). Syed (2015) presumes that WLB is influenced by demographic factors such as age, gender, religion, sexual orientation, marital status, social beliefs, social class, intersectionality and dual careers individuals.

WLB which encompasses work-family balance (WFB) and is also referred to as work-life integration, work-life harmony or work-life equilibrium is represented as the practices put together by an employee to satisfy two primary domains (work and personal lives) without necessarily one affecting the other (Wheatley, 2012; Mordi et al., 2013). As Dryburgh (1999) puts it, employees need to learn how to not only work hard but also play hard; the most important thing is to deliver great quality work without bothering on how much hours were

dedicated to getting it done. An effective WLB is expected to not only benefit employees but also employers, family members, and the community wherein the employees belong (Mishra et al., 2014); this is insinuated to comply with the spill-over theory premised upon the influence of occurrences in one domain to affect (positively or negatively) the occurrences in another domain (Edwards and Rothbard, 2000; Frischmann, 2009). Recently, organisations are beginning to understand better that it is not only enough to motivate employees using financial incentives but also allowing them the independence to take initiatives, and more importantly taking decisions on what, where, and how work is to be done (Mishra et al., 2014; Capnary et al., 2018). Liechty and Anderson (2007) noted that now more than ever, the importance of an effective WLB cannot be overlooked given the benefits that it provides. James (2017) ascertains that promoting effective WLB policies yield a competitive advantage for organisations while also increasing the rate of talent attraction and retention. For employees, effective practice of WLB reduces the event of work-family conflict (WFC) or WLC (Akanji, 2012), enhances work-family enrichment (McNall and Nicklin, 2014), increases job satisfaction and bolsters self-esteem (Cegarra-Leiva et al., 2012).

The ongoing concern in the trend that depicts long working hours to impede the realisation of WLB practices provides evidence that time remains a critical factor to achieving and managing WLB (Adisa et al., 2017). This is because the amount of time allocated to work-related and non-work-related responsibilities determine the occurrence of WLC or WLB (Hill et al., 2010). As employees dedicate excess time to work without flexibility, their personal life engagement suffers alongside their family life obligations (Kramar, 1998; Mapedzahama, 2014). Workplace flexibility provides employees with flexible working patterns that promote WLB (Othman et al., 2009). Additionally, the level of support (formal or informal) an employee receives serves as another vital factor in promoting WLB (James, 2017; Adisa et al., 2017). Literature recognises the importance of the support provided by the management, supervisors and colleagues in promoting effective WLB practices particularly as it pertains to employee well-being, socio-cultural needs and emotional stability (Hill et al., 2008; Mishra et al., 2014).

Contextualising Organisational Culture

Hofstede's (1991) position about culture provides in-depth knowledge into becoming aware of and measuring the differences and similarities between the practices and values that exist among individual cultural perspectives. Organisational culture (OC) prescribes the manner in which members of a particular organisation relate to each other (shared values), their work, and the external environment (assumptions) in comparison to members of other organisations (Schein, 2010; Paschal and Nizam, 2016). Herskovits (1955) noted that culture forms a 'man-made part of the environment'; hence, OC depicts the collective impact generated from the values, common beliefs, norms and behaviour of employees within an organisation. According to Groysberg et al., (2018), OC is reflected in the way employees behave and perform their work duties, how they get the work done, and what they learn over time within the confines of the organisation.

In comparison with many other professions, members of the armed forces work for longer hours, which jeopardize their efforts towards balancing their work-related and non-work-related responsibilities (Chivas, 2017). In many organisations, working for long hours has been labelled as a culture and considered appropriate for displaying the level of commitment and persistent labor efforts often aimed at receiving favors from the employer (Kodz et al., 1998). While many researchers (Dembe et al., 2005; Akhtar et al., 2012) discourage employees working longer hours based on its negative effects such as stress, marital crisis, reduced productivity, untimely death, depression and other health-related issues; some other researchers (Emmerik and Sanders, 2005; Titipoulou et al., 2017) argue in support of its advantages which include increased pay and compensation, promotion, commitment, and dodging marital issues. Despite

the support for and against long working hours, researchers (Akhtar et al., 2012; Holden and Sunindijo, 2018) bespeak its adverse effects to WLB practices. According to Bond (2004), the work-life culture is "an organisation's support and valuing of the integration of employees' work and non-work lives." Hence, the work-life culture of an employee is influenced by the level of support from the management, supervisors and co-workers within the organisation (Adisa et al., 2017). This implies that the effectiveness of WLB practices of employees is significantly influenced by the extant culture of an organisation.

The culture as portrayed in most military organisations demand the need to redefine work and life expectations, putting into consideration the aspects of flexibility, employee development, enjoyment and interests (Reynolds, 2019). Reynolds notes that culture includes the values, behaviors and priorities reiterated by and within an organisation which often dictates the individual and collective lives of soldiers as it pertains to WLB. Alluding to the mutual interconnectedness of OC and professional culture (PC), wherein PC is presumed to be a sub-set of OC, it is considered as a sub-culture and a strong determinant of an organisation's cultural system (Bloor and Dawson, 1994; Watling et al., 2013). Chivers (2017) notes that the military service is a profession that encapsulates a variety of cultural peculiarities inclusive of deployment and separations, risk of injury or death, frequent relocations, disparate behavioural expectations, long and unpredictable working hours, and foreign residential circumstances. Despite the WLB policies implemented in the military, achieving a balance becomes unattainable for professionals that aim to reach the top ranks, as such, it leads to the need to proffer individual and collective coping strategies and acclimatise to the military lifestyle (Selic et al., 2012; Hale, 2017). Reynolds (2019) notes that many soldiers that leave the army do so not because of low salary or lack of opportunities, but rather the inability to balance the demands of work and family. Similarly, Brooks and Greenberg (2017) state that WLC affects the quality of life of soldiers away from their family engenders family instability and procreates adverse effects on the children. This implies that OC is a critical factor in achieving WLB.

WLB of Armed Forces and Nigeria in Context

For many decades there has been an ongoing concern on the coping strategies of the armed forces or military officers (Brooks and Greenberg, 2017). This has generated several debates from academics and practitioners with the aim to understand and proffer better strategies to improve the unwholesome WLB situation in the armed forces (Allen et al., 2011; Bridger, 2011). Dupre and Day (2007) noted that WLC among members of the military often occurs because they are unable to separate work from their personal lives. Chivers (2017) asserted that "a balanced lifestyle makes sense to most people, but in actuality, balance is an inaccurate and unhealthy paradigm for thinking about and understanding how professional military lives intersect with personal lives." Recognising the important roles of the armed forces, Thomas et al. (2005) implied that unlike many other professions that can afford to physically absent themselves yet get the work done, the military profession necessitates for the physical presence of military officers which further impede WLB practices. Contrastingly, Cummings (2017) posits that with the emergence and continued development in the field of artificial intelligence, human soldiers are on the verge of being replaced by robot soldiers and warfare drones in the nearest future to reduce the loss of lives and encourage workplace flexibility in the military.

The present situation in the military exemplifies the constant juggling between work and familial responsibilities that nurtures WLC and other disadvantageous situations within the profession (Wilcove et al., 2009; Allen et al., 2011). According to Brooks and Greenberg (2017), the military profession, like many others exhibits its unique role-related stressors. This includes role conflict, commitment, over-commitment, effort-reward imbalance, work overload, job demands and family issues. Selic et al. (2012) note that the effort to rise in ranks within the military propels many of its members towards seeking the profession as their 'first love' over

their family and other personal interests. This has led to several cases of discrimination, depression, family crisis, depersonalisation, mental disorders, substance intake, a high degree of burnout, and suicides among the members of the armed forces (Martins and Lopes, 2013; Chivers, 2017). It is worthwhile to note that female soldiers tend to receive a large chunk of the outcomes from WLC despite the lenient policies that are implemented in the various armed forces (Selic et al., 2012; Brooks and Greenberg, 2017). However, the prevalent unattainability of WLB in the military is justified to be the culture within the profession (Bridger et al., 2011; Hale, 2017) hence, the need to understand the concept of organisational culture within the profession.

The Nigerian armed forces are categorised into the Nigerian Army, Nigerian Navy and Nigerian Airforce and are regulated by the Ministry of Defence (Ministry of Defence, 2019). It is known for its military strength and ranks fourth in Africa and forty-fourth in the world with a total of 124,000 active personnel and 57,000 reserves (Association for Free Research and International Cooperation, 2019). The Nigerian army is governed by the Nigerian Army Council (NAC) and represents the largest among the Nigerian armed forces (Ministry of Defence, 2019). This makes Nigeria and its army a unique research context. The Nigerian army, as the chosen research focus, will allow for rich insights and for understanding the relationship between the military profession and the WLB of the Nigerian army. As a result of the recent security and terrorism concerns bugging the country with incidents such as kidnapping, Boko Haram, Islamic State of Iraq and ash-Sham (ISIS) - West Africa, herdsmen insurgency, and the Niger-Delta militants, the need to recruit more personnel to combat these issues have led to several national and international debates (Ike, 2018). According to Egbegi et al. (2018), the shortage of military personnel stands as one the reasons for the inability of the armed forces to successful resist terrorism in Nigeria, and this poses a great threat to the safety of lives and properties within the country. This could explain the country's death rate of 9.6 persons per 1000 population (Central Intelligence World Factbook, 2019) with terrorism contributing to the number of deaths. The shortage of military personnel also creates a problem for Nigeria and the Nigerian army in particular, as it increases its workload, which further translates into longer working hours and results in WLC.

Methodology

WLB in the SSA context is yet to be given the needed attention, so in terms of the data collection and analyses, we adopt a qualitative research approach. The approach is considered appropriate because of its ability to provide rich insights into the context of the study (Saunders et al., 2016). We exploit the phenomenological-constructivism and constructivist-interpretive paradigms, which explore the perspectives of the actors directly associated with the study context (Burrell and Morgan, 1989). Using this methodological approach leads to an in-depth study of the research context while also improving our understanding of the research evidence (Howell, 2013). Studies (Ituma et al., 2011; Adisa et al., 2017) have also employed this approach within a variety of research context. Furthermore, to provide the researchers with the opportunity to investigate the experiences of the employees (Nigerian army) as it pertains to their daily work-related and non-work-related activities, a case study was deemed plausible (Bryman, 2016). The qualitative approach initiates an integration between literature and evidence towards understanding representative elements within a broad contextual perspective (Creswell, 2014). For fair representation purposes, the study involved members of the Nigerian army deployed across the country's six geo-political zones. A total of 110 army officers (74 males and 46 females) comprised of ages 22 to 47 years formed the population sample. Data was collected using both open-ended questionnaires (for 100 participants) and semi-structured interviews (for 10 participants). The data collection instruments were deemed fit to harness the

benefits of gathering important information and revealing hidden evidence or phenomena about human and organisational behaviour (Merriam and Tisdell, 2016).

The researchers fetched the participants during one of the Nigerian Army Training Programmes in 2019, which was to last for six months at one of their cantonments in the South-Western region of Nigeria. This was deemed ideal as it reduced the hassle of travelling around the six geo-political zones in Nigeria, whereas, the training programme hosted several army officers across the different geo-political zones. The credibility and eligibility of the participants were further ascertained through their official identity cards. The stratified sampling technique was employed in the distribution of the questionnaires (to both the low and middle-ranked officers) to achieve a high rate of representativeness from the six geo-political zones by first grouping the participants into the various zones and then using a simple random selection process. The selection of interviewees was based on purposive sampling, wherein a representative sample of middle-ranked officers was interviewed. This enabled the researchers to ascertain further some level of correlation between the data received from the interview and the questionnaires for credibility and data triangulation purposes and for mitigating the chances of bias. The participants were asked some specific questions to answer the following research questions:

RQ 1: What are the current organisational culture practices displayed in your organisation?

RQ 2: What are the barriers to the usage of WLB practices and policies in your organisation and would you ascribe them to be your organisational culture.

RQ 3:   How does a supportive or unsupportive culture influence your work life and personal life?

Moreover, it should be noted, that given the ethical concerns associated with this type of research which necessitated for the data confidentiality of the participants, the researchers employed the use of pseudonyms in place of their real names. Also, consent forms were given to all the interviewed participants prior to the start of the interview, while a consent statement was added to the questionnaires distributed. The participants were also made to understand their right as it pertains to their participation or non-participation at every stage of the process. The interviews lasted between 25 and 45 minutes and were all conducted in English. Given the permission of the participants, the interviews were all electronically recorded to ensure that the responses were recorded verbatim and to also help in identifying missing contexts should supplementary interviews be needed. At first, after retrieving 73 copies of the completed questionnaires, some emerging themes were deemed to reoccur with no assurance of uncovering new themes. However, to further boost the reliability of the data and to make certain that no vital themes were left unraveled, 27 more questionnaires were administered which emerged with no new themes, thus, reaching the point of theoretical saturation as described by Glaser and Strauss (1967).

The interviews were also conducted to further identify new themes; however, they all followed the same reports as provided in the questionnaires. Following the process of transcription, a thorough check was carried out by the researchers which involved going through the recordings and the transcriptions all over again to eliminate any chances of omission or mismatch. A narrative summary was drafted, and the researchers carefully identified and selected the core aspects deemed significant from the data referred to as an 'open coding' (Corbin and Strauss, 2015). Following this stage, joint efforts were put in by the researchers to ascertain the meanings of particular words, phrases, and clauses while conscientiously giving adequate interpretations to them. An excerpt of themes and sub-themes (see Table 1) were derived from the coding process with three dominant emerging themes and eight sub-themes. Throughout the process, the researchers were open to identifying rich insights without any forceful restrictions in allowance of spotting critical themes from the retrieved data. Nevertheless, for accuracy purposes in the findings, the researchers labelled the categories according to their reflective meanings as it pertains to the WLB and organisational culture experiences and perceptions of

the participants. Using different colours, the categories were marked to simplify the process of data analysis while using the thematic analysis procedure as prescribed by Gibbs (2007) and recommendations for data analysis by Corbin and Strauss (2015). The main themes emerged and were analysed based on multiple perspectives using the investigator triangulation method (Cohen and Manion, 1986).

Findings

The main emerging themes (workplace expectations, workplace support and coping strategies) and sub-themes with illustrative extracts are presented in Table 1.

Workplace expectations

The researchers gathered from the responses some of the organisational cultures in the military as it pertains to workplace expectations. These responses were further grouped into sub-themes, including long working hours, required physical presence at work, and deployment and relocation.

Long working hours

The survey revealed a significant number (84 per cent) of military personnel working for longer hours. Most of the participants responded that working for long hours at their respective stations or cantonments was the prevailing culture in the military. There were no differences in the time allocated for their service duty between the middle-ranked and low-ranked officers who believed that they were the working arm of the organisation. According to most of the participants, long working hours was the primary impediment to WLB practices as they reported an average of 15 to 18 working hours per day (75 to 90 hours per week) exclusive of some expected and impromptu calls to duty during the weekends. The following statements illustrate some of their responses:

Table 1. Emerging themes and sub-themes with illustrative extracts

Themes	Sub-themes	Illustrative Extracts
Workplace expectations	Long working hours	I work for a minimum of 15 hours per day and sometimes it could be up to 24 hours per day […] I don't usually have enough time for myself […]
	Required physical presence at work	I always have to be on duty physically at the cantonment, and there is nothing that can change that for now because it is the nature of my job […]
	Deployment and relocation	I have always been transferred from one place to another since I joined the army […] and it always deprives me of seeing my family and parents because of the far distance.
Workplace support	Management support	I receive zero support from them, and in fact, I don't think they actually care about what happens to our lives outside the military duties […] all that they say is for us to obey the clarion call […]
	Supervisor's support	They are a little bit more supportive than the management because they sometimes allow us to attend to urgent family calls or personal issues that we may have.
	Colleagues' support	[…] they are very supportive and sometimes help financially […] we play games together during our leisure hours and support each other when there is an urgent need.

Source: Researchers' findings

My duty calls for working longer hours than I would have desired. Sometimes, I have to work for 18 hours per day with little breaks in between […] I sometimes do not have a fixed working time during the weekdays and particularly the weekends as I could work for 24 hours when there is a shortage of manpower in my department. Working for long hours distract and disorganise my plans, that is, both short-term plans and long-term plans. The most annoying part is that it stops me from regular contact with my family and non-military friends. However, what I can say is that it is just our culture, and there is nothing we can do about that than to adapt to it (Lower-rank Officer, Participant 14).

One thing that I have not been able to escape from since I joined the Nigerian army thirteen years ago is the long hours on duty. It is simply the culture of the army that many of us have to work for very long hours sometimes 24hours and mostly 15 hours depending on the nature of the duty. […] the army terrain does not permit us to have a full time with our families, but as it is said in our soldiers' deed "whenever the clarion call, whatever the time, you shall work" so even when we are called during the weekends we have to report to duty without any complaints (Middle-rank Officer, Participant 31).

From the statements above, it is clear that the military personnel have learned to accept that working for long hours cannot be removed from their profession but rather has become an embedded culture that they must adapt to without complaints. This impedes the ability of the soldiers to achieve WLB and creates adverse effects on their personal and familial responsibilities.

Required physical presence at work

Another culture displayed within the Nigerian army is the need to be physically present at work. All the participants (100 per cent) confirmed that they always have to report to duty since they do not have the necessary gadgets or equipment that encourages working remotely. The required physical presence at work ranges from working in the communications unit, medical unit, and field service duty. Workplace flexibility, which includes remote working, is not found in the culture of the Nigerian army; hence, it serves as a significant deterrent to engaging in WLB practices. Some of the experiences of the participants are given below:

My duties at work really affect my personal life […], I always have to resume to duty without any specific closing time on many occasions because we cannot leave when our superior officers are still at work. There are sometimes when I need to attend a family function, and I get an urgent call to report to duty, particularly when I am asked to spread information to all units. […] I believe that if the government provides good equipment, my work will be easier, and I can carry out some of my duties without coming to the office (Lower-rank Officer, Participant 62).

You cannot compare the requirements of our profession with other professions. Every soldier has to report to duty as at when due or face disciplinary actions which are not always pleasant as it could lead to discharge from the service. […] in fact, we call our cantonment our first home because that is where we spend a lot of our time. There is nothing like 'working from home,' can you fight insurgencies from your house? Of course not! (Middle-rank Officer, Participant 11).

The responses recorded above reveal that one of the prevalent cultures in the Nigerian army is the required presence at work. This impedes their efforts towards achieving WLB as workplace flexibility in terms of remote working is zero. To an extent, the profession has trained them towards accepting their workplace as their primary residence or first home, hence, often leading to WFC.

Deployment and relocation

The third most common culture within the Nigerian army are issues relating to deployment and relocation. An overwhelming percentage (82 per cent) of the participants alluded that they have been transferred to different states within the country. They specifically stated that deployment and relocation could not be taken away from the Nigerian army because it forms the military lifestyle, and they were all made to be aware from the start of their military careers. Frequent or occasional relocation is reported to contribute to WLC and particularly WFC. Below are some of the responses that illustrate their experience:

> *If there is anything at all, you cannot separate deployment and relocation from our work. It does not matter the rank you belong to; it is simply the military lifestyle because some of our colleagues in a particular state facing insecurity may find it difficult to overpower their opponents, so the management has to deploy some soldiers to increase the manpower. […] relocation and deployment is one of the factors that affect a soldier's life […] it causes a very long distance between you and your family because you are not even sure of when you will be back to your original base, for instance, when we were battling Boko Haram, we were in a particular location for many months without any hope of calling our families because of security breach (Middle-rank Officer, Participant 47).*

> *I have not had a permanent location since I joined the Nigerian army, and it makes it difficult to do what I feel like doing or going out with my friends and family. Particularly with those of us deployed to the North-Eastern part of the country, we can't even be allowed to attend anything apart from military duties. It's just as if one is shut-out of this world, no communications with the rest of the world except your peers on the battlefield or other assigned duties. […] in fact, going back home is not guaranteed (Middle-rank Officer, Participant 19).*

The experiences as shared by the participants reveal that deployment and relocation deprive them of engaging in other non-work-related responsibilities, which translates into WLC. Many of the participants, particularly those that are married, find it difficult to communicate with their families out of the fear of a security breach which may be detrimental to their operations. However, this widens the gap and promotes WFC, which has its consequences.

Workplace support

The second main theme deduced from the extracts were issues pertaining to workplace support. The responses from the participants revealed some forms of organisational culture as it pertains to workplace support. The responses were further classified into sub-themes, including management support, supervisor's support and colleagues' support.

Management support

This refers to the support received by the employees from the management geared towards mitigating WLC and promoting a balance between an employee's work-related and non-work-related obligations through the effective implementation of WLB policies. In many cases, it refers to the management efforts toward reducing work stress and promoting employee well-being (James, 2017). The involvement of the management in promoting WLB among its employees plays a crucial role in the extent to which WLB is achieved. This is because the management serves as the ultimate decision-maker as it pertains to the implementation of WLB policies in this context. From the survey, an overwhelming number (92 per cent) reported cases lack of management support towards ensuring WLB. Despite being responsible for the formulation of these policies, many of the participants noted that the policies were only present on paper while in reality, WLB policies are ignored by the management. The main issues raised

against the management were cases of corruption, discrimination, favouritism, and excessive bureaucracy. Below are some of the responses that illustrate the experiences of the participant:

> *The army management support is zero when it comes to our well-being, and this comes in various aspects, from financial to non-financial aspects of our lives. […] it is sad that our well-being is not taken seriously by the management and government itself because many of our senior colleagues are corrupt and only think of themselves. When we send our feedback to them, I don't think they actually read them talk less of taking the necessary actions […] (Lower-rank Officer, Participant 93).*

> *The top management in the military involve in setting up policies for the welfare and discipline of a soldier, but the policies are not being followed in most cases […] I feel they neglect our welfare but focus more on job discipline. […] the degree of discrimination is very high in the military setting because there is a wide gap between the salaries of the junior, middle and senior officers, and once you are not really close to them, you cannot benefit anything from them (Lower-rank Officer, Participant 1).*

Another participant discussed the influence of excessive bureaucracy.

> *The military life doesn't allow soldiers to take decisions without first speaking to a senior officer who then takes it to the top management. It is all about "obeying the last command", and in some cases, it stops us from concentrating on our personal lives and always obeying the clarion call. […] the top management controls everything from our money to discipline without seeking our opinions on several matters that affect us directly, […] I don't think they actually care about our personal or family lives (Middle-rank Officer, Participant 77).*

The responses as illustrated above displays some elements of culture within the military profession where the employees have learned to adapt to the lifestyle created by the top management many of which impedes the effectiveness of WLB policies which they claim to be only present on paper. The military culture as it pertains to managerial support is clearly reported to be zero and fuelled by corruption, discrimination, favouritism and excessive bureaucracy.

Supervisors' support

This is the support given by the supervisors or line-managers to the employees that help in promoting WLB. Supervisors serve as the intermediary between the top management and other staff. According to the survey, the employees received better support from their supervisors relative to the top management as 68 per cent reported to have received both financial and non-financial support from their respective supervisors. The following quotations express the experience of the participants:

> *The supervisor or senior officers are otherwise known as the officers placed above the soldiers directly. They play advisory roles, financial support roles in a few cases; for instance, they give leave approval to tend to family or personal matters (Lower-rank Officer, Participant 1).*

> *Our supervisors are friendlier than the members of the top management because sometimes they help to relieve stress and minimise expenses from my personal savings by giving financial support. […] they are also sometimes patient to grant annual leaves, casual leaves whenever there is enough manpower on a task, but it is rare and sometimes depend on your personal relationship with them (Lower-rank Officer, Participant 67).*

From the above quotations, it is evident that the supervisors are more lenient and supportive relative to the top management. On a few occasions, they were reported to support their subordinates financially and non-financially to help ease the stress and mitigate the

consequences of WLC that the soldiers face. However, many of the participants allude that they are yet to satisfied with the supportive culture of the supervisors.

Colleagues' support

Among the three types of support received by members of the Nigerian army, the support received from their colleagues was ranked high as an overwhelming percentage (88 per cent) reported to have received more support from their colleagues. They reported having received both financial and non-financial supports. The following statements illustrate their experiences:

> *I think because many of us experience similar treatments in the army, we are better at helping ourselves. […] my colleagues are very supportive in most cases and are ready to help by giving some financial support and non-financial support. In fact, in some cases, we stand in for each other when an emergency comes up that needs our urgent attention particularly if it won't take time to report back to duty (Lower-rank Officer, Participant 12).*

> *The support I get from my colleagues also depends on if I have a good rapport or friendship with them, and most times, the majority of them are facing the same problem one is undergoing. Colleagues' support comes in handy as they are always the closest wherever you go because of the esprit de corps possessed by each individual (Lower-rank Officer, Participant 7).*

The findings reveal that there exists a better supportive culture among colleagues, which helps to improve the effectiveness of WLB practices among the army. It is evident that colleagues provide both financial and non-financial support to each other, particularly since they recognise that they all have similar experiences at work.

Discussion

This study investigated the dynamic roles of OC on WLB practices. The researchers examined the relationship that exists between the extant organisational culture within the Nigerian army and its influence on the actualisation of WLB among its personnel. Two main themes (workplace expectations and workplace support) and six sub-themes were discovered from the interview extracts. Our findings reveal that most of the prevalent organisational culture practices within the Nigerian army also served as barriers to the implementation of WLB policies and practices. We discovered that like many other professions, the military profession also had some work expectations which tend to have formed a culture within the organisation. One of the dominant OC displayed in the form of workplace expectations was the issue of long working hours. Our study revealed an excessive working hours culture among the Nigerian army ranging between 15 to 24 working hours per day as against the standard working time of 8 hours per day (International Labour Organization, 2019). The Nigerian context of working for longer hours is suggested to translate to an employee's ability to show commitment and loyalty to an employer and this is similar to the findings from the study of (Emmerik and Sanders, 2005; Abdirahman et al., 2018) where it was concluded that employees work for longer hours than expected to demonstrate their levels of commitment and loyalty to their organisations. Further, working for longer hours were also reported to be the common tradition in the Nigerian army as many of the participants alluded that it was simply the nature of the profession; this agrees with the findings by Kanlis (2016) which revealed that the Navy as a profession expects its personnel to work for long hours on several occasions. Thus, the need to examine this culture and to proffer better strategies that enhance WLB among professionals is deemed crucial. Unlike in the European Union (EU) where a recent work-life balance directive has been implemented to further improve the well-being of employees (military service members included) through providing flexible work arrangements, carers' leave, parental leave and paternity leave (European Commission,

2019), the Sub-Saharan African region and specifically Nigeria is yet to deliberate nor consider this paramount. This suggests some implications for WLB within the Nigerian army resulting from the absence or ineffective implementation of employment laws that pertain to working hours and leads us to conclude that long working hours impede the achievement of WLB in the Nigerian army. In addition, our findings also reveal that the military personnel are expected to be physically present at work to perform their duties; however, this hampers the actualisation of workplace flexibility particularly for members of some of the military departments (media and communications departments) that do not necessarily require frequent physical presence at work. We found that the lack of improved technology and information and communications technology (ICT) contributed to the lack of workplace flexibility, which translates to the inability to achieve WLB. Therefore, unlike in the Australian army (The Australian Army, 2013), US Army (U.S. Bureau of Labour Statistics, 2010) and European army (Boene, 2009) where workplace flexibility is considerably encouraged, the Nigerian army does not have any visible structures that support workplace flexibility. Furthermore, our findings revealed that issues relating to deployment and relocation were found to deter the Nigerian army personnel from achieving WLB. Thus, it is believed to be the culture and requirement within the army for most of the soldiers to be deployed or relocated to other locations, and as some of the participants put it, it was deemed to be an obedience to 'the clarion call'; however, Bridger (2011) notes that there are several implications as it pertains to the health, family relationship, and personal interests of the soldiers.

Another main theme that emanates from our study findings was the issue of workplace support. According to our findings, members of the Nigerian army regarded workplace support as the support received from their management, supervisors and colleagues towards reducing work stress and promoting employees' well-being. Our findings reveal that while the soldiers enjoyed the most support from their colleagues, the support received from the management was unequivocally the lowest, and they obtained relatively fair support from their respective supervisors. We, therefore, conclude that the supportive culture within the Nigerian army is very low given that the management is responsible for the formulation and implementation of policies (WLB policies inclusive) tend to have slacked in their duties and thus translated into WLC in the Nigerian army. These findings tally with Dupre and Day (2007) and Pires (2018) in that management or organisational support reduces the effect of WLC among employees. However, the shortage of military personnel in the Nigerian army was found to promote WLC because the management was more concerned about the success of the task other than the well-being of the soldiers. This led to the general assumption of the soldiers as they perceived that their well-being was least important to the management and supervisors.

The findings from our study have implications for WLB and related theories. It is evident that the unsupportive culture within the Nigerian army led to an increase in the WLC experiences of its personnel. The army management has failed to recognise the importance of promoting WLB policies and practices and its influence on job satisfaction, employees' well-being and productivity. Employee productivity, according to Beauregard and Henry (2009), can be increased when they are supported by HR or management policies that promote WLB. Also, given the bureaucratic nature of the Nigerian army, the government has the sole responsibility to ensure that senior military officers that constitute the top management are implored to formulate and implement WLB policies. According to the social exchange theory (Blau, 1964; Emerson, 1976), the relationship between WLB and employee commitment is clearly explained. The theory supports the possibility of WLB policies in promoting employee engagement or participation wherein employees feel obliged to exert additional efforts in return for additional benefits (Lambert, 2000). Thus, some context-specific questions arose from our findings as it pertains to the ability for WLB to be achieved in the military in general, and if the situation is worsened in developing countries and particularly in the SSA given its unique cultural attributes as displayed in its governing institutions and organisations that impede WLB practices.

Conclusion

This paper sought to explore the dynamic roles of organisational culture on WLB practices within the context of the Nigerian army. The various roles of OC in WLB practices within the Nigerian army were revealed under two main themes deduced from the interview extracts. These themes, which include workplace expectations and workplace support, were found dominant and a prevalent culture in the Nigerian army. More specifically, the sub-themes revealed some peculiarities within the study context considering that workplace expectations were exemplified by long working hours, the required physical presence at work, and deployment and relocation challenges which all played negative roles in the actualisation of WLB. In addition, workplace support typified by the lack of management and supervisors' support was found to also play negative roles to achieving WLB, whereas, support from colleagues was relatively positive to enhance WLB within the Nigerian army. Our findings further demonstrate the importance of institutional influences, country-specific culture and organisational culture as critical factors that can influence the actualisation of WLB. We also identified the role of ICT in enhancing workplace flexibility, specifically in terms of the need to be physically present at work for some specific departments or units within the Nigerian army. Our findings provide evidence of a non-supportive OC which adversely affects the implementation of WLB policies and practices while we also proposed that institutions and professional bodies should be proactive towards ensuring the formulation and effectiveness of WLB policies. In addition, our study makes contributions to the relevant literature to expose the roles of organisational culture and institutional influences as drivers of WLB practices in the developing countries and particularly, in the SSA. We proposed that HR professionals in the Nigerian army need to implement policies that change the negative perceptions of OC in the organisation and promotes WLB among its members while also enticing the prospective recruits as a means of providing solutions to the shortage of military personnel.

References

1. Abdirahman, H.I.H., Najeemdeen, I.S., Abidemi, B.T. and Ahmad, R.B., 2018. The relationship between job satisfaction, work-life balance and organizational commitment on employee performance. *IOSR Journal of Business and Management*, 20, 5, 76-81.
2. Adisa, T.A., Mordi, C. and Mordi, T., 2014. The challenges and realities of work-family balance among Nigerian female doctors and nurses. *Economic Insights – Trends and Challenges*, 3, 3, 23-37.
3. Adisa, T.A., Mordi, C., Osabutey, E.L.C., 2017. Exploring the implications of the influence of organisational culture on work-life balance practices: evidence from Nigerian medical doctors. *Personnel Review*, 46, 3, 454-473.
4. Akanji, B., 2012. Realities of work life balance in Nigeria: perceptions of role conflict and coping beliefs. *Business, Management and Education*, 10, 2, 248-263.
5. Akhtar, S., KAashif, A., Arif, A. and Khan, M.A., 2012. Impact of long working hours on family wellbeing of corporate family. *World Applied Sciences Journal*, 16, 9, 1302-1307.
6. Allen, E.S., Rhoades, G.K., Stanley, S.M. and Markman, H.J., 2011. On the home front: stress for recently deployed army couples. *Family Process*, 50, 235-247.
7. Association for Free Research and International Cooperation, 2019. Ranking of African military powers in 2019, according to global fire power. Available at: https://afric.online/10432-ranking-of-african-military-powers-in-2019-according-to-global-fire-power/
8. Blau, P.M., 1964. *Exchange and Power in Social Life*. New York: John Wiley.
9. Bloor, G. and Dawson, P., 1994. Understanding professional culture in organizational context. *Organization Studies*, 15, 2, 275-295.
10. Boene, B., 2009. Shifting to all-volunteer armed forces in Europe: Why, how, with, what effects? *Forum Sociologico*, 19, 49-60.
11. Bond, S., 2004. Organisational culture and work-life conflict in the UK. *International Journal of Sociology and Social Policy*, 24, 12, 1-24.

12. Bridger, R.S., Brasher, K., Dew, A. and Kilminster, S., 2011. Job stressors in naval personnel serving on ships and in personnel serving ashore over a twelve month period. *Applied Ergonomics*, 42, 710-718.

13. Brief, A. and Nord, W.F., 1990. Work and the family, In Brief, A. and Nord, W.F. (Eds.), *Meanings of occupational work*. Lexington, MA: Lexington Books.

14. Brooks, S.K. and Greenberg, N., 2017. Non deployment factors affecting psychological wellbeing in military personnel: Literature review. *Journal of Mental Health*, Early Online, 1-11.

15. Bryman, A., 2016. *Social research methods* (5th ed). London: Oxford University Press.

16. Burrell, G. and Morgan, G., 1989. *Sociological paradigms and organizational analysis.* Aldershot: Gower.

17. Capnary, M.C., Rachmawati, R. and Agung, I., 2018. The influence of flexibility or work to loyalty and employee satisfaction by work life balance to employees with millennial generation background in Indonesia startup companies. *Business: Theory and Practice*, 19, 217-227.

18. Cegarra-Leiva, D., Sanchez-Vidal, M.E. and Cegarra-Navarro, J.G., 2012. Understanding the link between work-life balance practices and organizational outcomes in SMEs. *Personnel Review*, 41, 3, 359-379.

19. Central Intelligence World Factbook, 2019. Nigeria economy. Available at: http://www.cia.gov/library/publications/resources/the-world-factbook/geos/ni.html.

20. Chivers, B.J., 2017. *A sustainable military career: An integrated approach*. Strategy Research Project, United States Army War College.

21. Cohen, L. and Manion, L., 1986. *Research methods in education*. London: Croom Helm.

22. Corbin, J.M. and Strauss, A., 2015. *Basics of qualitative research: grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.

23. Creswell, J.W., 2014. *Research design: qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

24. Cummings, M.L., 2017. *Artificial intelligence and the future of warfare*. Chatham House, The Royal Institute of International Affairs.

25. Dembe, A., Erickson, J., Delbos, R. and Banks, S., 2005. The impact of overtime and long work hours on occupational injuries and illnesses: new evidence from the United States, *Occupational & Environmental Medicine*, 62, 9, 588-597.

26. Dryburgh, H., 1999. Work hard, play hard: Women and professionalism in engineering – adapting to the culture. *Gender & Society*, 13, 5, 664-682.

27. Dupre, K.E. and Day, A.L., 2007. The effects of supportive management and job quality on the turnover intentions and health of military personnel. *Human Resource Management*, 46, 185–201.

28. Edwards, J.R. and Rothbard, N.P., 2000. Mechanisms linking work and family: clarifying the relationship between work and family constructs. *The Academy of Management Review*, 25, 1, 178-199.

29. Egbegi, F.R., Ajah, B.O. and Ogbonnaya, C., 2018. Combating Boko Haram insurgency through a superior ideology: the role of the federal government. *European Journal of Political Science Studies*, 1, 2, 13-23.

30. Emerson, R.M., 1976. Social exchange theory. *Annual Review of Sociology*, 2, 335-362.

31. Emmerik, I.J. and Sanders, K., 2005. Mismatch in working hours and affective commitment: differential relationships for distinct employee groups, *Journal of Managerial Psychology*, 20, 8, 712-726.

32. Frischmann, B., 2009. Spillovers theory and its conceptual boundaries. *William & Mary Law Review¸* 51, 2, 801-824.

33. Gibbs, G.R., 2007. *Analyzing qualitative data.* London: Sage.

34. Glaser, B.G. and Strauss, A.L., 1967. *The discovery of grounded theory*. New York: Aldine de Gruyter.

35. Groysberg, B., Lee, J., Price., J. and Cheng, J., 2018. The Culture Factor. Available at: https://hbr.org.2018/01/the-culture-factor.

36. Hale, J., 2017. Translating military culture to the civilian workplace. US Department of Defense. Available at https://www.defense.gov/Newsroom/News/Article/Article/1213804/translating-military-culture-to-the-civilian-workplace/

37. Hershatter, A. and Epstein, M., 2010. Millennials and the world of work: an organization and management perspective. *Journal of Business Psychology*, 25, 13, 211-223.

38. Herskovits, M.J., 1955. *Cultural anthropology*, Oxford, England, Knopf.

39. Hill, E.J., Erickson, J.J., Hoimes, E.K. and Ferris, M., 2010. Workplace flexibility, work hours and work-life conflict: Finding an extra day or two. *Journal of Family Psychology*, 24, 3, 349-358.

40. Hill, E.J., Grzywacz, J.G., Allen, S., Blanchard, V.L., Matz-Costa., C., Shulkin, S. and Pitt-Catsouphes, M., 2008. Defining and conceptualizing workplace flexibility. *Community, Work and Family*, 11, 149-163.

41. Hofstede, G., 1991. *Cultures and Organizations*. London: Harper Collins.

42. Holden, S. and Sunindijo, R.Y., 2018. Technology, long work hours, and stress worsen work-life balance in the construction industry. *International Journal of Integrated Engineering*, 10, 2, 13-18.

43. Houston, D.M. and Marks, G., 2005. Working, caring and sharing: work–life dilemmas in early motherhood, In Houston D.M. (Ed.), *Work–Life Balance in the 21st Century*. Basingstoke: Palgrave.

44. Howell, K.E., 2013. *An introduction to the philosophy of methodology*. London: Sage.

45. Ike, T.J., 2018. Reconceptualising the role of law in countering terrorism: a case study of Boko Haram in Nigeria. *Journal of Law and Criminal Justice*, 6, 1, 107-112.

46. International Labour Organization, 2019. International labour standards on working time. Available at https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/working-time/lang--en/index.htm

47. Ituma, A., Simpson, R., Ovadje, F., Cornelius, N. and Mordi, C., 2011. Four domains of careers success: how managers in Nigeria evaluate career outcomes. *International Journal of Human Resource Management*, 22, 17, 3638-3660.

48. James, A., 2017. *Work-life advantage: sustaining regional learning and innovation.* Oxford: Wiley-Blackwell.

49. Kanlis, I., 2016. *Possibilities and limitations of flexible work arrangements in the military*. MBA Professional Report, Naval Postgraduate School, Monterey, California.

50. Kersebohm, J.C., Lorenz, T., Becher, A. and Doherr, M.G., 2017. Factor related to work and life satisfaction of veterinary practitioners in Germany. *Veterinary Record Open*, doi: 10.1136/vetreco-21017-00229

51. Kodz, J., Kersley, B. and Strebler, M.T., 1998. *Breaking the long hours culture*. The Institute for Employment Studies.

52. Kramar, R., 1998. Flexibility in Australia: implications for employees and managers. *Employee Relations*, 20, 5, 453-460.

53. Lambert, S.J., 2000. Added benefits: the between work life benefits and organizational citizenship behaviour. *Academy of Management Journals*, 43, 5, 801-815.

54. Le Feuvre, N, and Lemarchant, C., 2007. Employment, the family and 'work-life balance' in France, In Crompton, R., Lewis, S. and Lyonette, C. (Eds.), *Women, Men and Family in Europe*. London: Palgrave Macmillan.

55. Liechty, M.J. and Anderson, A.E., 2007. Flexible workplace policies: lessons from the federal alternative work schedules act. *Family Relations*, 56, 3, 304-317.

56. Mapedzahama, V., 2014. Work and family in a cross-cultural context: a comparative review of work-family experiences of working mothers in Australia and Zimbabwe, In Work-family interface in Sub-Sharan Africa: challenges and responses. *International Perspectives on Social Policy, Administration, and Practice*, 37-53.

57. Martins, L.C.X and Lopes, C.S., 2013. Rank, job stress, psychological distress and physical activity among military personnel. *BMC Public Health*, 13, 716-728.

58. McNall, l. and Nicklin, J., 2014. Work-family enrichment, In Michalos, A.C. (Eds.). *Encyclopedia of Quality of Life and Well-Being Research*. Dordrecht: Springer.

59. Merriam, S.B. and Tisdell, E.J., 2016. *Qualitative research: a guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

60. Ministry of Defence, 2019. The Nigerian armed forces. Available at: https://www.defence.gov.ng

61. Mishra, K., Boynton, L. and Mishra, A., 2014. Driving employee engagement: the expanded role of internal communications. *International Journal of Business Communication*, 51, 2, 183-202.

62. Mohanty, A. and Jena, L.K., 2016. Work-life balance challenges for Indian employees: socio-cultural implications and strategies. *Journal of Human Resource and Sustainability Studies*, 4, 15-21.

63. Monroe, J.C., 2013. Egalitarian revolution in the savanna: the origins of a West African political system. *Azania: Archaeological Research in Africa*, 48, 3, 444-448.

64. Mordi, C., Mmieh, F. and Ojo, S.I., 2013. An exploratory study of managers' perspective of work-life balance in Nigeria: a case analysis of the Nigerian banking sector. *Thunderbird International Business Review*, 55, 1, 55-75.

65. Othman, N., Yusof, S.A.M. and Osman, W.R.S., 2009. A conflict between professional vs. domestic life? Understanding the use of ICT in teleworking for balance in work and family units. *Computer and Information Science*, 2, 2, 3-15.

66. Özbilgin, M.F, Beauregard, T.A, Tatli, A. and Bell, M.P., 2011. Work–Life, diversity and intersectionality: a critical review and research agenda. *International Journal of Management Reviews*, 13, 2, 177–198.

67. Pandolfini, V., 2012. Work-life balance in a capability perspective: an Italian case study of flexible couples. *Transfer*, 18, 1, 45-54.

68. Paschal, A.O. and Nizam, I., 2016. Effects of organisational culture on employees performance: case of Singapore telecommunication. *International Journal of Accounting & Business Management*, 4, 1, 19-26.

69. Pires, M.L., 2018. Working conditions and organizational support influence satisfaction and performance. *European Journal of Applied Business Management*, Special Issue, 162-186.

70. Reynolds, G.M., 2019. What do people want from work? The simple question that can transform unit engagement and retention. *Air & Space Power Journal*, 4-18.

71. Saunders, M., Lewis, P. and Thornhill, A., 2016. *Research methods for business students*. Harlow: Pearson Education Limited.

72. Schein, E.H., 2010. *Organisational culture and leadership*. San Francisco, CA: John Wiley & Sons.

73. Selic, P., Petek, D. and Pesjak, K., 2012. Healthy, but are they satisfied? Factors associated with job satisfaction in professional soldiers of the Slovenian armed forces. *Journal of Defense Management*, 2, 2, 1-8.

74. Syed, J., 2015. Work-life balance, In Syed, J., and Özbilgin, M. (Eds.). *Managing Ddiversity and Inclusion: An International Perspective*, 291-314.

75. Szender, J.B., Grazankowski, K.S., Eng, K.H., Odunsi, K. and Frederick, P.J., 2016. Evaluation of satisfaction with work-life balance among U.S. Gynecologic Oncology fellows: a cross-sectional study. *Gynecologic Oncology Reports*, 16, 17-20.

76. Talibu, O. and Zakin bin Ahmad, M., 2016. Empricising regional hegemony in the periphery: a case study of Nigeria, *International Affairs and Global Strategy*, 42, 8-18.

77. The Australian Army, 2013. *Flexible work arrangements – Army's guide to flexible work arrangements for commanders and soldiers*. Commonwealth of Australia. Available at https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.army.gov.au.sites/g/files/net 1846/f/062013_flexibleworkarrangementsguide_18nov13.pdf&ved=

78. Thomas, J.L., Adler, A.B. and Castro, C.A., 2005. Measuring operations tempo and relating it to military performance. *Military Psychology*, 17, 137–56.

79. Titipoulou, M., Ganeva, R., Staykova, J. and Titopoulos, E., 2017. Advantages and disadvantages of the different types of working hours' organisation. *European Journal of Economics and Business Studies*, 7, 1, 199-203.

80. U.S. Bureau of Labour Statistics, 2010. The employment situation – August 2010. Available at www.bls.gov/news.release/pdf/empsit.pdf

81. Watling, C., Driessen, E., van der Vlueten, C.P.M., Vanstone, M. and Lingard, L., 2013. Beyond individualism: professional culture and its influence on feedback. *Medical Education*, 47, 585-594.

82. Wheatley, D., 2012. Work-life balance, travel-to-work, and the dual career household. *Personnel Review*, 41, 6, 813-831.

83. Wilcove, G.L., Schwerin, M.J. and Kline, T., 2009. Quality of life in the US Navy: impact on performance and career continuance. *Military Psychology*, 21, 445–60.

84. Xiao, Y. and Cooke, F.L., 2012. Work-life balance in China? Social policy, employer strategy and individual coping mechanisms. *Asia Pacific Journal of Human Resources*, 50, 6-22.