

# Influence of Work-Life-Balance and Family-Life-Balance on Job Performance and Satisfaction of Business Studies Teachers in Bauchi State, Nigeria

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## Abstract

The study determined the "Influence of Work-Life-Balance (WLB) and Family-Life-Balance (WFB) on job performance and satisfaction of Business Studies Teachers in Bauchi State, Nigeria" Specifically, the study had four objectives and four null hypotheses. The study adopted a survey research design. The population of this study comprised of 1601 Business Studies teachers in the 2020/2021 academic session in Bauchi State, Nigeria. A sample of 400 business teachers was sampled for the study. The instrument for the data collection was 60 items 5 Likert Scale Questionnaire. The instrument was validated by 5 experts and pilot tested at Gombe State. A Cronbach's alpha reliability of .834 was obtained. The data were collected by the researcher assisted by five research assistants. The data were analyzed using Linear Logistic Regression to test the research hypotheses at .05 level of significance. The results indicated that WLB and WFB have a significant influence on job performance and job satisfaction of Business Studies teachers in Bauchi State, Nigeria. It was concluded that the negative attitude such as absenteeism, lateness, the inability to cover the curriculum, personal and interpersonal conflicts of business studies teachers in school are a result of the difficulty in coping with WFB and WLB. The researcher recommended that the Bauchi State government should employ more Business Studies teachers that will help to reduce workloads on existing teachers. Similarly, teachers with additional responsibilities should be motivated, and this will help to improve the level of their job satisfaction.

**Keywords:** work-life-balance, family-life-balance, performance, satisfaction, teachers

## Introduction

Teaching is the systematic presentation of facts, skills and techniques to students by teachers. It involves the sharing of knowledge and understanding in the process of developing the individual to become a responsible person in society. This, therefore, indicated that the teaching profession had taken center stage in many countries as they began to recognize the effect of schooling on stable and good government, economic growth and industrialization. Teachers who have been the centre of any educational system are responsible for impacting the knowledge, skills, understanding and values of the students placed under their control (Adamu & Sani, 2014). Beyond these, teachers assist in school's administrative works, handling student's discipline, engaging in extra-curricular activities, monitoring student attendance, and evaluating student's homework, at the same time involved in the Parent Teachers Association (PTA) and other related meetings (Mohammed & Adamu, 2019).

The duties and responsibilities of teachers in Nigeria indicated that teachers face difficulty in aligning their work and private life because of the high demand and workload bestowed on them. The work-related stress has a direct link to their job performance and satisfaction. Mohammed and Adamu (2019) opined that the

complex job descriptions of teachers have an influence on their WLB and WFB. The study conducted by Erdamar and Demirel (2016) reported that the task in the teaching profession in Nigeria has an effect on the WLB (WLB) and WFB (WFB) of teachers.

The equilibrium point between the amount of time and effort spend by a person in their work and personal life. Johari et al. (2018) defined WLB as the idea of harmonizing the work life and personal life of the individual in bringing satisfaction with the work and personal roles. The ability to achieve WLB is a vital component of a satisfying personal and professional life (Szelényi & Denson, 2019). WLB includes the relationship and interface that occur between paid work and the non-work domain that serves as an innate bond between time and space (Brue, 2019). Arthur argued that the effective WLB has an influence on levels of success and satisfaction of the employee. Clara (2020) reported that adequate WLB enhances the job commitment of workers reduces job stress, absenteeism and more job satisfaction for individual workers. Felicity et al. (2013) conclude that WLB is important in enhancing employee performance at work and home.

WFB on the other hand is a concept that explains the extent of employee equilibrium point between the amount of time and effort

spent by a person in their work and that of his family. Johari et al. (2018) defined WFB as the idea of harmonizing the work-life and family-life of the individual in bringing satisfaction with the work and family roles. WFB includes the relationship and interference that occur between paid work and that of family. Brue (2019) reported that WFB has an influence on the job performance and satisfaction of the employee. Similarly, Clara (2020) reported that WFB promotes the job commitment of workers, reduces the rate of absenteeism and enhances the satisfaction of the employee. Felicity et al. (2013) conclude that WFB is a strong determinant of employee commitments and satisfaction in an organization.

The accessions of Bird (2016) indicated that WLB and WFB are essential to employee performance and job satisfaction. Joseph and Sebastian (2017) opined that the WLB concept is built on the idea that work and personal life should harmonize each other in bringing perfection to a teacher's life, especially where teachers are involved with work and personal responsibilities. It, therefore, means that WLB and WFL are supportive and healthy work environs that enable them to have a balance between work, family and personal responsibilities and thus strengthen loyalty and productivity. Failure to achieve the right WLB and EFB resulted in fatigue, poor performance, Job satisfaction and deteriorated quality of life (Dorenkamp & Ruhle, 2019; Johari et al., 2018). Also reported employee job satisfaction and performance are hampered by WLB and WFB. The author maintained that the imbalances are seen as an antecedent to organizational employee wellness issues such as stress, professional burnout, poor organizational citizenship behaviors, turnover and absenteeism.

Several studies were conducted on the subject matter. For example, studies at tertiary institutions (Clara, 2020; Denson et al., 2018; Jackson & Bridgstock, 2019; Szelényi & Denson, 2019) studies conducted with business organizations (Gragano et al., 2020; Joseph & Sebastian, 2017), few were conducted in primary and secondary schools (Song et al., 2020) from different countries of the world such as USA (Brue, 2019; Denson et al., 2018; Szelényi & Denson, 2019) Mexico (Rusman et al., 2020) Malaysia (Johari et al., 2020) Turkey (Erdamar & Demirel, 2016; Koc & E, 2020) Italy (Gragano et al., 2020) and China (Song et al., 2020) with densely women respondents (Gragano et al., 2020) leaving behind limited information concerning the subject matter in Nigeria more especially at Basic Education which the study seeks to bridge the gap by examining the influence of WLB and family life balances on job performance and satisfaction of business studies teachers in Bauchi state.

### Theoretical Framework

The study is in line with the Conservation of Resources (COR) theory of Hobfoll (1989). The COR theory provides a valuable connection between work and life domains. The theory provides an innovative perspective on WLB and stress management by connecting environmental and cognitive models of stress as well as suggested goal-seeking individuals to pursue positive reinforcements and struggle to obtain and maintain supportive resources in their goal achievement (Brue, 2019). The COR theory stressed that individuals strive to obtain, retain, protect, and foster those things that they value in a world that they see as inherently threatening and requiring a collection of their personal strengths, social attachments, and cultural belonging in order to survive while working (Hobfoll, 2001). The COR resources include Personal transportation, Sense of optimism, Intimacy with spouse or partner, Providing children's essentials, Feeling that life is peaceful, Acknowledgment of accomplishments, Ability to organize tasks, Extras for children, Sense of commitment, Motivation to get things done, Spouse/partner's health, Support from co-workers, Adequate income, Advancement in education or job training, Feeling independent, Companionship, Financial assets, Retirement Security and Health of family/close friends among others. The theory posits that teacher's stress occurs when part of the aforementioned resources is threatened with loss, actually lost, or fails to gain sufficient resources following significant resource-investment. Hobfoll (2001) argued that equal amounts of loss and gain-loss would have a significantly greater impact on the teachers when not properly handled. Additionally, the COR founder argued

that impending resource forfeiture increases stress and often prompts individuals to act in such a way to avoid further loss (Brue, 2019). The author noted that COR theory predicts increased stress when individuals experience resource deficiencies. At the same time, Resource reduction and resource support have a predictive nature in stress management considering the biological, cognitive, and social stress responses. Individuals frequently put efforts to safeguard against resource loss and seek opportunities to promote resource attainment (Brue, 2019). The theory is in line with the current study as it points to a basis for asserting the primacy of resource loss compared to resource gain when not balanced between work and family, which leads to work stress, low performance and low job satisfaction at last. The theory further provides direction on how effective utilization of organizational resources will influence WLB, WFB, job promotion and satisfaction.

### Statement of the Problem

Effective teaching is becoming unfeasible as a result of workload and work demands in the teaching profession. The situation has resulted in imbalances in the WLB and WFB of teachers. These unfavorable conditions have affected job performance, satisfaction and deteriorated quality of life teachers across the globe (Dorenkamp & Ruhle, 2019; Erdamar & Demirel, 2016; Johari et al., 2018; Rusman et al., 2020; Szelényi & Denson, 2019). The situation is more pronounced in Nigeria, where the workload and work demands of teachers are too demanding, which results in an imbalance in personal and family life (Adamu & Sani, 2014). Asaloei et al. (2020) reported that work-life and work-family imbalance have a negative effect on primary school teachers in the United States of America. The situation prompted the researchers to - (1) determine the influence of WLB on job performance of business teachers; (2) determined the influence of WLB on job satisfaction of business teachers; (3) determined the influence of WFB on job performance of business teachers; and (3) determined the influence of WFB on the satisfaction of business teachers in the Bauchi State of Nigeria.

### Hypotheses

The following four null hypotheses were formulated and tested at a .05 level of significance.

Hypothesis 1: WLB has no significant influence on the job performance of business teachers in Bauchi State, Nigeria.

Hypothesis 2: WLB has no significant influence on job satisfaction of business teachers in Bauchi State, Nigeria.

Hypothesis 3: WFB has no significant influence on the job performance of business teachers in Bauchi State, Nigeria.

Hypothesis 4: WFB has no significant influence on the job satisfaction of business teachers in Bauchi State, Nigeria.

### Methodology

The study adopted a descriptive survey research design. A survey research design is concerned with the collection of data for the purpose of and interpreting existing conditions, prevailing practices, beliefs, attitudes and ongoing processes. The population for this study comprises 1610 business studies teachers from 521 in Junior secondary schools of Bauchi State. The sample of the study was 400 business teachers drawn from 51 Junior Secondary schools using a proportionate sampling technique. The schools and the teachers were selected randomly. The instrument for data collection was a structured questionnaire titled Work-Life and WFBs on Job Performance and Satisfaction Questionnaire (WLWFBJPSQ). The instrument was developed on 5 Likert type scale consisting of a 1-5 item measurement scale, where (Strongly Disagree = 1, Disagree = 2, Moderately Agree = 3, Agree = 4 and Strongly Agree = 5). The instrument was validated by 5 experts and pilot tested at Gombe State. A Cronbach's  $\alpha$  reliability coefficient of .834 was obtained. The instrument was adjudged reliable for the study as suggested by Adamu and Sani (2014), who opined that reliability of  $\geq 0.70$  should be considered satisfactory for the survey study. Three trained research assistants assisted in the data

collection using a direct contact approach. In each school, the researchers or the assistant had interaction with the respondents that participated in the study. Those who sought more explanation were attended to, the interaction session held with the respondents enabled the researcher to create a good rapport with the respondents and the higher percentage return of the properly completed questionnaire. The data collected were entered into Statistical Package for Social Sciences (SPSS) 25. The package was used to run linear regression at a .05 level of significance. In the test of null hypotheses, when the  $p$ -value was found to be less than .05, the hypotheses were rejected and when the  $p$ -value was found to be greater than .05, the null hypothesis was retained.

**Table 1**

*Regression Analysis on the Influence of WLB on Job Performance of Business Teachers in Bauchi State, Nigeria*

| Standardized Coefficient. Beta | $t$    | $r$               | $r^2$ | Adj. $r^2$ | $p$  | Remark                   |
|--------------------------------|--------|-------------------|-------|------------|------|--------------------------|
| .977                           | 81.508 | .977 <sup>a</sup> | .955  | .955       | .000 | Null hypothesis rejected |

Note. <sup>a</sup>Dependent variable: Job Performance.

Predictors: (Constant), Work-Life-Balance; Source: Fieldwork, 2021.

Hypothesis 2: Work-Life-Balance has no significant influence on job satisfaction of business teachers in Bauchi State, Nigeria.

The inferential regression statistics used to test hypothesis two are as presented in Table 2. From the Table, the standardized coefficients beta value of .944 and  $t = 50.333$  were obtained. The  $r =$

The results of the hypothesis were as presented in Tables 1 to 4.

Hypothesis 1: Work-Life-Balance has no significant influence on job performance of business teachers in Bauchi State, Nigeria.

The regression analysis presented in Table 1 reveals standardized coefficients beta value of .977 with a  $t = 81.508$ . The  $r = .977$ , while  $r^2 = .955$ . The obtained  $r^2$  suggested that the WLB has a 95.5% influence on the job performance of business teachers in Bauchi State, Nigeria. This is also seen in the  $p = .000$ , which suggests that WLB has a significant influence on the job performance of business teachers in Bauchi State. The null hypothesis was therefore rejected.

.944, while the  $r^2 = .890$ . The  $r^2$  obtained indicated that the work-life balance has an 89% influence on job satisfaction of business teachers in Bauchi State. The  $p = .000$  further indicated that the influence of WLB on job satisfaction of business teachers in Bauchi State, Nigeria was significant. The null hypothesis was therefore rejected.

**Table 2**

*Regression Analysis on the Influence of WLB on Job Satisfaction of Business Teachers in Bauchi State, Nigeria*

| Standardized Coefficients Beta | $t$    | $r$               | $r^2$ | Adj. $r^2$ | $p$  | Remark                   |
|--------------------------------|--------|-------------------|-------|------------|------|--------------------------|
| .944                           | 50.333 | .944 <sup>a</sup> | .890  | .890       | .000 | Null hypothesis rejected |

Note. <sup>a</sup>Dependent variable: Job Satisfaction.

Predictors: (Constant), Work-Life-Balance; Source: Fieldwork, 2021.

Hypothesis 3: Work-Family-Balance has no significant influence on job performance of business teachers in Bauchi State, Nigeria.

The result documented in Table 3 reveals that the teacher's WFB had a standardized coefficients beta value of .928 with  $t = 43.958$  and  $r = .928$ . The  $r^2 = .861$  obtained suggested that the

independent variable (WFB) has 86.1% influence on the dependent variable (job performance). This is also applicable to the  $p = .000$ , which suggested that the Work-family balance significantly influences the job performance of business teachers in Bauchi state. The null hypothesis three was therefore rejected.

**Table 3**

*Regression Analysis on the Influence of WLB on Job Performance of Business Teachers in Bauchi State, Nigeria*

| Standardized Coefficients Beta | $t$    | $r$               | $r^2$ | Adj. $r^2$ | $p$  | Remark                   |
|--------------------------------|--------|-------------------|-------|------------|------|--------------------------|
| .928                           | 43.958 | .928 <sup>a</sup> | .861  | .861       | .000 | Null hypothesis rejected |

Note. <sup>a</sup>Dependent variable: Job Performance.

Predictors: (Constant), Work-Family-Balance; Source: Fieldwork, 2021.

Hypothesis 4: Work-Family-Balance has no significant influence on job satisfaction of business teachers in Bauchi State, Nigeria.

The result documented in Table 4 reveals that WFB had a standardized coefficients beta value of .948 with  $t = 52.821$  and  $r = .948$ . The result also indicated the  $r^2 = .899$ , which suggests that the

Work-Family-Balance has an 89.9% influence on job satisfaction of business teachers in Bauchi State, Nigeria. The  $p = .000$  further indicated that the influence of WFB on job satisfaction of business teachers in Bauchi State, Nigeria was significant. The null hypothesis four was therefore rejected.

**Table 4**

*Regression Analysis on the Influence of WFB on Job Satisfaction of Business Teachers in Bauchi State, Nigeria*

| Standardized Coefficients Beta | $t$    | $r$               | $r^2$ | Adj. $r^2$ | $p$  | Remark                   |
|--------------------------------|--------|-------------------|-------|------------|------|--------------------------|
| .948                           | 52.821 | .948 <sup>a</sup> | .899  | .899       | .000 | Null hypothesis rejected |

Note. <sup>a</sup>Dependent variable: Job Satisfaction.

Predictors: (Constant), Work-Family-Balance; Source: Fieldwork, 2021.

## Discussion

The result of research question one revealed that the respondents agreed with the items measuring the WLB on job performance of business teachers and this further confirmed by

the result of hypothesis one that WLB has a significant influence on the job performance of business teachers in Bauchi State, Nigeria. The result of the study agreed with the report of Erdamar and Demirel (2016), who opined that in order to maintain their work-life balance Indian married working women were opting out to

have only one child and they required the help of elderly relatives at home to take care of their children during office hours as there is lack of proper child care facilities in India. Similarly, the study conducted by Johari et al. (2018) also disclosed that autonomy and work-life balance had a significant impact on respondent's job performance. The findings from research question two indicated that the respondents agreed with the items measuring the WLB on job satisfaction. More importantly, the findings are consistent with the finding of hypothesis two, which revealed that WLB has a significant influence on the job satisfaction of business teachers in Bauchi State, Nigeria. Similarly, Erdamar and Demirel (2016) found that the job satisfaction average of teachers is good and life satisfaction average is moderate. The authors stressed that teachers suffer more from work-family conflict than from family-work conflict. The study of Koç and Er (2020) also found that there exists a strong positive correlation between life satisfaction and work-life balance.

The findings from research question three indicated that all the items of WFB on job performance were accepted and agreed by the respondents and this was further confirmed by the finding of hypothesis three, which showed that WFB has a significant influence on the job performance of business teachers in Bauchi State, Nigeria. This is in line with that of Saravanan and Dharani (2014) reported that they had observed work-life balance in employees working at schools. Similarly, Joseph and Sebastian (2017) reported that WLB could explain a greater amount of variance in job satisfaction than work-family balance can explain. The authors further added that WLB could explain a greater amount of variance in life satisfaction than work-family balance can explain. They concluded that WLB is more inclusive and wider than the WFB variable.

The results of research question four, which was further supported by the test of corresponding null hypothesis four, indicated that WFB has a significant influence on the job satisfaction of business teachers in Bauchi State, Nigeria. This is also in line with that of Denson et al. (2018), whose study shows that work-life balance used included faculty characteristics, departmental/institutional characteristics and support, and faculty satisfaction with work. The study of Gragnano et al. (2020) also confirmed that workers considered health as important as a family in the WLB. Some Recent studies also affirmed this finding (Clara, 2020; Denson et al., 2018; Jackson & Bridgstock, 2019; Rusman et al., 2020; Szelényi & Denson, 2019).

### Conclusion

The study provided empirical evidence on influence of work-life balance on job satisfaction, work-life balance on job performance, work-family balance on job performance and work-family balance on job satisfaction on business studies teachers in Bauchi State. The study proves that work-life balance on job satisfaction, work-life balance on job performance, work-family balance on job performance, and work-family balance on job satisfaction have significant and positive influence on business studies teacher for junior secondary schools. It was concluded that, negative attitude such as absenteeism, lateness, inability of covering the curriculum, personal and interpersonal conflicts of business studies teachers in school are as a result of difficulty in coping with WFB and WLB.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. The researcher recommended that the Bauchi State government should employ more Business Studies teachers that will help to reduce workloads on existing teachers.
2. The Bauchi State government should motivate Business Studies teachers with additional responsibilities. This will help to improve the level of their job satisfaction.
3. Business Studies teachers should always be encouraged to develop WLB on job satisfaction.
4. Business Studies teachers should always be encouraged to develop WFB on job performance.

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