

## INFLUENCE OF WORK LIFE BALANCE ON JOB PERFORMANCE AMONG THE TEACHERS IN IBADAN NORTH LOCAL GOVERNMENT AREA OF OYO STATE

BY

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### Abstract

*This examined the influence of work life balance on job performance among the teachers in Ibadan North Local Government Area of Oyo state. The interface between family and work and its consequences have been identified to play significant role in teachers' job outcome. Previous studies have focused attention on employees of other work sectors with little attention to the teachers. The study was a cross-sectional survey design. Three hundred (300) teachers in the state employment purposively selected from some selected secondary schools in Ibadan North LGA. The research instrument was structured questionnaires containing standardized scales (Work Life Balance Scale ( $\alpha = 0.91$ ); Job performance Scale ( $\alpha = .76$ ) and socio—demographic data while hypotheses were tested using Pearson product moment correlation analysis (PPMC), t-test and ANOVA at 0.05 level of significance. The results of the hypotheses tested reveals that there is a significant relationship between work life balance, gender, educational status and job performance. Female teachers significantly reported more job performance than male teachers. Level of education influenced the teachers job performance, teachers job performance increased with higher level of education (master's degree) reported higher job performance than those with lower level of education. In the light of the findings of this study, it was recommended that TESCOM and school management should prioritize work life balance for teachers in order to improve their job performance output.*

**Keywords:** *Work life balance, Job performance, Schools and Teachers*

### Introduction

The experience of mental prosperity and amicability in life helps employees in vocation (such as the Teaching profession) focus on their work, bringing about better assignment execution (Krishnan, Loon, & Tan, 2018). Work-life equalization has dependably been a worry of those intrigued by the nature of working life and its connection to more extensive personal job performance. It is accepted that offsetting a career with an individual or family life can be tasking and effect on an individual's performance in their work (Krishnan, Loon, & Tan, 2018). Achieving a good balance between work and family is of great importance to job performance in

the teaching profession. One of the driving aspects of educational institution is employee's job performance. Job performance is the behavior evaluated in terms of the extent to which it contributes to organizational effectiveness. In this regard, teacher performance is expressed in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others (Getange, 2016). For the attainment of a high level of efficiency, secondary school teachers are expected to balance their family and work activities (Getange, 2016). The most important factor in achieving goals of any institutions is manpower and doubtlessly the success and progress of any educational institution depends on its human resources.

Theoretically, Edwards and Rothbard (2000) linked effect of work life balance on job performance through the spill over theory. Spill over theory involves the interface between work and home or family life interface. As indicated by this hypothesis, spill over occurs when employees convey the feelings, frames of mind, abilities and practices from their work job into their family life and the other way around (Edwards & Rothbard, 2000). At the point when staff feels disappointed at work as consequence of job overload or demanding boss or uncooperative colleagues, this adversely influence the family domain. They recognised that parity exists when the time spent at work is equivalent to the length of time spent at home. When one of the two supplants the other, imbalance is said to have happened. This leads to low productivity, higher cost for organisation, and poor health as greater man-hour is lost coping with this imbalance. All the more along these lines, work life balancing helps in decreasing the pressure through organisational support and work flexibility.

Work-life balance policies are targeted at fine-tuning work schedules so that employees, regardless of their age, gender or race can find a balance that will help them combine work and other responsibilities and aspirations without rancour (Pillinger, 2002). Undoubtedly, work-life balance is advantageous to both employers and employees (Schneider, Ruppenthal & Hauser, 2006; Kozjek, Tomazevic & Stare, 2014). Nigeria is still far behind in the formulation, adoption, and implementation of work-life balance policies and practices like the US, the UK or even South Africa (Fred-Adegbulugbe, 2010). Ample researches were conducted on teachers Work life balance as it has been found that teaching is a stressful profession (Rosser, 2004). Factors causing work-life imbalance among school teachers showed that most of the teachers feels stress with too many work demands, working conditions and long working hours (Adebayo, 2016). Fapohunda (2014) investigated on the exploration of the effect of work life balance on productivity. The finding of the result was that there is a positive relationship between work life balance practice and employee turnover. It also found out that management support was not satisfactory. Kamau, Muleke, Makaya and Wagoki, (2013) investigated work life balance practices on employee job performance at eco bank Kenya. They found that there was correlation between work life balance and employee performance. Dissanayaka and Ali (2013) investigated the impact of work life balance on employee performance. The finding of the result was that there is a positive relationship between work life balance and employee performance.

Green, Jegadeesh and Tang (2009) studied the relationship between gender and job performance excluding work-family conflict. The study found significant gender-based differences in

performance on various dimension. Ng and Feldman (2009), found education was positively related to task performance. Education was found to positively influencing core task performance, education level is also positively related to creativity and citizenship behaviour and negatively related to on-the-job substance use and absenteeism. Kuncel et al., (2004) also found education facilitates performance in most jobs. Ng and Feldman (2010) found evidence of a curvilinear relationship between organizational tenure and job performance. According to them, although the relationship of organizational tenure with job performance is positive in general, the strength of the association decreases as organizational tenure increases. Tillou and Liarte (2008) in their study confirm the positive impact of group members' experience on the global performance of the group.

Today, work-life imbalance has become an increasingly pervasive concern to both employers and employees of most organizations (Fapohunda, 2014). Work-life balance which primarily deals with an employee's ability to properly prioritize between work and his or her lifestyle, social life, health, family etc., is greatly linked with employee productivity and performance (Fapohunda, 2014). Lack of work-life as a source of pressure, and can cause problems with health, work performance, and so on. The growing number of dual career couples and working mothers with young children has increase the amount of conflict induced by the job especially among teachers. For example, lateness to work due to school runs (picking and dropping children at schools), taking leave from work to attend to a child in the hospital and leaving work early to attend to domestic issues. Work-life conflicts erode the mental and physical well-being of workers; affects the quality of their personal relationship outside of work, and increases costs to organisations (Adebayo, 2016; Fapohunda, 2014). Reducing these negative effects should therefore be of paramount importance to any organization. Previous studies have focused attention on employees of other work sectors with little attention to the teachers in Ibadan North Local Government Area. This study therefore, examined the influence of work life balance on job performance among the teachers in Ibadan North Local Government Area of Oyo state, Nigeria. This study intends to achieve the general objective of investigating effect of family life balance on job performance among teachers. Other specific objectives of the study are highlighted thus;

1. To examine the relationship between work life balance and job performance among teachers
2. To establish significant positive relationship among gender, age, teaching experience, education status, years spent and teachers' job performance
3. To investigate the significant difference in the male and female teachers' job performance
4. To determine significant influence of educational qualifications on teacher's job performance

### **Research Hypotheses**

1. There will be no significant positive relationship between work life balance, and job performance.
2. There will be no significant positive relationship between gender, age, teaching experience, education status, years spent and teachers' job performance.
3. Female teachers will not significantly report more job performance than male teachers.
4. Level of education will not have significant influence on teacher's job performance

## Methodology

Cross-sectional survey design because it investigated work life balance on job performance among teachers in Oyo state. The population of the study includes all teachers in urban community schools in Ibadan North Local Government Area of Oyo State, Nigeria. The sample for the study comprised a total number of three hundred (300) teachers sampled from twenty randomly selected schools (10 junior and 10 senior schools) from which 15 teachers were randomly selected. The respondents were selected through multi-stage sampling technique from among the secondary school teachers in the state employment in the selected secondary schools in Ibadan North LGA. The instrument for the collection of data was a self-report structured questionnaire which consisted of three section (A-C) demographic data, work life balance, and job performance. Socio demographic variables captured in the study include; age, sex, marital status, education and year of service. Section B measure work life balance with a 7-item work-life balance, developed and validated by Daniel and McCarraher (2000). The response format range from “strongly disagree/dissatisfied” (1) to “strongly agree/satisfied” (5). In this study, customer service scale was validated using Cronbach’s Alpha and was established as  $\alpha = 0.91$ . The reliability for the present study was 0.82 alpha. Job performance was captured in the study using of 12 items that will measure job performance. This scale was developed by Coleman and Borman (2000). The scale consists of two subscales: task performance and overall performance, it will range from 1 = Not at all likely 2 = Not likely 3 = Some what likely 4 = Likely 5 = Extremely likely. The reliability estimate for the scale was .76 alpha. The scale achieved a reliability of  $\alpha = 0.79$  in the current study.

The self-report questionnaire was used to collect data from the participants in this study, after, taking proper and due permission from the authorities concerned. Also, Ethical issues of assurances were given on the bases of confidentiality and discretion of the study to the respondents. The participants were informed of the purposes and/or objectives of the study, and its seriousness. Direction on how to complete the questionnaires was given and, participants were encouraged to be truthful as much as possible in their responses due to the sensitivity of the study. The collected questionnaire will be subjected to statistical analysis. Data collected was subjected to appropriate statistical tools. The hypotheses were tested using a Pearson product moment correlation analysis (PPMC), t-test for independence and one-way ANOVA at 0.05 level significance.

## Results

**Hypothesis I:** There will be no significant positive relationship between work life balance and job performance.

**Table 1: Pearson Product Moment Correlation (PPMC) of work life balance, and job performance**

	Variables	$\bar{x}$	S.D	r	p
1.	Job performance.	43.10	18.75		
2.	Work life balance	15.79	5.15	.166**	Sig.

\*\* Significant at 0.01 level

Table 1 shows that there is a significant relationship between work life balance ( $r = 0.17$ ,  $p < .01$ ) and job performance. The results demonstrated that increasing work balance among the teachers

increases the level of job performance. Thus, since the calculated  $r$  (0.16) is higher than the tabulated value 0.095, the null hypothesis is thus rejected and the alternate hypothesis accepted.

**Hypothesis II:** There will be no significant positive relationship between gender, age, teaching experience, education status, years spent and teachers' job performance.

**Table 2: Zero-order Correlation showing the relationship between gender, age, teaching experience, education status and teachers job performance**

Variables	$\bar{x}$	S.D	1	2	3	4	5
1. Teachers Job performance	43.10	18.75	-				
2. Gender	1.59	.49	.21**	-			
3. Age	36.11	11.8	.05	.03	-		
4. Teaching experience	8.09	6.90	.06	-.05	.79**	-	
5. Education status	2.61	1.03	.43**	.13	.17*	.16*	-

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

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

Table 2, reveals that there was significant positive relationship between gender ( $r = .21$ ,  $p < .01$ ), educational status ( $r = .43$ ,  $p < .01$ ) and teachers job performance indicating that teachers who are males, with higher educational status significantly relate to increase in teachers' job performance. Demonstrating that increase in gender and education qualifications are significant positive correlates of teachers' job performance. Thus, since the calculated  $r$  (0.21) and (0.43) are higher than the tabulated value 0.095, the null hypothesis is thus rejected and the alternate hypothesis accepted. The second hypothesis stated that there will be no significant relationship between gender, age, educational qualification, year of service and job performance is thus rejected.

**Hypothesis III:** Female teachers will not significantly report more job performance than male teachers.

**Table 3: t-test summary table showing difference between male and female on Teachers job performance**

Dependent Variable	Gender	N	$\bar{x}$	S.D	df	t	P
Teachers job performance	Male	88	38.35	9.91	298	3.17	<0.01
	Female	212	45.30	12.61			

The result from Table 3, shows that male teachers ( $\bar{x}=38.35$ , S.D = 9.91) significantly reported lower scores on teachers job performance compare to female teachers ( $\bar{x}=45.30$ , S.D =12.61) who reported higher job performance. Female teachers significantly reported more job performance ( $t(298) = 3.17$ ,  $p < .01$ ) than male teachers. Demonstrating that increasing work balance among the teachers increases the level of job performance. Thus, since the calculated  $t = 3.17$  is higher than the tabulated value 1.96, the null hypothesis is thus rejected and the alternate hypothesis accepted. This implies that gender significantly influence job performance. The hypothesis null hypothesis is thus rejected and the alternate hypothesis accepted.

**Hypothesis IV:** level of education will not have significant influence teachers' job performance

**Table 4: Summary of one-way ANOVA showing the influence of level of education on job performance**

Source	SS	df	MS	F	Sig.
Between Groups	10944.578	3	2736.145	12.345	<.001
Within Groups	47653.258	295	221.643		
Total	58597.836	299			

The result in Table 4, shows that there was significant effect of level of education on teachers' job performance ( $F(3,295) = 12.35, p < .001$ ), teachers job performance increased with higher-level of education (Master degree) reported higher job performance than those with lower level of education. The result demonstrates that job performance is higher with employees having higher level of education.

**Table 5: Descriptive statistics and LSD multiple comparison analysis showing the mean differences in Job Performance based on level of education**

Level of education	N	$\bar{x}$	S.D	<i>LSD POST HOC ANALYSIS</i>			
				1	2	3	4
NCE	110	42.32	9.28	-			
OND	69	40.69	8.47	3.37	-		
BACHELORS	57	45.34	10.91	5.61**	6.64**	-	
MASTER	64	59.81	12.22	10.49*	9.12**	5.47**	-
Total	300	47.04	10.22				

\*. The mean difference is significant at the 0.05 level.

Descriptive analysis and pot hoc analysis revealed that teachers with master's certificates ( $\bar{x} = 59.81$ ) and masters degree certificates significantly reported higher teachers' job performance than those with lower qualification. Also, teachers with bachelors' degrees and NCE certificates reported higher job performance than Teachers with OND certification. Thus, since the calculated-ratio = 12.35 is higher than the tabulated value 2.56, the null hypothesis is thus rejected and the alternate hypothesis accepted.

## Discussion

The first hypothesis stated that there will be no significant positive relationship between work life balance, and job performance was rejected. Work life balance was significantly associated with increasing levels of job performance. Teachers who are able to balance their work and family demands were able to concentrate more on the job. These teachers are able to achieve a better job performance because of lesser family-work conflict arising in their jobs. This result finding is similar to Nevertheless same scenario operates in most of the leading organizations in Nigeria such as those in the banking sector. Tijani and Enyiorji (2006) who found that work life balance reduces work family conflict and subsequent levels of job performance and employees' wellbeing. The findings also support the findings of Adekola (2010) which demonstrated significant interference of work in family and family intrusion in work sphere affected

employees' performance output. In the same vein the result supports Rania, (2011) and Eaton, (2003) who demonstrated that provision of work-life practices improved employees' organizational commitment and performance. The findings supported the results of Noor, (2011) who found that Work life balance is positively related with job performance.

The second hypothesis stated that there will be no significant positive relationship between gender, age, teaching experience, education status, years spent and teachers' job performance was also rejected. Results demonstrated that Gender and education qualifications are significant positive correlates of teachers' job performance. The findings support Green, Jegadeesh and Tang (2009) who found significant relationship between gender and job performance. So also, the study of Ng and Feldman (2009), who found education has positively related to job performance. The result is also similar to that of Alli and Davies (2003) association between age, sex and tenure in the job performance of rubber tapers.

The third hypothesis stated that female teachers will not significantly report more job performance than male teachers was rejected. Female teachers significantly reported more job performance than male teachers. The finding also agrees with Alli and Davies (2003) that found gender differences in the job performance of rubber tapers. In the same vein the findings agrees with Green et al. (2009) who found significant differences in performance based on gender

The fourth hypothesis stated that level of education will significantly influence teachers job performance was rejected. The result supports the findings of Ng and Feldman (2009), who found that education, was positively related to task performance. Their meta-analysis revealed that educational attainment was positively related to task performance, creativity and citizenship behaviour and while it was negatively related to on-the-job substance use and absenteeism.

### **Conclusion**

This study concludes that work life balance has real benefits for an organization. It was concluded that there was significant relationship between work life balance, gender, educational qualification and job performance. The study also found that female teachers significantly report more job performance than male. Also, it was found that level of education significantly influence teachers job performance, meaning higher level of education influence job performance among teachers. This is because the social and psychological life of every employee needs to be balance for them to be an asset and not just an employee that is used to carry out day to day operations of the organisation. Therefore, it is important for employer to look for better ways in improving employee performance.

### **Recommendations**

Based on the findings of this study, this study recommends the following:

1. The Teaching Service Commission (TESCOM) and school management should prioritize work life balance for teachers in order to improve their job performance output. When this is achieved, employee is motivated to render their service efficiently and effectively.
2. Employees are happier when they are able to balance their work life demands. School management also experience improve relationship with employees.

3. School management support for employees work life balance fosters a good relationship between the work force and School management which improve effective communication in the organization.
4. Promotion should be promptly effected and arrears paid in instalments to make teachers happy and instil in them more enthusiasm to perform their duties. The work environment should be improved and made more conducive by providing adequate facilities and equipment so that workers would derive adequate physical and psychological performance that will go a long way to enhancing their commitment to work.

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