WORK-LIFE BALANCE AND TEACHERS’ JOB SATISFACTION IN LAGOS STATE SECONDARY SCHOOLS

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Abstract

The purpose of this study is to establish the relationship between the work-life balance options and teachers’ job satisfaction in Lagos State secondary schools, Nigeria. The descriptive research design was adopted for this study. Data were collected from 742 secondary schools teachers in Lagos State, Nigeria using an instrument tagged, Work-life Balance and Teachers’ Job Satisfaction Questionnaire (WLBATJSQ). The developed items of WLBATJSQ yielded reliability coefficient of 0.883 using Cronbach alpha method of testing reliability. Data analysis was done using Statistical Packages for Social Sciences (SPSS) based on Pearson Product Moment Correlation (PPMC) and Regression analysis. The study showed significant joint and relative contribution of work-life balance options to teachers’ job satisfaction. Significant relationship between work-life balance and teachers’ job satisfaction was also established in the study. Based on the findings, recommendations that were made include: greater awareness should be created of available work-family balance options, assessments should be conducted regularly to recognize staff needs in balancing work and family, Teachers, school owners and policy makers should be enlightened on the consequences and benefits of work-life balance options, and there should be reassessment of active work-life balance options and upgrading of current practices; so as to ensure job satisfaction of teachers and which in turn might lead to better job performance.

Keywords: Work–Life balance options, Teachers’ Job Satisfaction, Lagos State, secondary schools.

Introduction

It is a universal fact that among the resources available for the survival and growth of organizations, labour seems to be the most vital and indispensable (Fajana, 2002; Armstrong, 2006). They are the most important resources in the organization, as they are reliable, responsible and capable of making valuable contributions to organizational development; hence, they should be treated with dignity and respect. Workers should be given access to some quality of work-life that would make them more committed to their works, home, as well as other life ventures in order to ensure that the corporate objectives of the organization and their aspirations in life are achieved. This is necessary because without the involvement of labour, other resources could remain passive and dormant in the production process (Abiodun – Oyebanji, 2012). If labour is therefore important in the organizational pursuit for survival and growth, their work-life should be balanced. When an individual is thus employed in an organization, he/she does not give up his/her life in exchange for work rather, he/she attempts to maintain a balance between them. This balance is necessary for a healthy and productive life (Nnabuife in Nwosu, 2014).

Work-life balance is an important issue in both professional business practice and academic research. It has become a popular research area in different fields. The term work life-balance is seen as a state of equilibrium in which the demands of both a person’s job and personal life are equal (The Word Spy, 2002). Work-life balance is based on the premise that everyone should have a complete life in which sufficient amount of time is given to personal interests such as continuing education, social/community work, sports, hobbies and family interest (Doherty & Manfredi, 2006). A central characteristic of work-life balance is the amount of time a person spends at work.

It is an issue that is important both to schools and to teachers. For instance, In the current situation of alleged falling standard of education at all levels in Nigeria, teachers are hard pressed for better performance and hence; most of the teacher’s time is spent in the school, making their work take over their lives as a whole. The implication however is that, teachers give more time to work and less time to other important aspects of their lives, thus creating a work-life imbalance with its resultant negative consequences for both the teachers, the students and the entire school system.

This has resulted into a lot of work related problems such as illness, stress and conflict between
Work–life balance in teaching profession is becoming one of the greatest challenges in the world of work. Every education stakeholders (government, policy makers, school administrators, parents, students and the society as a whole) should know that too much demand on teachers could contribute to uncertainty in terms of teaching roles and work conflicts among others. Aside teaching responsibilities, teachers are expected to perform other co-curricular activities such as being a class teacher, patron/ matron of clubs and societies based on their areas of specialization, talent and interest; participation in ad-hoc committees and any other responsibilities as the school may dim it fit (Akindutire, 2010). Multiple workplace roles by teachers alongside school, family and community pressures may likely influence their occupational attitudes, such as job satisfaction, commitment to work and desire to leave or stay in the school.

For many workers, teachers inclusive, the day is not over when they go home. Often, a second batch or stage of work starts at home (Vlems, 2005), and for most working mothers, they come home to the second shift (assuming the inescapable role of a wife and a mother). Spending more time at work, dealing with students, parents and the pressures of job can interfere and affect teachers’ personal life, sometimes making it impossible to even complete the household chores. On the other hand, personal life can also be demanding if the individual has a child (ren) or aging parents, financial problems or even problems in the life of a dear relative. It can create conflict between the professional and personal life of a teacher, thereby leading to absenteeism from work, creating stress and lack of concentration at work, especially in this part of the world (Nigeria) where the culture of extended family is being embraced.

Teachers’ work load not only demand their time in the school but also extend to their homes so as to get prepared for the following day’s work, apart from maintaining students records and attending to various school related functions, teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. The challenge of balancing work and family (non-work) demands is one of today’s central concern for both individuals and organizations (Valcour, 2007). People who have better work–balance appear to have a greater job satisfaction and seem to perform better in their positions; they appear to have high level of loyalty and of trust (Vlems, 2005) than those who do not. (secondary teachers inclusive).

According to Fapohunda (2014), developing economies like Nigeria are faced with serious economic challenges and labour market pressures added to poor social infrastructures, poverty, high unemployment, insecurity, corruption, among others. These conditions further intensify the work and life of an average Nigerian worker (teachers inclusive) whose aim is to make a living and who may have to painstakingly build up accommodating arrangements and cognitive psychological coping behaviours that stimulate desirable satisfaction and effectual functioning both at work and at home. Most workers in Lagos State Nigeria which is the focus of this study appear to be affected by lack of work flexibility, elevated work pressures and long working hours; this may not be unconnected with the cosmopolitan characteristics of the state in which people of different ethnicity, religion, races and cultures live in close proximity resulting in its densely populated nature with its attendant problems of heavily congested traffic, high crime rate, overstressed infrastructures among others, a situation which may likely contribute to declining in workers’ job satisfaction (teachers inclusive).

To ease the situation of these workers, there is a need for work-life balance options which are also referred to as strategies, policies, or initiatives put in place by an organization to help its employees achieve a balance between their work and other aspects of their lives and these include: fair pay, good working condition, flexible working arrangements, development/training programmes, wellness programmes, taking occasional breaks from work, child care assistance, compressed working hours, job-sharing, among others. There are various work-life balance options as listed above, but five of them will be considered in relation to job satisfaction in this study and these are: fair pay, good working conditions, flexible work arrangements, wellness programmes, and development/training programs.

Fair pay refers to the financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. Arubayi in Obineli (2013) stated that, money is an economic reward and a means of bringing about job satisfaction among the Nigerian workers.
(teachers inclusive). Wellness programmes on the other hand, are services sponsored by organizations in an attempt to promote good health or to identify and correct potential health-related problems. It includes employee assistance programmes, stress management workshops and seminars on family-related matters. These programmes are thought to reduce stress by improving the health of employees and providing educational programmes to help employees cope with stress at work (Aldana, Merril, Price, Hardy, & Hager, 2005). Providing a work site wellness programme could engender a positive attitude, making employees happier with the organization and therefore more satisfied with their jobs. (Gronningsaeter, Hytten, Skaull, Christensen, & Ursin in Parks Steelman, 2008).

Working conditions refer to the totality of conditions under which a person works or performs his or her duties. It can be in from of physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. According to Obineli (2013), good working conditions provide greater physical comfort for teachers and increase their morale. While poor conditions breed frustration and regret and consequently a high sense of dissatisfaction (Olorunsola, 2010).

Flexible working arrangements is seen as an “employer provided benefits that permit employees some level of control over when and where they work outside of the standard workday” (Lambert, Marler, & Gueutal, 2008). Eaton, (2003), points out that all employees occasionally require day-to-day flexibility to manage demands arising from both work and family lives. Many of the teachers like their counterparts in other professions need flexibility to take time to deal with family matters, such as visiting children’s schools, attending social functions of family/friends, commitment to religious activities and taking elderly family members to the doctor.

Dex and Scheibl (2001) also affirmed that flexible work arrangements can help employees address their needs during a family emergency. As stated by McNall, Masuda& Nicklin, (2010), the availability of flexible working arrangements may signal that the organization cares about the well-being of its employees and when employees see evidence of this care and concern in the form of flexible policies, they are more likely to reciprocate in the form of more positive attitudes and behaviors such as higher productivity.

Development/Training Programmes refer to both formal and informal programmes provided to enable the employees to know more than yesterday and to put new knowledge into context. Development/training programmes provides opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. Activities such as graduate studies, participation in teachers unions and organizations, participation in workshops or conferences, getting grants to do research, observing other teachers in action or being observed themselves, seeking national board certification, etc. reward teachers by equipping them to accomplish what matters most to them – ‘personal satisfaction from a job well done’, McLaughlin and Yee in (Sentovich, 2004), are all embedded in development or training programme.

Job satisfaction means different things to different people. Sweeny and Mcfarln (2002), defined job satisfaction as the result of a psychological comparison process of the extent to which various aspects of workers’ job (e.g. pay, autonomy, work load) measure up to what they desire. Thus, the larger the gap between what employees have and what they want from their jobs, the less satisfied they are; employees tend to be most satisfied with their jobs when what they have match what they want. An employee’s overall job satisfaction is the cumulative result of comparisons that he/she makes between what his/her job provides and what he/she desires in various areas. Olorunsola (2010) argues that job satisfaction do influence labour market behaviour and work productivity, Work effort, employee absenteeism and staff union turn over. Peretomode (2006) perceives job satisfaction as fulfillment acquired with experiencing various job activities and rewards.

Robbins (2001) in Mengistu (2012) also supports the view that job satisfaction is an individual’s general attitude towards his/ her job. Riqqio (2000) equally opines that job satisfaction is the feelings and attitude one has about one’s job. He further stated that all aspects of a particular job, good and bad, positive and negative are likely to contribute to the development of feelings of satisfaction or dissatisfaction.

However, Sousa – Poza and Sousa – Poza (2000) held a contrary view from other scholars, as they viewed job satisfaction more than feelings and attitude towards job but expressed that, job satisfaction depends on the balance between work role inputs such as education, working time-and
working-role outputs. It therefore implies that, when an employee claims that he/ she is satisfied with his/ her job, it may then mean that such an employee generally likes and values what he/ she does and equally feels positive towards his/ her work.

Teachers’ job satisfaction is therefore very important to achievement of educational success and development. An educational system that is sound is usually considered to be the bedrock of a developing country and satisfied teachers are indispensable for the attainment of such an educational system. Thus, when job satisfaction as a result of balanced work-life is achieved, people feel that they have attained the best possible quality of life. Hence, provision of work-life balance options is an issue of strategic importance to schools in terms of boosting teachers’ job satisfaction and invariably their productivity.

2.10 CONCEPTUAL MODEL

![Diagram of conceptual model](image)

*Figure 2.1: A conceptual model of work-life balance options and job satisfaction.*

The conceptual model, which was personally designed by the researchers, shows the interrelationship between the variables. Work-life balance is the absence of unacceptable levels of conflict between work and non-work demands indicating that, when demands from work and non-work domains are opposing, conflict may occur between the two domains and this can affect or influence teachers’ job satisfaction. To reduce or avoid the conflict, work-life balance options are provided. Hence, the presence or absence of work-life balance options determines the presence or absence of work-family conflict and family-work conflict which in turn increases or decreases the level of teachers’ job satisfaction.

**Statement of the Problem**

With the alleged falling in the standard of Education at all levels in Nigeria, there seems to be heavy pressure on both the schools and the teachers to perform in terms of ensuring better students academic performance. Parents and the society often time use the performance of students, especially in external examinations such as West African School Certificate Examination (WASCE), National Examination Council (NECO) among others to pass judgment on the schools and teachers; and this has made the teaching profession which hitherto has been termed noble profession to be extremely challenging and demanding.

The situation has forced many teachers into a hectic and busy schedules which make them give more time and energy to their works at the expense of other important aspects of their lives, such as families and friends. This development seems to have created an imbalance between their works and their family lives; and consequently decrease their job satisfaction.

Also, school seems to deal with these tough economic times by cutting expenses, decreasing/ reducing staff strength and increasing the workload of the few staff left behind. The implication of this, however, is that many teachers most of the time tend to spend more time in school, making their works take over their entire lives; thus creating a work-life imbalance problem with its attendant negative consequences for both the teachers and the school. Hence, this study sets to investigate work-life balance and teachers’ job satisfaction in Lagos State secondary schools.
Objectives of the Study

The study seeks to examine the relationship between work-life balance and job satisfaction of secondary school teachers in Lagos State, Nigeria. In specific term, the study would examine the correlation between work–life balance and teachers’ job satisfaction; and also the joint and relative contributions of work–life balance options to teachers’ job satisfaction.

Research Question

What is the level of job satisfaction among Lagos State secondary school teachers?

Hypotheses

To therefore solve the problems of this study, the following null hypotheses were raised and tested:

Ho1: There is no significant relationship between work-life balance and teachers’ job satisfaction in Lagos State secondary schools.

Ho2: There is no significant relative contribution of work-life balance options to teachers’ job satisfaction in Lagos State secondary schools.

Ho3: There is no significant joint contribution of work-life balance options to teachers’ job satisfaction in Lagos State secondary schools.

Methodology

This study adopted the descriptive design of the expo-facto. The population of the study comprises all secondary school teachers in the six education district of Lagos State. As at the time of this study, there were 666 public junior and senior secondary schools, and 19,600 teachers in Lagos State. Three (3) education districts were randomly selected out of the six (6) existing education district, three (3) local government areas were randomly selected from the three (3) education districts (Apapa, Mushin and Agege local government areas). A total of 800 teachers were randomly selected from the public secondary schools in the sampled local government areas. Lagos State was chosen for this study due to its cosmopolitan characteristics in which people of different ethnic groups, religion race and culture live in close proximity, thereby resulting in its densely populated nature.

A questionnaire titled Work-life Balance and Teachers’ Job Performance (WLBTJPQ) was designed to collect data for the study. The developed items of the questionnaire yielded reliability coefficient of 0.88 using Crombach alpha method to find the reliability. The questionnaires were administered on the respondents who were randomly selected among public secondary school teachers in Lagos state, Nigeria and the return rate was 742 (93%). Multiple Regression Analysis and the Pearson Product Moment Correlation were used to analyze the hypotheses. All the hypotheses were tested at a significance level of 0.05.

Findings

Research Question: What is the level of job satisfaction among Lagos State secondary school teachers?

As shown in Table 1, the level of job satisfaction of secondary school teachers in Lagos State using the mean responses of the teachers to rate their satisfaction. It could be inferred from the table that teachers are more satisfied with time of payment of salary (M =3.22), followed by nature of relationship with colleagues and administrators (M = 3.09), job security (M = 3.00), promotion (M = 2.81), amount of salary (M = 2.65), freedom to accommodate other life issues (M = 2.53), nature of retirement/retirement packages (M = 2.51), cleanliness of workplace/conducive working environment (M = 2.51), subsidized or free medical care (M = 2.5), self-actualization (M = 2.38), prospects on the job (M = 2.35), adequate tools and equipment (M = 2.22), job sharing (several employees doing the same job) (M = 2.22), compressed work week (working for 3 or 4 days instead of 5) (M = 2.15), stress management programmes (M = 2.08), part-time work (M = 2.01) and finally, subsidized exercise or fitness centre (M = 1.87) was considered last by Lagos State teachers on job satisfaction scale. From the table, it can be observed that majority of the mean responses on the items are in the range of 2.01 – 3.00 which indicates a moderate level of job satisfaction, that is, the teachers level of job satisfaction is not extreme, and it is neither high nor low, it is simply moderate.
Table I: Level of Job Satisfaction among Lagos State Secondary School teachers

<table>
<thead>
<tr>
<th>Item</th>
<th>Highly Satisfied</th>
<th>Moderately Satisfied</th>
<th>Fairly Satisfied</th>
<th>Not Satisfied</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of salary</td>
<td>106</td>
<td>353</td>
<td>201</td>
<td>82</td>
<td>2.65</td>
<td>0.85</td>
</tr>
<tr>
<td>Promotion</td>
<td>156</td>
<td>330</td>
<td>214</td>
<td>42</td>
<td>2.81</td>
<td>0.83</td>
</tr>
<tr>
<td>Job security</td>
<td>262</td>
<td>265</td>
<td>168</td>
<td>47</td>
<td>3.00</td>
<td>0.91</td>
</tr>
<tr>
<td>Subsidized or free medical care</td>
<td>70</td>
<td>195</td>
<td>177</td>
<td>300</td>
<td>2.5</td>
<td>1.02</td>
</tr>
<tr>
<td>Prospects on the job</td>
<td>110</td>
<td>227</td>
<td>214</td>
<td>191</td>
<td>2.35</td>
<td>1.01</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>104</td>
<td>267</td>
<td>179</td>
<td>192</td>
<td>2.38</td>
<td>1.01</td>
</tr>
<tr>
<td>Freedom to accommodate other life issues</td>
<td>99</td>
<td>321</td>
<td>199</td>
<td>123</td>
<td>2.53</td>
<td>0.92</td>
</tr>
<tr>
<td>Nature of retirement/Retirement packages</td>
<td>127</td>
<td>252</td>
<td>232</td>
<td>131</td>
<td>2.51</td>
<td>0.97</td>
</tr>
<tr>
<td>Cleanliness of workplace/Conducive working environment</td>
<td>127</td>
<td>271</td>
<td>196</td>
<td>148</td>
<td>2.51</td>
<td>0.99</td>
</tr>
<tr>
<td>Part time work</td>
<td>68</td>
<td>172</td>
<td>200</td>
<td>302</td>
<td>2.01</td>
<td>1.02</td>
</tr>
<tr>
<td>Stress management programs</td>
<td>63</td>
<td>223</td>
<td>163</td>
<td>293</td>
<td>2.08</td>
<td>1.02</td>
</tr>
<tr>
<td>Subsidized exercise or fitness centre</td>
<td>281</td>
<td>312</td>
<td>66</td>
<td>192</td>
<td>1.87</td>
<td>1.056</td>
</tr>
<tr>
<td>Nature of relationship with colleagues and administrators</td>
<td>92</td>
<td>170</td>
<td>282</td>
<td>251</td>
<td>3.09</td>
<td>0.92</td>
</tr>
<tr>
<td>Adequate tools and equipment</td>
<td>105</td>
<td>204</td>
<td>182</td>
<td>351</td>
<td>2.22</td>
<td>0.96</td>
</tr>
<tr>
<td>Job sharing (several employees doing the same job)</td>
<td>76</td>
<td>191</td>
<td>244</td>
<td>231</td>
<td>2.22</td>
<td>1.06</td>
</tr>
<tr>
<td>Compressed work week (working for 3 or 4 days instead of 5)</td>
<td>10</td>
<td>191</td>
<td>244</td>
<td>231</td>
<td>2.15</td>
<td>0.97</td>
</tr>
<tr>
<td>Time of payment of salary</td>
<td>304</td>
<td>317</td>
<td>99</td>
<td>22</td>
<td>3.22</td>
<td>0.78</td>
</tr>
</tbody>
</table>

Note: 3.01 - 4.00 = highly satisfied, 2.01 - 3.00 = moderately satisfied, 1.01 - 2.00 = fairly satisfied, 0.00 - 1.00 = not satisfied.

Hypothesis 1

There is no significant relationship between work-life balance and teachers' job satisfaction.

Table II: Relationship between work-life balance and teachers’ job satisfaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Sig (2tailed)</th>
<th>r</th>
<th>P</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-life balance</td>
<td>742</td>
<td>22.8934</td>
<td>8.53170</td>
<td>0.006</td>
<td>0.101</td>
<td>&lt;0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>742</td>
<td>41.6294</td>
<td>9.66435</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table, the result shows that a Pearson Product Moment Correlation Coefficient was calculated for the relationship between work-life balance and teachers’ job satisfaction. A positive correlation was found (r = 0.101, p < 0.05) which was significant. This indicates a significant linear relationship between work-life balance and teachers’ job satisfaction. This implies that, the more balanced the work-life of teachers are, the more the teacher’s job satisfaction. Therefore, the hypothesis that states that there is no significant relationship between the two variables is rejected.
Hypothesis 2

There is no significant relative contribution of work-life balance options to teachers’ job satisfaction.

Relative Contribution of Work-life Balance Options to teachers’ job satisfaction

Table III: Regression Coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>2.237</td>
<td>.656</td>
<td>3.412</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>Fair pay</td>
<td>1.944</td>
<td>.092</td>
<td>.242</td>
<td>21.153</td>
<td>Ho2 Rejected</td>
</tr>
<tr>
<td>Working conditions</td>
<td>2.003</td>
<td>.059</td>
<td>.436</td>
<td>34.026</td>
<td></td>
</tr>
<tr>
<td>Wellness programs</td>
<td>1.268</td>
<td>.067</td>
<td>.328</td>
<td>18.825</td>
<td></td>
</tr>
<tr>
<td>Flexible Work</td>
<td>980</td>
<td>.068</td>
<td>.253</td>
<td>14.335</td>
<td></td>
</tr>
<tr>
<td>Arrangements</td>
<td>-.473</td>
<td>.129</td>
<td>-.040</td>
<td>-3.675</td>
<td></td>
</tr>
<tr>
<td>Development/Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job Satisfaction

From the result displayed in the table, each of the work-life balance options made significant relative contribution to teachers’ job satisfaction. The result indicates the following beta weights which represented the relative contribution of the work-life balance options to teachers’ job satisfaction: working conditions made the highest contribution to teachers’ job satisfaction ($\beta = .436, p < 0.05$), followed by wellness programs ($\beta = .328, p < 0.05$), this was followed by flexible work arrangements with coefficient ($\beta = .253, p < 0.05$), followed by fair pay ($\beta = .242, p < 0.05$), and development/training programs ($\beta = -.040, p = 0.05$). Hence, there is significant relative contribution of work-life balance options to teachers’ job satisfaction.

Hypothesis 3

There is no significant joint contribution of work-life balance options to teachers’ job satisfaction.

Joint Contribution of Work-life Balance Options to teachers’ job satisfaction

Table IV: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63441.771</td>
<td>5</td>
<td>12688.354</td>
<td>1619.235</td>
<td>.000a</td>
<td>Ho3 Rejected</td>
</tr>
<tr>
<td></td>
<td>5767.309</td>
<td>736</td>
<td>7.836</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>69209.080</td>
<td>741</td>
<td>7.836</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.957a</td>
<td>.917</td>
<td>.916</td>
<td>2.79929</td>
</tr>
</tbody>
</table>

Predictors: flexible working arrangement, Wellness programs, Fair pay, Development/training programs, working condition, Criterion Variable: Job satisfaction.
From the table, the five variables namely: Flexible Work Arrangements, Wellness programs, Fair pay, development/training programs and working conditions taken together, jointly correlate positively (R = .957) with teachers’ job satisfaction. This implies that the five factors have positive multiple relationships with teachers’ job satisfaction. Hence they have the potential of explaining teachers’ job satisfaction to a certain extent. Also the five variables could explain 91.7% of total variance of teachers’ job satisfaction (R² = .917). This leaves the remaining 8.3% to other factors that were not considered in the study and the error (chance). The level of significance of the joint contribution of all independent variable is presented in the ANOVA Table, the table shows that R value of .957 is significant (F = 1619.235, P < 0.05). This implies that the five variables have joint contribution to teachers’ job satisfaction. Therefore, the null hypothesis is rejected.

Discussion

For the research question raised, the result shows that the level of job satisfaction among secondary school teachers is moderate. This is in contrast with the findings of Bolarinwa in Afe (2003) that, majority of the teachers sampled in their works regretted being teachers, while a large percentage said they were not satisfied with the teaching profession.

For hypothesis one, the result shows a positive correlation, indicating a significant linear relationship between work-life balance and teachers’ job satisfaction. This implies that the more balanced teachers’ work-life, the more the teachers’ job satisfaction. Therefore, the null hypothesis is rejected. This result corroborates the finding of Bushra and Yasir (2014) that significant positive relationship exists between work-life balance and job satisfaction. Teachers that can better manage both work and family may likely be more satisfied, which in turn, may result in better job performance, job commitment, job retention, and organizational loyalty. If teachers are satisfied, job turnover and absenteeism would be reduced to the barest minimum. Supporting this, Sorensen and McKim (2014) affirmed that positive relationship exists between work-life balance and job satisfaction. They stated that, an organization that accommodates the work family balance concerns and constraints of its employees is able to sustain a higher level of work commitment and job satisfaction among its labour force.

For hypothesis two, the result shows that there is significant relative contribution of work-life balance options to teacher’s job satisfaction; working conditions made the highest contribution to teachers’ job satisfaction, followed by wellness programs, this was followed by flexible work arrangements, followed by fair pay, and development/training programs. The differences in the rate of contribution might be due to the fact that deriving satisfaction from the work-life balance options can vary from teacher to teacher because some options may be more profitable and productive to one’s personal problems, while other options may not just work for one, and this may be due to different circumstances or situations which might complicate the accessibility of incorporating these work-life balance options into one’s busy daily schedule.

This finding is in line with the work of Anwar, Nadeem, Sabir, Faiz and Hina (2012) that, good compensation packages (fair pay) and fair reward system positively affects faculty members’ job satisfaction. The work of Johnson, Berg and Donaldson (2005) equally affirmed that, the conditions of teachers’ work affect their ability to teach well and the satisfaction they derive from their work. Artz (2010) also argued in the same view that, flexible work hours remained a significant and positive determinant of job satisfaction; Daley and Parfitt in Kluczyk (2013) equally expressed that wellbeing (wellness) programmes; improve employees’ psychological and physical fitness and job satisfaction. In the same vain, Ewen in Obineli (2013) confirmed further that, teachers’ satisfaction is directly linked with the quality and quantity of training and career opportunities provided.

For hypothesis three, the result shows that there is significant joint contribution of work-life balance options to teacher’s job satisfaction. Fapohunda (2014) asserted that having work-life balance options for all stakeholders enhances ability to resolve work-life balance challenges and increases the levels of job satisfaction, loyalty and dedication to the organization and employee commitment. According to McDonald and Bradley (2005), work-life balance initiatives at organizational level directly benefit employers as well as employees. This in turn enhances the job satisfaction, work engagement and work productivity of employees. These direct benefits to employees in turn promote the overall performance of the organization. Employees feel more satisfied with their work and family, when they enjoy the benefits of work life balance programs provided by their employers, (Bushra and Yasir, 2014).
Recommendations

The following recommendations were made based on the findings from this study:

Teachers, school owners and policy makers should be enlightened on the benefits of work-life balance options. Also, there should be reassessment of active work-life balance options and upgrading of current practices, so as to improve work-life balance and thereby maintaining and increasing teachers’ job satisfaction. Greater awareness and sensitization in schools should be created of available work-family balance options and assessments should equally be conducted regularly to recognize staff needs in balancing work and family or personal lives.

Conclusions

Work-life balance involves successfully managing paid work and other essential activities, such as spending time with family, participating in community service or pursuing additional study. Enhancing balance between work and personal lives by providing work-life balance options results in great benefits both for the school and teachers. For the teachers there is enhanced happiness, better sense of worth, health, attentiveness, and self-assurance, enhanced management of tasks, better driving force, and lower levels of stress. In the same vein, the school is able to take full advantage of existing human resources, attracts a wider variety of quality applicants, added commitment and drive from teachers, low absenteeism and greater output. The work-life balance options in the workplace (especially the secondary school system) should therefore support employees (teachers inclusive) in their work-life balance choices.

References


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