WORK-LIFE BALANCE AND JOB SATISFACTION OF FEMALE ACADEMIC STAFF IN PUBLIC UNIVERSITIES

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Abstract
This study examined work-life balance and job satisfaction of female academic staff in public universities in Lagos State, Nigeria. Descriptive survey research design was adopted. A total of 93 female academics were selected from University of Lagos (UNILAG), Akoka and Lagos State University (LASU), Lagos State, Nigeria using purposive sampling technique. Two types of instruments were used namely: Work-Life Balance Scale (WOLBS) and Job Satisfaction Scale (JOSS) with reliability coefficients of 0.913 and 0.904. Regression analysis was used for testing the hypotheses at .05 significance level. The findings revealed that flexible-work hours, work-shift and study leave significantly influence job satisfaction of female academic staff. About 21% of the variance in job satisfaction of female academic staff was accounted for by the linear combination of the independent variables (flexible-work hours, work-shift and study leave). The implication of this is that work-life balance policy practices in University of Lagos (UNILAG), Akoka and Lagos State University (LASU), Lagos State, needs improvement in order for female lecturers to strike a satisfactory balance between the time they spend at work and the time they spend on non-work roles. It was recommended that efforts should be geared towards ensuring that work-family balance policy options (such as job sharing, compressed working hours, telecommuting, flexi time, child-care assistance, and so forth) are made for women academics. Such policies should prioritize work flexibility for female academics.

Keywords: Work-Life Balance, Flexible-Work Hours, Work-Shift, Study Leave, Job Satisfaction, Female Academics.

Introduction
Job satisfaction is important and desirable for organization goal achievement. This is because a satisfied employee is likely to be motivated towards the accomplishment of set goal and objectives. Job satisfaction refers to the fulfilment a worker derives from day-to-day activities in his or her job. A worker who has high job satisfaction is perceived to have a high level of commitment to his or her work. It relates to worker perception of what he or she expects to get from work and what he is actually getting. Korlo and Akintunde (2016) defined job satisfaction as a function of the extent to which a worker aspirations, desires and needs are met or satisfied on the job. Job satisfaction according to Szromek and Wolniak (2020), is a sign of how the employees perceive their work, assessing it through electiveness, the opportunity to use their resources and abilities, and the feeling of fulfillment from the performed job. Job stress is an attribute that can often lead to decreased overall feeling of satisfaction and decreasing performance among workers and create a feeling of constant stress at workplace. This causes decreased productivity and commitment issues in workers working in organizations. Such a situation can be faced in any sector, at any workplace including the
academic sector. In a study conducted by Hijazi, Kasim and Daud, (2017), it was found that the academic staff workings across the higher education institutions was not satisfied with their jobs and are not motivated by the rewards as well. Bodla, Hussain and Chen, (2014) mentioned in their study that academic staff on the positions like that of an instructor, lecturers and professors feel uncertainty and anxiety because of the nature of their contract with the university which is usually short term or temporary which leads to reduced job satisfaction. Due to this, such institutions are facing the problem of work induced stress related, which further leads to decreased commitment from academic staff. Hundera, (2014) reasoned that because of above factors academicians are always in search of new job opportunities thereby leading to reduced commitment.

Evidences have showed that one of the important antecedents of academic job satisfaction is work-life balance. With increasing levels of stress, competition and insecurities in life, work-life balance issues have become extremely important. Employees are looking for ways that will help them balance between work and personal life effectively. Work life Balance is timely important area of Human resources Management and has become a top priority for workers everywhere. Work life balance is considered as a new development to manage work life conflict experienced by employees in the workplace. The quest for work life balance became necessary to reduce stress being faced by employees in work environment both in educational institutions and other sectors in the country. The growing recognition in the desire of all working people, irrespective of their matrimonial status to achieve a healthier and more convenient balance of their roles and responsibilities as posited by Sturges and Guest (2004) has directed certain search light towards the concept of work-life balance and the need to look into the creation of a better work policy that would entertain flexibility in work arrangements and task accomplishment within the work context.

Work-life balance is a process of managing work and family life towards achieving individual and organizational goals. Aremu and Abogunrin (2018) defined Work life balance as achieving satisfying experiences in all life domains. Kirchmeyer went on to be more prescriptive, stating that to achieve satisfying experiences in all life domains requires personal resources like energy, time and commitment to be well distributed across domains. It is a harmonious and holistic integration of work and non-work, so that men and women can achieve their potential across the domains in which they play out their life roles. This implies the integration of various works in a holistic manner in order for workers to fully achieve their potential in building their career opportunities. Work life balance reduces stress and other health related issues which are normally induced by work styles, and thereby enables a greater life satisfaction and ability to meet work while attending to family commitments and other non-work responsibilities. Another major issue that may hinder employee job satisfaction is when work life balance incentives are not adhered to by the management of the institutions. These may lead some staff to work round the clock with little attention to themselves and their families, which may result to broken home and poor parental upbringing.

The personal issues that Nigerian academic staff faces outside work, may demoralize them and in turn discourage them to be zealous in carrying out their duties. In that case, organization introduce work life balance practices such as (flexi-time, job sharing, casual
leave, time management, telecommuting, work-shift among others.) in order to improve staff’s commitment and bring about job satisfaction. Work life balance programs especially flexi work allows academic staff to determine the start and the end times of their working day, provided a certain number of hours is worked. This gives them greater latitude in choosing his or her particular hours of work, or freedom to change work or lecture hours depending on the employee’s personal needs. Failure to adopt work life balance engendering programmes may lead to higher job stress, job dissatisfaction and unbalanced work life among staff. Oludeyi and Olajide (2016) found out that work-family interface may influence both occupational and general wellbeing of academic staff in tertiary institutions. Voydanoff (2004) stated that balancing work and family responsibilities is crucial for employees’ wellbeing, commitment, productivity, sustainable work, and less stress. Societal changes due to female education, informed societies and information technologies over the past years have increased the high number of females into the workforce all over the world and as single income can no longer sustain the family. The growing trend is multaneously increases a concern for female employees to achieve work-life balance as female assume more family responsibilities culturally. However, culture is accepting such changes in the workforce population, yet female cannot ignore their most important family role Nicole (2003) posit that work-family conflict has now become a general problem among employees and it is an unwanted condition which is affecting quite a number of other areas within and outside the family negatively, these include: an increase in prolong fatigue, high level of absenteeism at the work, and job satisfaction. He further revealed that work-family conflict sometimes leads to broken homes, and polygamy or an unexpected marriage and that work-family conflict is influenced by factors from both the work and home conditions. In addition Warner (2005) observed that the most common effects related with work-family conflict are higher cases of job and family distress, poor health outcomes, and decreased job and life satisfaction. These ugly incidents brought the need for current study.

Statement of Problem
Traditionally, in Africa culture, it is view that women are for domestic work and rearing of children. Due to global challenges and economic changes, significant number of women now take-up executive positions in organization in Nigeria. Evidences have showed that women may have some loads of difficulty in balancing work with children, friends, relatives, and other commitments outside the place of work and this may impact on a person’s satisfaction in their work. The day-to-day tasks of teaching, formulating questions, marking scripts, engaging in research, supervising students, performing community service duties within and outside the institution by academics, the tripartite demand that academic jobs place on lecturers is enormous. Evidence has revealed that most academics’ time is taken mostly by research and writing that are usually carried out in evenings and weekends, if care are not taken, this may cause family conflict particular on the part of female academics because this is time women need to keep up their homes and raise their families. These remained a concern among female academics. Balancing multiple conflicting roles of being a professional, a mother, a house worker, among others, is a stressful but indispensable routine. These ugly incidents prompted this study to examine the extent to which work-life balance might influence job satisfaction of female academic staff in public universities in Lagos State, Nigeria.
Objectives of the Study
The main objective of the study was to examine work-life balance and job satisfaction of female academic staff in public universities in Lagos State, Nigeria. Specifically, the study examined the:

1. Influence of flexible-work hours on job satisfaction of female academic staff in public universities.
2. Influence of work-shift on job satisfaction of female academic staff in public universities.
3. Influence of study leave on job satisfaction of female academic staff in public universities.
4. Joint contribution of work-life balance variables on job satisfaction of female academic staff in public universities.

Hypotheses
H01: There is no significant influence of flexible-work hours on job satisfaction of female academic staff in public universities in Lagos State.
H02: There is no significant influence of work-shift on job satisfaction of female academic staff in public universities in Lagos State.
H03: There is no significant influence of study leave on job satisfaction of female academic staff in public universities in Lagos State.
H04: There is no significant joint contribution of work-life balance variables on job satisfaction of female academic staff in public universities in Lagos State.

Scope of the Study
The study was conducted in University of Lagos (UNILAG), Akoka and Lagos State University (LASU), Lagos State, Nigeria. In terms of contents coverage, flexible-work hours, work-shift and study leave were used as measurement variables for work-life balance.

Theoretical Framework
Spill-Over Theory
This paper was anchored on spillover theory developed by Guest in 2002. Theory postulates the conditions under which spill-over between the work micro system and the family micro system occurs. It can either positive or negative. If work-family interactions are rigidly structured in time and space, then spill over in term of time, energy and behaviour will be negative (Guest, 2002). When flexibility occurs which enables individuals to integrate and overlap work and family responsibilities in time and space lead to positive spill over which is instrumental in achieving healthy work life balance. According to Guest (2002), the determinants of work life balance are located in the work and home contexts. Contextual determinants include demands of work, culture of work, demands of home and culture of home. Individual determinants include work orientation (i.e. the extent to which work (or home) is a central life interest), personality, energy, personal control and coping, gender and age, life and career stage. The nature of work life balance was defined both objectively and subjectively. The objective indicators include hours of work and hours of uncommitted or free time outside work. Subjective indicators refer to the states of balance and imbalance. He also noted that balance may be reported when equal weight is given both to work and home or, when home or work dominates by choice. Spill over occurs when there is interference of one
sphere of life with other. Also, numerous outcomes of work life balance which include personal satisfaction and wellbeing at work, home and life as a whole, performance at work and home, impact on others at work, family and friends. The relevance of this theory to the study is that universities are expected to adopt positive work life balance policies that will enable employees particularly female academics have a positive work life balance in which will make them be effectively committed and satisfied towards achieving the organization’s goals.

**Empirical Review**

In Sri Lanka, Aruna Shantha (2019) examined the impact of work-life balance on job satisfaction with special reference to ABC Private Limited. The study was done using 360 employees as a sample. A self-administered questionnaire was distributed randomly to a sample of 360 full time employees. The data were analyzed using factor analysis and structural Equation model. The results revealed that most of the employees seem not satisfied with their job and as a result they cannot have proper work life balance.

Khairunneeza, Suriani and Nadirah (2017) investigated the state of perceived work-life balance satisfaction among academics in public universities in Malaysia. Purposive sampling and snowball sampling techniques were used. Their findings revealed that there are mixed responses in regards to the general feelings of satisfaction with the work-life balance among the interviewed academic members.

Agha, Azmi and Irfan (2017) investigated work-life balance and job satisfaction in higher education teachers in Oman. They found out that while work interference with personal life and personal life interference with work had a negative relationship with job satisfaction, work and personal life enhancement had a positive relationship with job satisfaction.

Arif and Farooqi (2014) determined the impact of work life balance on job satisfaction and organizational commitment among university teachers in Pakistan. A total sample of 171 employees gathered via stratified random sampling which has been provided the basis for analysis. Data was collected through questionnaire and analyzed through SPSS. Their findings indicated a significant positive relationship exists between work life balance and job satisfaction of university teachers. The Pearson correlation results also indicated that there is positive relationship exists between work life balance and organizational commitment of university teachers.

Fayyazi and Aslani (2015) investigated the impact of work-life balance (WLB) on employees’ job satisfaction and turnover intention. Regression analysis was used to analyze the data collected from 265 questionnaires completed by employees in an Iranian industrial company. Their findings revealed a significant positive relationship with job satisfaction, and a significant negative relationship with turnover intention.

Lewis (2016) investigated the work-life balance experiences of 11 full-time academic lecturers in Switzerland using a case study approach. He found out that perceptions of available time are stretched beyond reasonable boundaries.
Barlas (2016) examined the change of the determinants of job satisfaction and the commitment among the academic staff between the years 2002 and 2014, in a faculty of a distinguished Turkish university in different age, gender, and positional tenure groups. The analyses of two different time survey data revealed that positional tenure, age, gender, compensation, and marital status have different effects during the 12 years period of time. Concerning the job characteristics, job level is important for increasing the continuation commitment of academic staff. The females are more committed than males.

In Nigeria, Adebayo (2016) carried study on the work-life balance among academic staff of the University of Lagos. The author used a case study design and collected data from interviews process. The findings were that the academic staffs understand work-life balance and its importance.

Ogechi and Nwaeke (2019) aimed at assessing work-life balance and employees’ job performance in oil servicing companies in the Niger Delta Region, Nigeria. They used descriptive survey research design. Their findings revealed a significant difference exists between the opinions of staff on the influence of recreational activities on employees’ productivity in oil servicing companies in the Niger Delta Region. Also, it was found that the opinions of staff do not differ on the influence of delegation of duties on employees’ job commitment in oil servicing companies in the Niger Delta Region.

Oludeyi and Olajide (2016) examined the influence of work-family interface on occupational and general wellbeing of women in academia. A descriptive survey research design was adopted, with a researcher designed set of questionnaires of reliability co-efficient of 0.72 obtained through Cronbach alpha methods. A stratified random sampling technique was adopted in selecting 220 participants from two tertiary institutions in Ibadan, Nigeria out of which 181 were used for data analysis. Their findings revealed that work-family interface significantly correlates with, and influences both occupational and general wellbeing of female lecturers.

Nwagbara (2020) examined the relationship between the institution’s organizational work-life-balance (WLB) policies and practices and subsequent challenges faced by Nigerian workers. The findings revealed that Nigeria unique institutional context frames and foster challenges for female workers. Also, it was identified that institutional and socio-cultural pressures on female employees demonstrate that consequent challenges, while common to female workers in other countries, are more intense and challenging in Nigeria because of its peculiar institutions and context.

Adekanye and Nduka (2017) examined work-family conflict, job satisfaction and job performance of female librarians in nine selected federal academic libraries in South-West, Nigeria. Data collected were analyzed using descriptive statistical tools. Hypotheses formulated in the study were tested using Pearson Product Moment Coefficient and Regression analysis at 0.05 level of significance. They showed that work-family conflicts have low effect on job satisfaction and job performance of female librarians. The study also found that the overall score on job satisfaction indicated that female librarians are satisfied with their job.
Conceptual Model

![Conceptual Model Diagram]


This study examined work-life balance and job satisfaction of female academic staff in public universities in Lagos State, Nigeria. Work-life balance was measured using flexible-work hours, work-shift and study leave and these variables represent independent variables and job satisfaction was the dependent variable, female academics is moderating variable.

Methodology
Descriptive survey research design was used in this study. The population of the study comprised academic staff of University of Lagos (UNILAG), Akoka and Lagos State University (LASU), Lagos State, Nigeria. These staff fell within the categories of Professors, Associate Professors, Readers, Senior Lecturers, Lecturers I, Lecturers II and Assistant Lecturers. A total of 93 female academics were selected using purposive sampling technique as sample size. Two types of instruments were used namely: Work-Life Balance Scale (WOLBS) and Job Satisfaction Scale (JOSS). The instrument was validated by experts from relevance fields. The reliability of the instruments were carried out twice using Pearson Product Moment Correlation (PPMC) and yielded 0.913 and 0.904 reliability coefficients for the two instruments respectively. Regression analysis was used for testing all the 4 hypotheses at .05 significance level. Decision Criteria: When p-value is greater than the significance level (p > .05) null hypothesis is accepted, otherwise, the hypothesis is rejected.

Results and Discussion
H0: There is no significant influence of flexible-work hours on job satisfaction of female academic staff in public universities in Lagos State.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>14.900</td>
<td>2.442</td>
<td>6.100</td>
<td>.000</td>
</tr>
<tr>
<td>Flexible-work hours</td>
<td>.397</td>
<td>.086</td>
<td>.436</td>
<td>4.618</td>
</tr>
</tbody>
</table>
WORK-LIFE BALANCE AND JOB SATISFACTION OF FEMALE ACADEMIC STAFF IN PUBLIC UNIVERSITIES

a. Dependent Variable: Job satisfaction

Table 1 showed that independent variable (flexible-work hours) was found to be significant and strongly influence job satisfaction of female academic staff. The p-value was less than 0.05 and magnitude of flexible-work hours ($\beta = .397$, t = 4.618, P<.05). Therefore, the null hypothesis was rejected and the researchers concluded that there was significant influence of flexible-work hours on job satisfaction of female academic staff in public universities in Lagos State.

H0: There is no significant influence of work-shift on job satisfaction of female academic staff in public universities in Lagos State.

Table 2: Influence of work-shift on job satisfaction of female academic staff in public universities in Lagos State

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>15.620</td>
<td>2.548</td>
<td>.398</td>
<td>6.130</td>
</tr>
<tr>
<td>Work-shift</td>
<td>.386</td>
<td>.093</td>
<td>.398</td>
<td>4.135</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job satisfaction

Table 2 showed that independent variable (work-shift) was found to be significant and strongly influence job satisfaction of female academic staff with the p-value less than 0.05 and magnitude of work-shift ($\beta = 0.386$, t = 4.135, P<.05). Therefore, null hypothesis was rejected and the researchers concluded that there was significant influence of work-shift on job satisfaction of female academic staff in public universities in Lagos State.

H0: There is no significant influence of study leave on job satisfaction of female academic staff in public universities in Lagos State.

Table 3: Influence of study leave on job satisfaction of female academic staff in public universities in Lagos State

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>15.881</td>
<td>.467</td>
<td>.203</td>
<td>34.016</td>
</tr>
<tr>
<td>Study leave</td>
<td>.616</td>
<td>.154</td>
<td>.203</td>
<td>3.992</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job satisfaction

The first important thing to note in Table 3 is that the sign of the coefficient of study leave is positive. This implies that job satisfaction of female academic staff increases with study leave. Furthermore, the probability (p = 0.02) as reported in Table 3 for
study leave implies that the slope ($\beta = 0.616$) is statistically significant ($\beta = 0.616$, $t = 3.992$, $P<.05$). Hence, the null hypothesis was rejected and the researchers concluded that there was significant influence of study leave on job satisfaction of female academic staff in public universities in Lagos State.

$H_0$: There is no significant joint contribution of work-life balance variables on job satisfaction of female academic staff in public universities in Lagos State.

**Table 4: Joint contribution of work-life balance variables on job satisfaction of female academic staff in public universities in Lagos State**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>f-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>517.023</td>
<td>2</td>
<td>258.512</td>
<td>13.013</td>
<td>0.002</td>
</tr>
<tr>
<td>Residual</td>
<td>1787.880</td>
<td>90</td>
<td>19.865</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2304.903</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Job satisfaction

Table 4 showed that there was significant joint contribution of the independent variables (flexible-work hours, work-shift and study leave) on the dependent variable (job satisfaction of female academic staff); $R = 0.472$, $P<.05$. The Table further revealed {20.7% (Adj. $R^2 = 0.207$)} that about 21% of the variance in job satisfaction of female academic staff was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; $F (1, 98) = 39.104$, $P<.05$.

**Discussion of Findings**

The findings revealed that there was significant influence of flexible-work hours on job satisfaction of female academic staff in public universities in Lagos State. These findings correlate with Arif and Farooqi (2014) who determined the impact of work life balance on job satisfaction and organizational commitment among university teachers in Pakistan and s indicated a significant positive relationship exists between work life balance and job satisfaction of university teachers.

It was also indicated that there was significant influence of work-shift on job satisfaction of female academic staff in public universities in Lagos State. These findings corroborate with Oludeyi and Olajide (2016) who revealed that work-family interface significantly correlates with, and influences both occupational and general wellbeing of female lecturers.
There was significant influence of study leave on job satisfaction of female academic staff in public universities in Lagos State. About 21% of the variance in job satisfaction of female academic staff was accounted for by the linear combination of the work-life balance variables (flexible-work hours, work-shift and study leave). These findings correlate with Nwagbara (2020) who identified that institutional and socio-cultural pressures on female employees demonstrate that consequent challenges, while common to female workers in other countries, are more intense and challenging in Nigeria because of its peculiar institutions and context. Adekanye and Nduka (2017) showed that work-family conflicts have low effect on job satisfaction and job performance of female librarians.

Conclusion and Recommendations
Job satisfaction of academics staff remained a concern to Government and University Administrators, particularly, female academics that combined office work together with homework. This study has successfully examined work-life balance and job satisfaction of female academic staff in public universities in Lagos State, Nigeria. The following conclusions were drawn based on the findings of the study that there was significant positive joint contribution of flexible-work hours, work-shift and study leave on the job satisfaction of female academic staff and that about 21% of the variance in job satisfaction of female academic staff was accounted for by the linear combination of flexible-work hours, work-shift and study leave. The implication of this is that work-life balance policy practices in University of Lagos (UNILAG), Akoka and Lagos State University (LASU), Lagos State, Nigeria needs improvement in order for female lecturers to strike a satisfactory balance between the time they spend at work and the time they spend on non-work roles. Based on the findings, the following recommendations were provided:

1. Providing flexible working hours such as rostered days off and family friendly starting and finishing times.
2. Allowing flexible work arrangements such as job sharing and working at home
3. It was also recommended that efforts should be geared towards ensuring that work-family balance policy options (such as job sharing, compressed working hours, telecommuting, flexi time, child-care assistance, and so forth) are made for women academics. Such policies should priorities work flexibility for female academics.
4. It was recommended that adequate consideration should be given to the development of guidelines in order to ensure that working hours does not affects the work-family of female academics in Nigerian as well as provide supportive management policy in order to minimize the conflict between work and family.
5. A supportive management policy is necessary to minimize the conflict between work and family. Government and University management should realize the importance of work–family relationship and the effect it has on job satisfaction and they are required to introduce appropriate policies in this area. The need for such policy is required to take care of work family conflicts.
References


