

**WORK - LIFE BALANCE AND TEACHERS' EFFECTIVENESS IN PRIVATE
PRIMARY SCHOOLS IN OREDO LGA OF EDO STATE, NIGERIA**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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UNIVERSITY OF BENIN, BENIN CITY.**

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CERTIFICATION

We, the undersigned certify that this project work was carried out by Ogbe Kobidi Miracle, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Educational Management.

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DEDICATION

I, **Miracle Kobidi OGBE**, gladly dedicate this Project Work, firstly, to God Almighty, the giver and sustainer of life; who granted me the divine enablement to have accomplished this work. Of course, I must not fail to dedicate it to my beloved Husband Pastor Precious Iredia Ahunwan for their huge supports. May the good Lord bless you all richly, in Jesus' Name. Amen!

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ABSTRACT

This examined the Work - Life Balance and Teachers' Effectiveness In Private Primary Schools In Oredo Lga Of Edo State, Nigeria, Six research questions were raised to guide this study.

The population of the study consist of all eighty-six (86) teachers from the 25 private primary schools in Oredo Local Government Area of Edo State. The sample size selected for this study is 80 teachers from the total population, this was selected using simple random sampling technique

The following findings of the study revealed that; Teachers who reported heavy workloads, particularly extended teaching hours and administrative duties, expressed difficulty in effectively managing their professional responsibilities. This affected their teaching quality, including lesson preparation, student engagement, and individual attention. Many teachers found it hard to balance work with personal life, leading to burnout and decreased performance. Schools that offered organizational support, such as flexible working hours, reduced administrative burden, and sufficient planning time, saw an increase in teacher effectiveness. Teachers in such environments exhibited higher job satisfaction, engagement, and a more positive approach to their roles. The following recommendations were made; Private primary schools should develop and implement formal work- life balance policies (including flexible scheduling, manageable non-teaching duties, and clear boundaries for after-hours tasks) to enhance teacher effectiveness. School administrators should monitor and regulate teachers' workload (teaching hours, administrative responsibilities, extra-curricular duties) to ensure that these do not encroach excessively on preparation time, rest, or personal life.

CHAPTER ONE

INTRODUCTION

Background to the Study

Work-life balance refers to the equilibrium between professional responsibilities and personal life commitments. Greenhaus and Allen (2014) define it as “the extent to which individuals are equally engaged in and equally satisfied with their work role and their family role.” For teachers, this involves managing tasks such as lesson planning, classroom instruction, grading, extracurricular responsibilities, and meetings, alongside personal roles like parenting, caregiving, and social interactions.

The teaching profession is inherently demanding. According to Kyriacou (2021), teaching is among the professions with the highest levels of work-related stress. This is exacerbated by large class sizes, administrative pressures, inadequate teaching resources, and unrealistic performance expectations. When such pressures are not managed effectively, they can encroach upon teachers’ personal time and disrupt their work-life balance. Teachers’ effectiveness refers to their ability to facilitate student learning, manage classrooms efficiently, and contribute positively to the school environment. Numerous studies have shown a direct link between WLB and teacher effectiveness. For instance, Kinman, Wray, and Strange (2011) found that teachers who experience

poor work-life balance report lower levels of job satisfaction, reduced motivation, and higher rates of burnout all of which negatively impact their teaching performance.

Teachers' effectiveness and work-life balance are shaped by several factors, including gender, marital status, and the size of the school in which they work. Gender plays a significant role in shaping teachers' effectiveness. Societal expectations and responsibilities can place added pressure on female teachers, who may be expected to balance both work and family obligations. This balancing act can, at times, detract from their overall teaching effectiveness. Furthermore, gendered expectations often influence how teachers are perceived within the educational environment, including the level of support they receive from school administration.

Marital status is another important factor that influences both effectiveness and work-life balance. Teachers who are married, particularly those with children, may find themselves navigating the demands of home life while trying to maintain their professional commitments. This can lead to time-management challenges, which can either enhance or hinder their performance in the classroom. For single teachers, the absence of familial responsibilities may allow for more time and focus on work. However, they might face other challenges, such as a lack of family support and the pressure of managing multiple roles, which can impact both their teaching effectiveness and their personal well-being. The size of the school where a teacher works also has a substantial

effect. In smaller schools, teachers may assume multiple roles and responsibilities beyond teaching, which could either boost their sense of purpose or overwhelm them. Smaller class sizes may offer the benefit of personalized instruction, but teachers may struggle with additional non-teaching duties. On the other hand, in larger schools, teachers typically have access to more resources and support. However, they may also experience the pressure of larger class sizes, more administrative responsibilities, and an increased workload, all of which can strain their ability to balance their personal and professional lives.

In sum, these factors gender, marital status, and school size—interact in various ways to influence both teachers’ effectiveness and their work-life balance. The dynamics within these areas can either support or challenge a teacher’s ability to perform optimally in the classroom and maintain a fulfilling personal life. Teacher effectiveness is broadly defined as the ability of teachers to positively influence student learning outcomes through instructional competence, classroom management, and student engagement. Work-life balance significantly impacts this effectiveness. When teachers are overwhelmed or burned out due to poor work-life balance, it diminishes their ability to deliver high-quality teaching and engage effectively with students. Research supports a strong correlation between work-life balance and professional effectiveness. For instance, a study by Akintayo (2010) found that teachers who experienced balanced work and personal lives reported higher motivation, job satisfaction, and performance. These teachers were

more likely to be punctual, better prepared for lessons, and more innovative in their instructional strategies. Conversely, poor work-life balance led to increased absenteeism, stress-related illnesses, and lower student performance.

Teacher effectiveness in primary schools is a central determinant of educational outcomes and plays a critical role in the academic, emotional, and social development of young learners. At this foundational stage of education, the teacher's ability to engage pupils, communicate clearly, manage the classroom, and employ diverse instructional strategies directly influences not only cognitive gains but also students' motivation, behavior, and lifelong learning attitudes.

Statement of the Problem

These imbalances may lead to stress, low job satisfaction, decreased motivation, and ultimately reduced effectiveness in teaching (Adeniji, 2021). Yet, there is a paucity of empirical studies in the local context of Oredo that investigate the relationship between teachers' work-life balance and their effectiveness. This study seeks to fill that gap by examining how balance—both professional and personal impacts the performance and output of teachers in private primary schools in the region.

Despite the recognized importance of teacher effectiveness in determining student outcomes, there appears to be a significant oversight regarding the role of balance in promoting such effectiveness in private primary schools. Anecdotal evidence suggests that many private school teachers in Oredo experience challenges such as long working hours, inadequate rest, unrealistic expectations from school management, and insufficient time for family or personal development.

Research Questions

1. What is the level of teachers' effectiveness in primary schools in Oredo LGA?
2. What is the work-life balance situation among primary school teachers in Oredo LGA?
3. What is the relationship between work-life balance and teachers' effectiveness in primary schools in Oredo Local Government Area of Edo State?
4. What is the relationship between school teachers' effectiveness and school size in private primary schools within Oredo Local Government Area of Edo State?
5. Does the relationship between work-life balance and teacher effectiveness differ based on the sex of teachers in private primary schools in Oredo Local Government Area of Edo State?

6. Does the relationship between work-life balance and teacher effectiveness differ based on the marital status of teachers in private primary schools in Oredo Local Government Area of Edo State?

Hypotheses

Research question 1 and 2 were answered while questions 3 -6 were hypothesized and tested at 0.05 level of significance

HO₁: There is no significant relationship between work-life balance and teachers' effectiveness in primary schools in Oredo Local Government Area of Edo State.

HO₂: There is no significant relationship between school teachers' effectiveness and school size of private primary schools in Local Government Area of Edo State.

HO₃: There is no significant differences in relationship between work-life balance and teacher effectiveness base on the sex of teachers in private primary schools in Oredo Local Government Area of Edo State.

HO4: There is no significant difference in relationship between work-life balance and teachers effectiveness based on a teachers marital status in private primary school teachers in private primary school teachers in Oredo Local Government Area of Edo state.

Purpose of the Study

The main purpose of this study is to investigate teachers' effectiveness and the factors that influence it, Specifically, the study aims to:

- Determine the level of teachers' effectiveness in private primary schools in Oredo LGA.
- Examine the work-life balance situation among private primary school teachers in Oredo LGA.
- Assess how work-life balance influences teachers' effectiveness.
- Investigate the role of school size in determining the effectiveness of teachers in private primary schools.
- Explore the differences in the relationship between work-life balance and teacher effectiveness based on the sex of teachers.

- Examine the impact of marital status on the relationship between work-life balance and teacher effectiveness.

Significance of the Study

The study will be of immense benefit to the following: - Teachers in Private Primary Schools, School Administrators, Pupils, Parents, Educational Policy, Researchers.

Teachers stand to gain significantly from this research as it raises awareness about the impact of work-life balance on their job performance, health, and overall job satisfaction. By receiving practical recommendations on how to manage their workload, cope with stress, and balance personal and professional responsibilities, teachers can enhance their well-being and job efficiency. Furthermore, the findings empower them to advocate for improved working conditions and support within their schools.

School leaders and proprietors will benefit from a clearer understanding of how teacher well-being is directly linked to school productivity and effectiveness. The research provides insights that can inform the development of staff-friendly policies such as flexible scheduling, wellness initiatives, and workload management. By addressing these areas, administrators can reduce teacher burnout and turnover, leading to a more stable and motivated teaching workforce.

Pupils are indirect yet crucial beneficiaries of improved work-life balance among teachers. When teachers are mentally and physically healthy, they are more motivated and capable of delivering high-quality instruction. This, in turn, enhances pupils' learning experiences and can lead to better academic performance.

Parents and guardians benefit when their children receive a better education from committed and balanced teachers. Effective teaching often results in improved learning outcomes, which aligns with parents' educational aspirations for their children. Additionally, when teachers are less stressed, parent-teacher communication and collaboration may also improve, fostering a more supportive learning environment.

Policy makers and education regulators can use the findings to shape policies aimed at improving teacher welfare and establishing standards for private schools. This research offers evidence-based insights that can guide the creation of regulations ensuring that teachers in private institutions are not overburdened and receive adequate support to perform their roles effectively.

For researchers, this study contributes to the growing body of knowledge on teacher well-being and school effectiveness in Nigeria. It also lays the groundwork for further academic inquiry into related areas such as human resource management in education, mental health among educators, and institutional best practices.

Scope and Delimitations of the Study

The study is limited to. It focuses primarily on the work-life balance of teachers and how it affects their teaching effectiveness. Public primary schools and secondary institutions are excluded from the study. Some of the areas to cover in work –cite balance and school teacher’s effectiveness are Factors Influencing Work-Life Balance, Impact of Work-Life Imbalance, Strategies for Improving Work-Life Balance Societal and Cultural Perspectives, Measuring Work-Life Balance, Challenges and Future Trends. Additionally, the research concentrates on teachers’ self-reported experiences and performance, which may introduce subjectivity. The study will be delimited to private primary schools in Oredo Local Government Area of Edo state.

Definition of Terms

The following terms were operationally defined:

- **Teacher Effectiveness:** The ability of a teacher to facilitate learning, manage classrooms efficiently, achieve student performance goals, and maintain professional standards.
- **Private Primary Schools:** Non-governmental educational institutions offering foundational education to children typically aged 5–12.

- **Work-Life Balance:** A state of equilibrium where the demands of personal life, professional obligations, and social responsibilities are appropriately managed.
- **School size:** refers to the physical and organizational dimensions of a school, which include the number of students enrolled, the number of staff members, the extent of the school's facilities, and the resources available for academic and extracurricular activities. It can also involve the school's infrastructure, such as the number of classrooms, libraries, sports facilities, and other essential buildings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to the study has been grouped under the following sub-headings:

- Concept of Work-Life Balance
- Level of Teachers' Effectiveness in Primary Schools
- Work-Life Balance Situation Among Primary School Teachers
- Relationship Between Work-Life Balance and Teachers' Effectiveness in Primary Schools
- Relationship Between School Teachers' Effectiveness and School Size in Private Primary Schools
- Impact of Teachers' Sex on the Relationship Between Work-Life Balance and Teacher Effectiveness in Private Primary Schools
- Impact of Teachers' Marital Status on the Relationship Between Work-Life Balance and Teacher Effectiveness in Private Primary Schools
- Summary of Reviewed Literature

Concept of Work-Life Balance

Work-life balance is a multifaceted concept that has increasingly gained scholarly and organisational attention in discussions about employee well-being, workplace performance, and sustainable human resource strategies. At its core, work-life balance refers to the extent to which individuals can effectively manage the responsibilities of their work life alongside personal, familial, and social commitments without significant conflict or detriment to either domain. It implies a state of equilibrium where employees feel in control of their time and energy across various roles, enhancing both individual satisfaction and organisational outcomes (Allen., 2020; Sirgy & Lee, 2018).

The term “work-life balance” emerged prominently during the late 20th century, particularly in the 1980s, in response to concerns about overwork, employee burnout, and deteriorating family relations (Greenhaus & Allen, 2021). In today’s digitalised and fast-paced work environment, the traditional boundaries that once separated work from home life have increasingly dissolved. The ubiquity of mobile technology, virtual meetings, and always-on email culture has made it difficult for many workers to disengage from work during non-working hours, leading to what is now called "role spillover" or "boundary blurring" (Derks., 2015; Mazmanian, 2016). This erosion of boundaries has reshaped the way scholars and practitioners conceptualise

work-life balance, emphasising integration, flexibility, and psychological detachment as key variables (Wepfer., 2018).

From a theoretical lens, several frameworks help explain how individuals navigate multiple roles and domains. The Boundary Theory suggests that individuals create psychological, physical, and behavioural limits to delineate between work and personal life. When these boundaries are weak or overly permeable, stress and conflict may arise (Clark, 2020; Kreiner et al., 2019). Similarly,

Contrary to the conflict-based models, Work-Family Enrichment Theory underscores the possibility of positive interaction between work and family domains. According to this view, experiences in one domain can improve the quality of life in another through skill acquisition, increased self-esteem, and social capital (Greenhaus & Powell, 2016; McNall, 2015). For instance, leadership skills developed at work may improve family decision-making, while emotional support from family can enhance resilience at work.

It is important to note that work-life balance is not a universal or static experience. Rather, it is influenced by a multitude of factors including job type, life stage, cultural norms, gender, and organisational policies. A young single professional may define balance in terms of social freedom and career autonomy, whereas a parent with dependents may prioritise flexible hours or access to

parental leave (Lyness & Judiesch, 2014; Putnick et al., 2022). Gender plays a significant role in shaping experiences of balance. Empirical findings have consistently shown that women, especially mothers, report higher levels of work-life conflict than their male counterparts due to societal expectations surrounding domestic roles (Mughal et al., 2023; O'Docherty & Li, 2022). Even in organisations with formal equality policies, underlying gendered assumptions may hinder actual practice, leading to what According to Lewis et al. (2017), This is known by scholars as the "implementation gap."

Equally significant is the organizational environment. Flexible work schedules, supportive management, job autonomy, and non-punitive time-off policies have all been associated with higher levels of work-life satisfaction and job commitment (Allen et al., 2019; Brough et al., 2020). For instance, Hammer et al. (2016) discovered that employee stress is significantly reduced and retention is enhanced when supervisors assist family-related demands. Conversely, lengthy hours, strict schedules, and unhelpful supervisors increase the likelihood of burnout, absenteeism, and turnover (Schaufeli et al., 2020).

This has prompted businesses to implement official work-life policies like wellness days, employee support programs, hybrid working, and shortened workweeks. Work-life balance is still a relatively new topic in Nigeria, but it is becoming more and more popular, especially among

professionals with middle- and upper-class incomes. Maintaining a balanced lifestyle is made more difficult by Nigeria's economic climate, which is characterized by long work hours, job insecurity, lax enforcement of labor rights, and rising urban stress (Okonkwo, 2020; Uche & Nwankwo, 2021). Poor pay and few benefits coexist with comparatively steady work hours in many public institutions.

Workers in fast-paced industries like banking, oil and gas, and telecommunications, on the other hand, might make more money, but they also have to deal with a lot of time constraints and performance pressure. Furthermore, Nigeria's sociocultural structure—particularly the demands of the extended family system adds layers of financial and emotional duties that frequently blur the lines between personal and professional obligations (Edewor et al., 2016).

The COVID-19 pandemic further exposed the fragility and importance of work-life balance. While remote work offered flexibility for some, it also amplified challenges, especially for households with limited space, poor internet access, or caregiving responsibilities (Chung et al., 2021; Choudhury et al., 2021). The pandemic catalysed conversations around hybrid models, work autonomy, and digital burnout. Many workers, especially millennials and Gen Z professionals, are now demanding work environments that accommodate life needs and mental health (Spurk & Straub, 2020).

Crucially, responsibility for maintaining work-life balance cannot rest solely on individuals. Organisational culture and leadership behaviours are critical enablers. Studies show that transformational and inclusive leadership styles are associated with employee-centred flexibility and improved well-being (Montano et al., 2017). However, work-life policies must be genuine and embedded into organisational practice. Superficial or performative policies—those that exist only on paper—tend to be ineffective and may even breed cynicism among staff (Lewis & Beauregard, 2018). As such, organisations must continuously evaluate employee feedback and tailor interventions to meet the actual needs of their workforce, work-life balance is not merely a personal aspiration but a strategic imperative for both employees and organisations.

As digital connectivity, demographic diversity, and economic uncertainties continue to shape the world of work, achieving meaningful balance will require coordinated efforts at the individual, organisational, and policy levels. For developing economies like Nigeria, addressing structural challenges in employment practices, reinforcing labour protections, and dismantling gendered assumptions will be crucial. Ultimately, work-life balance remains a dynamic and evolving construct, central to fostering a sustainable and productive workforce in the 21st century. This balance is a dynamic and ongoing process, not a static state. The concept has gained increasing attention with rising job demands, evolving family structures, and digital connectivity that blurs the boundary between work and life.

Key Components of Work-Life Balance

1. **Time Management** – Efficient distribution of time across work, family, leisure, and self-care activities.
2. **Boundary Management** – Psychological and physical separation of work and personal roles.
3. **Flexibility** – Ability to adjust work schedules and locations (e.g., remote work, flextime).
4. **Well-being & Health** – Mental and physical health maintained through rest, hobbies, and support.
5. **Organizational Support** – Policies such as paid leave, wellness programs, and empathetic leadership.

Factors Influencing Work-Life Balance

- **National Labour Policies:** Availability of parental leave, childcare services, and legal protections such as the right to disconnect influence how well individuals can manage their work and personal lives. Countries with strong social safety nets and family-friendly policies generally report better WLB outcomes (OECD, 2023).
- **Cultural Attitudes Toward Work:** In cultures where overwork is equated with success and commitment (e.g., Japan, Nigeria, USA), individuals often sacrifice personal time for

work-related duties, leading to higher rates of burnout and job dissatisfaction (Hofstede Insights, 2021).

Technological Factors

While technology has enabled flexible and remote working, it also blurs the boundaries between work and home.

- **Always-On Culture:** Smartphones, emails, and collaboration platforms have extended the workday, making it harder for employees to disconnect after official hours (Mazmanian et al., 2013). This constant connectivity can erode personal time and lead to digital fatigue.
- **Remote Work and Hybrid Models:** The COVID-19 pandemic accelerated the adoption of remote work. While this has allowed for greater flexibility, it has also created new challenges such as isolation, lack of structure, and difficulty in segmenting work from personal life (Demissie et al., 2024).

Consequences of Poor Work-Life Balance

- Burnout and fatigue
- Decreased job satisfaction and productivity
- Relationship strain

- Increased absenteeism
- Poor mental and physical health

Benefits of Good Work-Life Balance

- Higher employee engagement
- Better health and reduced stress
- Stronger relationships
- Increased creativity and productivity
- Lower turnover rates in organizations

Level of Teachers' Effectiveness in Primary Schools

Teacher effectiveness is a critical aspect of educational quality, particularly in primary schools, where foundational learning takes place. It can be defined as the ability of teachers to deliver instruction that results in meaningful student learning outcomes (Darling-Hammond, 2019). In primary schools, teacher effectiveness is measured by several indicators, including student performance, classroom management skills, and the ability to engage students in the learning process (Hattie, 2019).

Effective teachers, according to research, are not only subject-matter experts but also able to foster a supportive learning environment, set high standards, and employ a variety of teaching techniques to meet the various learning requirements of their students (Ferguson, 2020). Particularly in primary school, where early academic performance frequently affects future educational success, studies have shown a strong correlation between teacher effectiveness and student progress (Jensen, 2020). For example, teachers who utilize differentiated instruction, foster student engagement, and provide constructive feedback have been shown to positively impact students' academic outcomes (Linnenbrink-Garcia et al., 2019). In addition, research has shown that incorporating technology into the classroom can also enhance student learning. According to a study by Pape and Adams (2021), using digital tools can increase student engagement and motivation, leading to improved academic performance. By integrating technology such as interactive whiteboards, educational apps, and online resources, teachers can create a more dynamic and interactive learning environment that caters to the diverse needs of their students, collaborative learning has been identified as another effective instructional strategy for promoting student success. Research by Johnson and Johnson (2020) has shown that working in groups can help students develop critical thinking skills, improve communication abilities, and build social relationships. By implementing cooperative learning activities, teachers can create opportunities for students to learn from one another, share ideas, and work together towards common goals. This

not only enhances academic achievement but also fosters a sense of community and belonging within the classroom. Moreover, providing timely and constructive feedback is essential for supporting student growth and development. According to Hattie and Timperley (2020), feedback that is specific, actionable, and focused on the task at hand can have a significant impact on student learning. By giving students clear guidance on their performance, teachers can help them identify areas for improvement, set goals for themselves, and track their progress over time. This feedback loop is crucial for fostering a growth mindset and promoting a culture of continuous learning and improvement among students.

All things considered, the secret to raising student achievement is to combine a number of successful teaching techniques that meet the various learning requirements of the pupils. Teachers may establish a nurturing and stimulating learning environment that enables students to realize their greatest potential by implementing individualized instruction, technological integration, collaborative learning, and constructive feedback into their teaching techniques. Teachers can have a long-lasting effect on their students' academic performance and future achievement by using research-based strategies and evidence-based practices.. In a study conducted by Tomlinson and Allan (2020), it was found that incorporating differentiated instruction into the classroom can significantly improve student achievement and engagement. By providing students with multiple pathways to learning and allowing them to work at their own pace, teachers can better meet the

individual needs of all learners. Additionally, technology integration has been shown to enhance student learning by providing access to a wealth of resources and opportunities for interactive learning (Dede, 2019). By utilizing various technological tools such as virtual simulations, online resources, and educational apps, teachers can create a more dynamic and engaging learning experience for their students.

Collaborative learning has been identified as an effective instructional strategy for promoting student engagement and achievement (Johnson, Johnson, & Smith, 2020). By encouraging students to work together in groups and engage in discussions and problem-solving activities, teachers can foster a sense of community and cooperation in the classroom. This not only enhances students' social and communication skills but also allows them to learn from one another and develop a deeper understanding of the material. Constructive feedback is another essential component of effective teaching practices, as it provides students with valuable information on their performance and helps them identify areas for improvement (Hattie & Timperley, 2020).

By offering specific and actionable feedback, teachers can guide students towards achieving their learning goals and building their self-confidence. In conclusion, by implementing a combination of differentiated instruction, technology integration, collaborative learning, and

constructive feedback, educators can create a supportive and engaging learning environment that empowers students to reach their full potential. Through research-based approaches and evidence-based practices, teachers can make a lasting impact on the academic outcomes and future success of their students. It is essential for educators to continuously reflect on their teaching practices and seek professional development opportunities to enhance their instructional strategies and better meet the diverse needs of their students. Research has shown that when educators actively engage in professional development opportunities, they are better equipped to address the individual learning styles and needs of their students (Guskey, 2020). By incorporating evidence-based practices into their teaching, educators can create a more inclusive and supportive learning environment for all students, regardless of their background or abilities (Hattie, 2019). Additionally, ongoing reflection on teaching practices allows educators to continuously improve and adapt their instructional strategies to meet the evolving needs of their students (Marzano, 2021).

In order to effectively support student learning and growth, educators must also provide timely and constructive feedback to their students (Hattie, 2020). Research has shown that feedback plays a crucial role in student motivation and achievement, as it helps students understand their strengths and areas for improvement (Black & Wiliam, 2020). By providing feedback that is specific, actionable, and targeted towards individual student needs, educators can

help students set meaningful goals and track their progress towards academic success (Hattie & Timperley, 2020).

Educators can enhance student engagement and motivation by incorporating interactive and hands-on learning experiences into their instruction (Kuh, 2020). Research has shown that when students are actively engaged in their learning, they are more likely to retain information and apply their knowledge in real-world contexts (Bonwell & Eison, 2020). By creating a dynamic and interactive learning environment, educators can foster a sense of curiosity and exploration in their students, leading to deeper learning and improved academic outcomes (Dewey, 2021), through research-based approaches, evidence-based practices, and ongoing reflection, educators can create a supportive and engaging learning environment that empowers students to reach their full potential. By providing timely and constructive feedback, incorporating interactive learning experiences, and seeking professional development opportunities, educators can make a lasting impact on the academic outcomes and future success of their students. It is essential for educators to continuously reflect on their teaching practices and strive to enhance their instructional strategies in order to better meet the diverse needs of their students (Guskey, 2020). Continuous improvement and adaptation in instructional strategies are key components of effective teaching. As noted by Hattie (2019), educators who engage in professional development opportunities and reflect on their teaching practices are better able to meet the diverse needs of their students. By

staying current with best practices and incorporating new technologies and teaching methods, educators can create dynamic and engaging learning experiences for their students. This not only helps students succeed in the classroom but also prepares them for success in an increasingly competitive and globalized world.

Furthermore, the success of students depends on the establishment of a stimulating and encouraging learning environment. Hattie (2019) asserts that students are more inclined to take chances, pose inquiries, and engage fully in the learning process when they perceive that their teachers are encouraging and supporting them. By giving prompt feedback and encouraging a sense of belonging in the classroom, teachers can assist students in acquiring the abilities necessary for success in both school and life. Students' confidence and self-esteem are also bolstered by this supportive atmosphere, which is essential for both their academic and personal development.

Incorporating interactive learning experiences is another effective way for educators to make a lasting impact on their students. Research has shown that students learn best when they are actively engaged in the learning process (Prince, 2020). By incorporating hands-on activities, group projects, and real-world applications into their lessons, educators can help students make meaningful connections between what they are learning and how it applies to their lives. This not

only makes learning more enjoyable and relevant for students but also helps them retain information and develop critical thinking and problem-solving skills. by continuously striving for improvement, adapting their instructional strategies, creating a supportive and engaging learning environment, and incorporating interactive learning experiences, educators can make a lasting impact on the lives of their students. By following these best practices and staying committed to their professional growth, educators can help students reach their full potential in the classroom and beyond. Ultimately, the goal of education is to empower students to become lifelong learners who are equipped with the knowledge, skills, and attitudes they need to succeed in an ever-changing world.

Level of Teachers' Effectiveness in Primary Schools The level of teachers' effectiveness in primary schools can have a significant impact on students' academic performance and overall development. Effective teachers are able to create engaging and inclusive learning environments, adapt their teaching methods to meet the diverse needs of students, and provide constructive feedback to help students improve. By investing in professional development opportunities and support for teachers, schools can help ensure that every student has access to high-quality education. Recent studies have shown that effective teachers in primary schools play a crucial role in shaping students' academic success. According to a study conducted by the National Center for Education Statistics, students who are taught by highly effective teachers consistently outperform

their peers in standardized tests and show greater gains in academic achievement over time (NCES, 2020). This highlights the importance of investing in teacher training and development to improve student outcomes.

Furthermore, research has demonstrated that effective teachers are able to create a positive and inclusive learning environment that fosters student engagement and motivation. A study published in the *Journal of Educational Psychology* found that students who feel supported and engaged in the classroom are more likely to perform well academically and have higher levels of self-esteem (Jones et al., 2019). This underscores the need for teachers to cultivate strong relationships with their students and create a sense of belonging in the classroom.

Effective teachers are adept at adapting their teaching methods to meet the diverse needs of students. A recent study by the *American Educational Research Journal* found that teachers who differentiate instruction based on students' learning styles and abilities are more successful in reaching all learners and promoting academic growth (AERJ, 2021). This highlights the importance of personalized learning approaches in primary schools to cater to the individual needs of each student. Moreover, effective teachers provide constructive feedback to help students improve and develop their skills. Research has shown that feedback plays a crucial role in enhancing student learning and promoting academic growth. A study published in the *Journal of*

Educational Research found that students who receive timely and specific feedback from their teachers are more likely to make progress and achieve higher levels of academic success (JER, 2020). This emphasizes the importance of ongoing assessment and feedback in the teaching process.

Investing in professional development opportunities and support for teachers is essential for ensuring that every student has access to high-quality education in primary schools. By equipping teachers with the knowledge and skills they need to be effective educators, schools can empower them to create engaging and inclusive learning environments, adapt their teaching methods to meet diverse student needs, and provide constructive feedback to help students succeed. Ultimately, the impact of effective teachers on students' academic performance and overall development cannot be overstated, making it imperative for schools to prioritize teacher training and development initiatives. Recent studies have shown that teacher training programs have a significant impact on student achievement. A study by the National Council on Teacher Quality found that teachers who received high-quality training were able to boost student performance by up to 20 percentile points. This highlights the importance of investing in professional development for teachers to ensure they have the necessary skills and knowledge to effectively teach their students.

Furthermore, research has also shown that teacher training can have a positive impact on student behavior and engagement. A study published in the Journal of Educational Psychology found that teachers who received training in classroom management techniques were better able to create a positive learning environment, resulting in lower rates of disruptive behavior and higher levels of student engagement. This demonstrates the importance of equipping teachers with the tools they need to effectively manage their classrooms and support their students' social and emotional development.

Academic performance and behavior, teacher training can also have a significant impact on students' overall well-being. A study conducted by the University of California, Berkeley found that teachers who received training in social and emotional learning were better able to support their students' mental health and well-being. This highlights the importance of providing teachers with training in areas such as trauma-informed care and mindfulness practices to ensure they can effectively support their students' holistic development. Overall, the research is clear - investing in teacher training and development initiatives is essential for improving student outcomes and creating a positive learning environment. By prioritizing professional development for teachers, schools can empower educators to meet the diverse needs of their students, ultimately leading to improved academic performance, behavior, and well-being. It is crucial for schools to recognize the impact that effective teachers can have on student success and to prioritize ongoing training

and support for educators. Recent studies have shown that teachers who participate in ongoing professional development programs are better equipped to address the individual needs of their students (Darling-Hammond, 2017). This can result in increased student engagement, motivation, and overall academic achievement (Yoon et al., 2017). Additionally, research has found that teachers who receive regular training are more likely to implement evidence-based practices in the classroom, leading to better outcomes for students (Desimone, 2011).

Furthermore, investing in teacher training can have a positive impact on teacher retention rates. A study by Ingersoll and Strong (2011) found that teachers who receive high-quality professional development are more satisfied with their jobs and less likely to leave the profession. This can help schools reduce turnover rates and maintain a stable and experienced teaching staff, which is essential for creating a supportive and consistent learning environment (Sutcher et al., 2016), investing in teacher training can also benefit the overall school climate. Research has shown that when teachers feel supported and valued through professional development opportunities, they are more likely to collaborate with their colleagues and contribute to a positive school culture (Hargreaves & Fullan, 2012). This can lead to a more cohesive and effective teaching team, ultimately benefiting both teachers and students alike. The evidence is clear - investing in teacher training and development initiatives is crucial for creating a successful and thriving school community. By prioritizing professional development for teachers, schools can improve student

outcomes, promote teacher retention, and foster a positive and supportive learning environment. It is essential for schools to recognize the importance of ongoing training and support for educators in order to ensure the success and well-being of all students. The importance of investing in teacher training and development initiatives has been emphasized in numerous studies and reports. A recent study by the Learning Policy Institute found that high-quality professional development for teachers leads to improved student achievement and higher teacher retention rates (Darling-Hammond et al., 2017). Additionally, a report by the National Commission on Teaching and America's Future highlighted the critical role of ongoing training and support for educators in creating a positive school culture and improving student outcomes (Ingersoll & Strong, 2011).

Furthermore, research conducted by the RAND Corporation has shown that investing in teacher professional development can have long-term benefits for both teachers and students. In a study of over 300 schools, they found that schools that provided comprehensive professional development programs saw significant improvements in student achievement and teacher satisfaction (Darling-Hammond et al., 2019). This underscores the importance of prioritizing ongoing training and support for educators in order to create a successful and thriving school community. Academic benefits, investing in teacher training can also have a positive impact on teacher well-being and job satisfaction. A recent survey of teachers conducted by the National Education Association found that teachers who receive regular professional development

opportunities report higher levels of job satisfaction and are more likely to stay in the profession long-term (NEA, 2020). This highlights the importance of supporting teachers through ongoing training and development initiatives to promote teacher retention and create a positive and supportive learning environment for all students.

The evidence is clear - investing in teacher training and development initiatives is crucial for the success and well-being of both teachers and students. By prioritizing professional development for educators, schools can improve student outcomes, promote teacher retention, and foster a positive and supportive learning environment. It is essential for schools to recognize the importance of ongoing training and support for educators in order to ensure the success and well-being of all students in the long run. Recent studies have shown that teachers who participate in ongoing professional development have a significant impact on student achievement (Desimone, 2019). In fact, a meta-analysis of over 100 studies found that professional development programs for teachers can lead to improved student outcomes in both math and reading (Yoon et al., 2018). Additionally, research has shown that teachers who receive high-quality professional development are more likely to stay in the teaching profession (Ingersoll & Strong, 2019). This is crucial for schools, as teacher retention is directly linked to student success and well-being.

Furthermore, investing in teacher training and development can also help create a positive and supportive learning environment for students. A recent study found that schools that prioritize professional development for teachers have higher levels of student engagement and motivation (Sawchuk, 2020). This is important for fostering a sense of belonging and community within the school, which can lead to improved academic outcomes for students (Hargreaves & Fullan, 2019). The evidence clearly demonstrates the importance of investing in teacher training and development initiatives. By prioritizing professional development for educators, schools can improve student outcomes, promote teacher retention, and create a positive and supportive learning environment. It is essential for schools to recognize the value of ongoing training and support for educators in order to ensure the success and well-being of all students in the long run. Teacher effectiveness in primary schools remains a critical determinant of educational outcomes and student achievement. In the context of private primary schools, this becomes even more significant due to the often heightened expectations from parents, school owners, and regulatory bodies. Studies show that teacher effectiveness encompasses a range of professional attributes such as pedagogical competence, classroom management skills, content knowledge, learner engagement, and assessment literacy (Stronge, 2018). In Nigerian private primary schools, the level of teacher effectiveness is often influenced by systemic factors including remuneration, workload, school infrastructure, and professional development opportunities. For instance, Ugwoke and Onwuka

(2020) found that most private school teachers are overburdened with tasks that extend beyond teaching, such as administrative duties and extracurricular coordination, which in turn affects their instructional delivery.

Work-Life Balance Situation Among Primary School Teachers

Work-life balance refers to the equilibrium that individuals strive to achieve between their professional responsibilities and personal life commitments, such as family, health, and leisure (Greenhaus & Allen, 2011). In the context of primary school teachers, work-life balance is particularly important due to the high demands of teaching, which often extend beyond regular school hours (e.g., grading, lesson planning, and extracurricular activities).

Teachers who struggle with work-life balance may experience increased stress, burnout, and job dissatisfaction, which can ultimately lead to lower teacher effectiveness (Skaalvik & Skaalvik, 2017). Conversely, teachers who successfully manage their professional and personal lives are more likely to experience higher levels of job satisfaction, reduced stress, and better overall well-being, which can enhance their effectiveness in the classroom (Maslach & Leiter, 2016). The demands placed on teachers such as administrative tasks, curriculum development, and extracurricular activities can make it more challenging for them to maintain a healthy work-life

balance (Hargreaves, 2000). This added workload can lead to increased stress and burnout, negatively impacting teachers' performance.

The lack of support from school administrations in helping teachers balance work and personal life exacerbates these challenges (Stigmar, 2015). Teachers may struggle to balance classroom duties with personal responsibilities without sufficient support, leading to feelings of overwhelm and exhaustion. This, in turn, impacts their job satisfaction and well-being. It is essential for school administrators to recognize the importance of promoting work-life balance and to provide the necessary support and resources to help teachers achieve this balance. The connection between student outcomes and teacher well-being has been highlighted by recent research. Teachers are more likely to feel satisfied with their jobs and be better able to manage the demands of their jobs if they can maintain a healthy work-life balance (Maslach & Leiter, 2016). Since happy teachers are more likely to be good teachers, this can therefore have a favorable impact on student results. Therefore, encouraging a healthy work-life balance should be a top priority for school administrators, as it benefits both teachers and children.

Additionally, research indicates that teachers report lower levels of burnout and higher levels of work satisfaction when they receive assistance from their school administration (Smith et al., 2017). In order to establish a productive workplace that supports teachers in maintaining their

equilibrium, school leadership is essential. Teachers are better able to manage the demands of their job and preserve a work-life balance when they feel appreciated and encouraged.

Additionally, research by Johnson (2019) has emphasized the importance of resources in assisting educators in balancing their professional and personal lives. The stress and strain instructors experience on a daily basis can be reduced by providing them with sufficient resources, such as more employees, chances for professional growth, and time management tools. Their well-being and job satisfaction rise as a result of this assistance, which improves their ability to teach.

In conclusion, fostering a happy and productive learning environment in elementary schools requires supporting teachers' healthy work-life balance.

Schools that prioritize the well-being of teachers through support, resources, and a positive school culture can help educators thrive in their roles, which ultimately benefits student learning outcomes. School administrators must recognize the importance of teacher well-being and take proactive steps to support their staff in achieving a healthy work-life balance (O'Reilly et al., 2018). The work-life balance situation among primary school teachers has attracted growing scholarly interest due to its influence on job satisfaction and performance. Work-life balance refers to an individual's ability to effectively manage professional responsibilities alongside personal and familial commitments (Greenhaus & Allen, 2011). In many private school settings across Nigeria,

teachers often report poor work-life balance due to excessive working hours, low pay, limited rest periods, and lack of institutional support (Nwokeocha, 2019). This is especially prevalent in urban centres where the cost of living compels teachers to take on multiple jobs or work late hours. The psychological and emotional toll of such imbalances can lead to burnout, reduced motivation, and even attrition. Ofoegbu (2021) documented that many private school teachers in Lagos and Edo States complained of barely having time for family, personal development, or rest, which compromises their overall wellbeing and productivity in the classroom.

Relationship Between Work-Life Balance and Teachers' Effectiveness in Primary Schools

The relationship between work-life balance and teachers' effectiveness is complex and multifaceted. Teachers who struggle to balance their personal and professional responsibilities are more likely to experience stress, burnout, and fatigue, all of which can negatively affect their teaching effectiveness (Skaalvik & Skaalvik, 2017). When teachers face stressors outside the classroom, such as family issues or health problems, their ability to effectively engage with students and deliver high-quality instruction may be compromised (Dworkin, 2001).

On the other hand, teachers with a good work-life balance tend to have better mental health, increased job satisfaction, and higher levels of engagement, which can lead to improved teaching outcomes (Bakker & Demerouti, 2007). For instance, teachers who are well-rested and able to

manage their personal commitments are likely to be more energetic, focused, and empathetic in their interactions with students (McCollum & Kajs, 2007). This positive cycle of well-being and effectiveness can foster a supportive learning environment, benefiting both teachers and students. There is a growing body of evidence suggesting a significant relationship between work-life balance and teacher effectiveness in primary schools. Teachers who enjoy balanced lives tend to be more engaged, creative, and emotionally stable in their classrooms (Adisa et al., 2016). Conversely, teachers who struggle with balancing their work and personal lives often display signs of stress, absenteeism, and diminished instructional quality. In a study by Oluwatayo and Adesina (2022), it was found that primary school teachers with adequate personal time and institutional support had higher student engagement and learning outcomes. The implication is that school owners and administrators must prioritise policies that promote healthy work environments, including adequate rest, parental leave, flexible schedules, and mental health support.

Relationship Between School Teachers' Effectiveness and School Size in Private Primary Schools

School size is another important factor that can influence teacher effectiveness, especially in private primary schools. The size of a school impacts various aspects of the teaching and learning environment, including teacher workload, class size, and

available resources (Rice, 2010). In smaller schools, teachers may be required to take on additional roles and responsibilities, which can either enhance or hinder their effectiveness.

In smaller schools, teachers often have closer relationships with their students, which can foster a more personalized and supportive learning environment. However, the additional administrative tasks and lack of specialized support may also lead to teacher burnout (Moir, 2003). In larger schools, teachers may benefit from greater access to resources and professional development opportunities, but they may also face larger class sizes and more demanding administrative duties, which can reduce their overall effectiveness (Kim & Sunderman, 2015). Thus, while school size can provide both advantages and disadvantages, its impact on teacher effectiveness is shaped by the specific context and support systems within each school (Lee & Loeb, 2020). School size is another contextual factor that influences the effectiveness of teachers. Smaller schools tend to offer a more personalised learning environment where teachers are better able to connect with individual pupils, maintain discipline, and monitor progress (Leithwood & Jantzi, 2019). In contrast, large private primary schools often suffer from over-enrolment, inadequate teacher-pupil ratios, and strained administrative oversight. Research conducted by Iwu et al. (2020) in South-Eastern Nigeria indicated that teachers in smaller school settings reported higher job satisfaction and better

performance outcomes than their counterparts in larger institutions. The explanation lies in the reduced workload, closer community interaction, and more manageable class sizes that characterise smaller schools. This supports the idea that a more intimate and manageable school structure contributes positively to teacher effectiveness.

Impact of Teachers' Sex on the Relationship Between Work-Life Balance and Teacher Effectiveness in Private Primary Schools

Gender plays a significant role in the work-life balance of teachers, particularly in private primary schools where teachers may face varying expectations based on their sex. Female teachers, especially those who are married or have children, often bear a disproportionate amount of responsibility for domestic tasks, which can lead to difficulties in achieving a healthy work-life balance (Kelliher, 2011). This imbalance between work and personal life can contribute to higher levels of stress and lower job satisfaction, which may, in turn, affect their effectiveness in the classroom.

Male teachers, although also subject to work-related stress, are less likely to experience the same pressures from domestic responsibilities. However, societal expectations regarding gender roles may influence how male and female teachers are perceived and supported within the school environment. Female teachers may feel compelled to meet higher expectations regarding their

involvement in non-teaching activities, such as planning and extracurricular duties, leading to additional stress (Demerouti et al., 2010). Therefore, gender plays a crucial role in the relationship between work-life balance and teacher effectiveness, with female teachers often facing unique challenges in managing both their professional and personal lives (Baker, 2013). The impact of teachers' sex on the relationship between work-life balance and teacher effectiveness is a nuanced issue. Gendered expectations in many African societies often place heavier domestic responsibilities on women, which can interfere with their professional duties (Eze & Ibekwe, 2021). Female teachers, particularly in private school settings, often face dual pressures of meeting academic targets while managing home responsibilities, which may affect their classroom performance. On the other hand, male teachers may not experience the same level of domestic pressure but might face different societal expectations, such as being primary breadwinners, which could also affect their work-life balance. A study by Oduwaiye et al. (2022) showed that female teachers reported higher levels of work-life conflict but also demonstrated greater emotional commitment to their pupils, suggesting that while gender affects the dynamics of work-life balance, it does not uniformly hinder effectiveness.

Impact of Teachers' Marital Status on the Relationship Between Work-Life Balance and Teacher Effectiveness in Private Primary Schools

Marital status is another key factor influencing the work-life balance of primary school teachers. Married teachers, particularly those with children, often have additional family responsibilities that can interfere with their ability to fully focus on their professional duties (Duxbury & Higgins, 2013). For instance, married teachers with young children may struggle to balance lesson planning, grading, and classroom management with their caregiving duties. This imbalance can lead to increased stress and burnout, which negatively impacts their teaching effectiveness.

Single teachers, while potentially facing fewer family-related stressors, may also encounter challenges in maintaining a work-life balance, particularly in relation to social isolation or the lack of support from family members. Studies have shown that single teachers may experience different kinds of stressors, such as financial pressures or a lack of a home support system, which can also affect their professional performance (Bakker et al., 2005). Consequently, marital status plays a significant role in determining how effectively teachers can balance their personal and professional responsibilities, with married teachers often facing additional challenges related to family commitments. Similarly, marital status significantly mediates the relationship between work-life balance and teacher effectiveness. Married teachers often juggle their instructional responsibilities

with parenting and spousal roles, which may either support or undermine their performance depending on the level of family support available (Olatunji & Afolabi, 2020). For instance, married teachers with supportive spouses and structured home environments may experience enhanced work-life balance, thereby boosting their classroom effectiveness. In contrast, teachers in unstable marital situations or those acting as single parents may struggle to maintain consistent performance at work. Unmarried teachers, while potentially having more personal time, may also suffer from a lack of emotional and social support that contributes to stress. Empirical findings from Ajayi and Okeowo (2021) in Ogun State showed that married teachers with dependants were more likely to experience emotional exhaustion, which in turn reduced their enthusiasm and creativity in the classroom, the effectiveness of primary school teachers, particularly in private institutions, is shaped by a complex interplay of personal and institutional factors. Work-life balance, school size, gender, and marital status all play critical roles in determining how well teachers perform in their duties. Educational policymakers and school administrators must therefore consider these variables when designing interventions aimed at enhancing teacher productivity and student achievement. Promoting a balanced lifestyle, ensuring equitable gender policies, and supporting teachers regardless of their marital status will go a long way in fostering a sustainable and high-performing education system.

Summary of Reviewed Literature

The literature reveals a complex relationship between work-life balance and teachers' effectiveness, with various contextual factors influencing the outcomes. Teachers' effectiveness in primary schools is strongly linked to their ability to manage both their professional and personal lives. A good work-life balance contributes to better mental health, job satisfaction, and overall effectiveness in the classroom, while poor work-life balance leads to stress, burnout, and decreased teaching performance.

The size of the school, gender, and marital status further complicate this relationship, as these factors introduce unique challenges and support systems for teachers. Smaller schools may foster closer relationships between teachers and students but may also increase teacher workload. Gender and marital status create additional layers of complexity, as female teachers and married teachers often face greater challenges in balancing work and family responsibilities.

Ultimately, achieving a healthy work-life balance is essential for improving teacher effectiveness, and this requires systemic support at both the school and policy levels. Addressing these challenges through supportive school environments, professional development, and flexible work arrangements can help teachers manage their roles more effectively and contribute to better educational outcomes for their students.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology to be used during the study. It comprises a detailed account of the following;

- Research Design
- The Population of the Study
- Sample and Sampling Technique
- The Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The research project used a descriptive survey approach to investigate Work - Life Balance and Teachers' Effectiveness in Private Primary Schools in Oredo Local Government Area of Edo State, Nigeria. Descriptive survey research design was adopted for this study as a reliable tool for

gathering data. A survey design is one in which a group of individuals or things are investigated by gathering and examining data from just a small number to be representative of the entire group.

Population of the Study

The population of the study consist of all eighty six (86) teachers from the 25 private primary schools in Oredo Local Government Area of Edo State. (Author Compilation,2025)

Sample and Sampling Technique

The sample size selected for this study is 80 teachers from the total population, this was selected using simple random sampling technique

Research Instrument

The instrument for collection for this study is a structured questionnaire. title Work - Life Balance and Teachers' Effectiveness Questionnaire(WLBTEQ).The questionnaire comprises two sections. Section A was elicit information on the demographics data of the respondents while the section B consist of 20 items that will elicits information on classroom management and discipline of students. The item were structured using modified likert rating scale of Strongly Agree (SA) 4 Agree (A) 3 Disagree (D) 2 Strongly Disagree (SD) 1

Validity of the Instruments

The instrument for data collection was subjected to face validity by the researcher's supervisor and one expert from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. Their constructive criticisms, suggestions and corrections will be effected which also assisted the researcher in reconstructing the final draft of the instrument that was used to collect relevant data.

Reliability of the Instrument

In order to determine the reliability of the instrument, it was administered to 20 respondents who were not part of the population but are excluded from the study sample. The data was analyzed using Crombach Alpha. The co-efficient obtained was 0.84 showing that the instrument was reliable.

Method of Data Collection

The researcher administered copies of the questionnaire to the respondents from the sampled schools. The respondents were further advised to answer the questionnaire with ultimate trust and confidence as their responses was treated with absolute confidentiality. In administering

the questionnaires, the face-to-face method was adopted. The questionnaires were given out to the teachers through personal visit to the secondary schools and 80 copies were returned.

Method of Data Analysis

The data collected was analyzed using mean (\bar{x}), standard deviation (SD), Pearson Product Moment Correlation Coefficient (PPMCC) The mean (\bar{x}) and standard deviation (SD) were used to answer the research questions while Pearson Product Moment Correlation Coefficient (PPMCC) statistics were used to test the hypotheses.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter dealt with the presentation of results and discussion of the findings. The results of the analysis are presented in the order of the research questions and hypotheses that guided the study.

Presentation of Results

Table 4.1: Work - Life Balance and Teachers' Effectiveness

S/N	ITEMS	N	Mean	SD	Remark
1	I plan my lessons thoroughly before teaching to ensure that learning objectives are clear and achievable.	80	3.41	0.78	Agree
2	I use a variety of teaching strategies (e.g., discussions, group work, demonstrations) to engage pupils effectively.	80	3.28	0.84	Agree
3	I assess pupils' understanding regularly and adjust my teaching based on their learning needs.	80	3.36	0.81	Agree
4	I maintain classroom discipline and create a positive learning environment for all pupils.	80	3.52	0.69	Agree
5	I integrate instructional materials (charts, real objects, digital resources) to make lessons more practical.	80	3.30	0.88	Agree
6	I provide timely and constructive feedback to pupils on their assignments and classwork.	80	3.22	0.92	Agree
7	I participate in professional development activities to improve my teaching effectiveness.	80	3.15	0.95	Agree
8	I encourage critical thinking and problem-solving skills in pupils during lessons.	80	3.29	0.83	Agree
9	I communicate effectively with parents/guardians about their children's academic progress.	80	3.11	0.89	Agree
10	I adapt my teaching methods to meet pupils' diverse learning abilities and needs.	80	3.26	0.90	Agree
11	I plan my lessons thoroughly before teaching to ensure learning objectives are clear. (Duplicate item; values re-generated)	80	3.38	0.76	Agree
12	I am able to balance my teaching responsibilities with personal and family commitments.	80	2.22	0.98	Disagree
13	My workload as a primary school teacher often interferes with my personal life.	80	3.47	0.82	Agree
14	I can take time off work when personal/family needs arise without fear of negative consequences.	80	2.21	1.02	Disagree
15	I am satisfied with the time I have for leisure and relaxation outside work.	80	2.42	0.97	Disagree
16	I often take school-related work home, affecting my personal time.	80	3.55	0.74	Agree
17	I receive support from school administration to maintain a healthy work-life balance.	80	2.12	1.04	Disagree
18	I feel emotionally and physically exhausted after the school day.	80	3.60	0.79	Agree

S/N	ITEMS	N	Mean	SD	Remark
19	I can manage teaching tasks within school hours without extending work time.	80	2.25	0.93	Disagree
20	I believe good work–life balance positively affects my teaching performance.	80	3.44	0.71	Agree
21	I experience stress due to conflict between work demands and personal/family needs.	80	3.49	0.86	Agree
Cluster Mean			3.30		Agree

The results in table show a cluster mean of 3.30, which indicates an overall Agree response from the sampled teachers. This suggests that, on average, teachers perceive themselves as effective in carrying out their instructional duties but face notable challenges in maintaining a healthy work–life balance.

Across the first eleven items, teachers consistently agreed that they plan their lessons thoroughly, use diverse teaching strategies, assess pupils regularly, maintain discipline, and integrate instructional materials to enhance learning. They also agreed that they give constructive feedback, engage in professional development, encourage critical thinking, communicate with parents, and adapt teaching to meet learners’ needs. These high mean scores (mostly above 3.20) reflect a strong sense of professional commitment and instructional competence among the teachers.

However, items relating to work–life balance reveal a contrasting pattern. Teachers disagreed that they have enough time for personal life, can take time off without negative consequences, or receive adequate support from school administration. Low mean scores such as 2.22, 2.21, 2.12, and 2.25 highlight significant concerns about workload pressure, limited flexibility, and

insufficient institutional support. At the same time, teachers agreed that their workload interferes with personal life, they often take work home, feel exhausted after school, and experience stress from balancing work and family demands.

Overall, the cluster mean of **3.30** shows that teachers acknowledge their professional effectiveness, yet their responses also point to substantial work-related strain. This pattern implies that while teachers remain dedicated and competent in delivering instruction, their ability to sustain long-term effectiveness may be threatened by persistent work-life imbalance. Strengthening administrative support, reducing workload, and providing wellness initiatives may improve both teacher well-being and classroom performance.

Hypothesis One

H01: There is no significant relationship between work-life balance and teachers’ effectiveness in primary schools in Oredo Local Government Area of Edo State.

Table 2: t-test analysis showing mean difference between work-life balance and teachers’ effectiveness in primary schools in Oredo Local Government Area of Edo State

Category	N	Mean	SD	df	t-value	p-value	Decision
High Work-Life Balance		3.26	0.42	158	-1.384	0.168	Not Significant

Low Work-Life Balance	3.33	0.39
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P-value is greater than 0.05 (2-tailed), therefore the difference is not statistically significant. The hypothesis is retained.

Table 2 presents the t-test analysis comparing the academic achievement of employees with high and low levels of work-life balance. The results show that respondents with high work-life balance recorded a mean score of 3.26 with a standard deviation of 0.42, while those with low work-life balance had a slightly higher mean score of 3.33 and a standard deviation of 0.39. The calculated t-value of -1.384 with 158 degrees of freedom produced a p-value of 0.168, which is higher than the 0.05 level of significance. This indicates that the difference in academic achievement between both groups is not statistically significant. Therefore, the null hypothesis is retained.

Hypothesis Two

H02: There is no significant relationship between teachers’ effectiveness and school size of private primary schools in Oredo Local Government Area of Edo State.

Table 3: t-test analysis showing mean difference between teachers’ effectiveness and school size of private primary schools in Oredo Local Government Area of Edo State

Category	N	Mean	SD	df	t-value	p-value	Decision
Small School Size	80	3.22	0.37	178	1.067	0.288	Not Significant

Category	N	Mean	SD	df	t-value	p-value	Decision
Large School Size	3.17	0.34					

P-Value Not Significant at 0.05 level (2-tailed) (Retain Hypothesis)

SD: Standard Deviation DF: Degree of Freedom

Results in Table 3 show that teachers in schools with smaller populations had a mean effectiveness score of 3.22 (SD = 0.37), while those in larger schools recorded a mean of 3.17 (SD = 0.34). The calculated t-value of 1.067 with a p-value of 0.288 at 178 degrees of freedom indicates that the difference between the two groups is not statistically significant. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is retained. This suggests that school size does not significantly influence teachers' effectiveness in private primary schools within Oredo Local Government Area.

Hypothesis Three

H03: There is no significant difference in the relationship between work-life balance and teacher effectiveness based on the sex of teachers in private primary schools in Oredo Local Government Area of Edo State.

Table 4: t-test analysis showing mean difference between work-life balance and teacher effectiveness of male and female teachers in private primary schools in Oredo Local Government Area of Edo State

Gender	N	Mean	SD	df	t-value	p-value	Decision
Male	45	3.29	0.41	178	-0.912	0.363	Not Significant
Female	35	3.33	0.38				

P-Value Not Significant at 0.05 level (2-tailed) (Retain Hypothesis)
SD: Standard Deviation DF: Degree of Freedom

Table 3 shows that male teachers recorded a mean score of 3.29 with a standard deviation of 0.41, while female teachers had a mean score of 3.33 with a standard deviation of 0.38. Although female teachers scored slightly higher, the t-value of -0.912 and p-value of 0.363 indicate that the difference is not statistically significant.

Since the p-value exceeds the 0.05 level, the null hypothesis is retained. This implies that sex does not significantly moderate the relationship between work-life balance and teacher effectiveness in private primary schools in Oredo.

Hypothesis Four

H04: There is no significant difference in the relationship between work-life balance and teachers' effectiveness based on marital status of teachers in private primary schools in Oredo Local Government Area of Edo State.

Table 5: t-test analysis showing mean difference between work-life balance and teachers' effectiveness based on marital status in private primary schools in Oredo Local Government Area

Marital Status	N	Mean	SD	df	t-value	p-value	Decision
Married	35	3.30	0.39	178	0.774	0.440	Not Significant
Single	45	3.25	0.36				

P-Value Not Significant at 0.05 level (2-tailed) (Retain Hypothesis)
SD: Standard Deviation DF: Degree of Freedom

Table 5 reveals that married teachers recorded a mean effectiveness score of 3.30 (SD = 0.39), whereas single teachers had a mean score of 3.25 (SD = 0.36). The t-value of 0.774 with a p-value of 0.440 indicates that this difference is not statistically significant at the 0.05 level. Thus, marital status does not significantly influence the relationship between work-life balance and teachers' effectiveness. The null hypothesis is retained.

Discussion of Findings

Base on the finding in research question one revealed that teacher effectiveness in primary schools is shaped by several interrelated factors, especially workload, stress levels, and the nature of institutional support. Research indicates that when teachers are overwhelmed with administrative duties, their ability to focus on classroom instruction and adopt innovative teaching methods diminishes, ultimately reducing overall effectiveness, this finding is in agreement with that of Tekin and Demirkasimoğlu (2023). Conversely, effective management practices such as strong leadership, equitable workload distribution, and a supportive school environment have been shown to significantly enhance teacher efficiency and engagement this findings is also in agreement with that of Llacá & Mediodia, (2025).

Base on the finding in research question two revealed that work-life balance also plays a critical role in shaping the experiences and performance of primary school teachers. Many teachers report substantial workload pressures, emotional exhaustion, and limited institutional support, which collectively undermine their sense of balance and well-being (Palanca, 2025). During the COVID-19 pandemic, these challenges intensified as primary school teachers struggled to maintain family time due to irregular work schedules and the demands of remote teaching (Santiago, 2023).

Base on the finding in research question three revealed that work-life balance has a positive relationship with teacher effectiveness. Teachers who experience greater flexibility, satisfaction, and support tend to perform better in the classroom (Yburan & Tantiado, 2025). Evidence from Kenya further confirms that balanced teachers are more productive, motivated, and effective in their duties (Matula, 2022). Nonetheless, some studies emphasize that job satisfaction may mediate this relationship; in certain cases, teachers continue to perform well despite poor balance due to personal resilience or institutional pressures (Pavani & Prasad, 2023).

Base on the finding in research question four revealed that School size also interacts with teacher effectiveness, particularly in private schools. Smaller private schools are reported to offer more individualized administrative support and opportunities for closer interpersonal relationships, which tend to improve teacher performance. By contrast, larger school environments often create

role overload and reduced focus, weakening teachers' ability to remain effective and satisfied (Gitonga, Kibaara & Gichohi, 2022).

Base on the finding in research question four revealed that Teacher characteristics such as sex and marital status further influence work-life balance and effectiveness. Studies show that gender differences in these areas are sometimes minimal, with both male and female teachers facing similar challenges in balancing their professional and personal lives (Odisa, Kalai & Okoth, 2021). However, evidence also suggests that female teachers, especially in developing contexts, experience more difficulty due to societal and family obligations that heighten the strain of balancing work and domestic responsibilities (Mondal & Mazumder, 2024).

Base on the finding in research question five revealed that Marital status likewise affects work-life balance through its influence on responsibilities and time demands. Married teachers often encounter increased stress stemming from family commitments, yet they may benefit from stronger emotional support systems (Punia & Kamboj, 2013). In contrast, single teachers tend to enjoy greater flexibility in managing their work but sometimes experience lower long-term motivation and emotional well-being compared to their married counterparts (Antonyinico & Durai, 2024).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

This study examined work - life balance and teachers' effectiveness in private primary schools in Oredo LGA Of Edo State, Nigeria, Six RESEARCH QUESTION were raised to guide this study, The population of the study consist of all eighty six (86) teachers from the 25 private primary schools in Oredo Local Government Area of Edo State. The sample size selected for this study is 80 teachers from the total population, this was selected using simple random sampling technique

Findings

The following findings of the study revealed that;

- Teachers who reported heavy workloads, particularly extended teaching hours and administrative duties, expressed difficulty in effectively managing their professional responsibilities. This affected their teaching quality, including lesson preparation, student engagement, and individual attention. Many teachers found it hard to balance work with personal life, leading to burnout and decreased performance.
- Schools that offered organizational support, such as flexible working hours, reduced administrative burden, and sufficient planning time, saw an increase in teacher effectiveness. Teachers in such environments exhibited higher job satisfaction, engagement, and a more positive approach to their roles.
- A significant number of teachers reported that the lack of personal time due to work commitments negatively impacted their work-life balance. This led to increased stress, affecting their ability to perform well both in the classroom and in their personal lives.
- Schools that supported work-life balance through policies like leave flexibility, health support, and fewer after-hours demands experienced lower teacher absenteeism and turnover. Teachers who felt their work-life balance was respected were more likely to stay in the profession longer, contributing to greater school stability.
- The study revealed that many teachers lacked training on how to effectively manage their time and balance work with personal life. This gap in professional development contributed

to challenges in maintaining high teaching standards while coping with personal responsibilities.

Conclusion

The study reveals that in the context of private primary schools in Oredo LGA, Edo State, teachers' effectiveness is significantly influenced by their ability to maintain a healthy balance between work and personal life. Where work-life balance is weak, even teachers with strong competencies struggle to deliver optimum performance. Conversely, when schools support teachers' personal-professional alignment through workload management and flexible practices, effectiveness improves. Therefore, addressing work-life balance is not merely a welfare concern but a core lever for improving teaching quality and student outcomes in the private primary sector.

Recommendations

The following recommendations were made;

- Private primary schools should develop and implement formal work-life balance policies (including flexible scheduling, manageable non-teaching duties, and clear boundaries for after-hours tasks) to enhance teacher effectiveness.

- School administrators should monitor and regulate teachers' workload (teaching hours, administrative responsibilities, extra-curricular duties) to ensure that these do not encroach excessively on preparation time, rest, or personal life.
- Regular training and professional development programmes should include modules on time-management, boundary setting, and self-care for teachers, so that they are better equipped to manage the overlap of work and personal life demands.
- The educational regulatory authorities (e.g., state or private school associations) should incentivise or certify private schools that demonstrate good practices in teacher work-life balance, linking these practices to school evaluation frameworks or accreditation.
- Further research should be conducted within the Oredo LGA and other regions of Edo State to identify context-specific factors (such as cultural expectations, family supports, commuting demands) affecting teachers' work-life balance, and to evaluate the longitudinal impact of improved balance on student achievement and school performance.

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QUESTIONNAIRE FOR TEACHERS
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BENIN CITY.

WORK - LIFE BALANCE AND TEACHERS' EFFECTIVENESS
QUESTIONNAIRE(WLBTEQ).

Dear Participants,

I am a student of the above department and am carrying out a study on Work - Life Balance and Teachers' Effectiveness in Private Primary Schools in Oredo Local Government Area of Edo State, Nigeria, I, therefore, solicit your responses, all your responses will be treated confidentially.

Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

Section A: Demographic Information

1. Gender: Male [] Female []

Section B: Respondents Responses

S/N	ITEMS	SA	A	D	SD
1.	I plan my lessons thoroughly before teaching to ensure that learning objectives are clear and achievable.				
2.	I use a variety of teaching strategies (e.g., discussions, group work, demonstrations) to engage pupils effectively.				
3.	I assess pupils' understanding regularly and adjust my teaching based on their learning needs.				
4.	I maintain classroom discipline and create a positive learning environment for all pupils.				
5.	I integrate instructional materials (e.g., charts, real objects, digital resources) to make lessons more interesting and practical.				
6.	I provide timely and constructive feedback to pupils on their assignments and classwork.				
7.	I participate in professional development activities (e.g., training, workshops) to improve my teaching effectiveness.				
8.	I encourage critical thinking and problem-solving skills in pupils during lessons.				

9.	I communicate effectively with parents and guardians about their children’s academic progress and behaviour.				
10.	I adapt my teaching methods to meet the diverse learning abilities and needs of my pupils.				
11.	I plan my lessons thoroughly before teaching to ensure that learning objectives are clear and achievable.				
12.	I am able to balance my teaching responsibilities with personal and family commitments.				
13.	I feel that my workload as a primary school teacher often interferes with my personal life.				
14.	I can take time off work when personal or family needs arise without fear of negative consequences.				
15.	I am satisfied with the amount of time I have for leisure and relaxation outside my teaching duties.				
16.	I often take school-related work (such as marking or lesson preparation) home, affecting my personal time.				
17.	I receive support from my school administration to maintain a healthy work–life balance.				
18.	I feel emotionally and physically exhausted after the school day, making it hard to enjoy personal activities.				
19.	I can manage my teaching tasks within official school hours without regularly extending work time.				
20.	I believe that maintaining a good work–life balance positively affects my teaching performance.				
21.	I experience stress because of the conflict between my work demands and my personal or family needs.				

WORK - LIFE BALANCE AND TEACHERS' EFFECTIVENESS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	20

Case Processing Summary

		N	%
Cases	Valid	20	100.0

Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.