

**PREDICTORS OF WORK-LIFE BALANCE AND PSYCHOLOGY WELLBEING OF
WORKERS IN BENIN CITY, EDO STATE.**



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DEPARTMENT OF BUSINESS ADMINISTRATION

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UNIVERSITY OF BENIN

BENIN CITY.

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS
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SCIENCE (B.Sc.) DEGREE IN BUSINESS ADMINISTRATION, UNIVERSITY OF
BENIN, BENIN CITY.**

DECEMBER, 2025.

DECLARATION

I, **EZEH Awele Magdalene** hereby declare that the research work is based on a study undertaken by me in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin-City Edo state, under the supervision of **MR. N.F. UGIAGBE**. This project contains my original work and has not been presented for the award of a degree by any other person in the institution. All sources of Information cited in this work are acknowledged with reference to the respective authors.

EZEH Awele Magdalene

DATE

CERTIFICATION

We, certify that **EZEH Awele Magdalene** with the Matriculation number MGS2104866 submitted this research work to the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

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(Head of Department)

DATE

DEDICATION

This work is dedicated to God Almighty, who in His infinite mercy and love have seen me through the course of my study, his grace and favor has brought me this far. Also, to the **Ezeh's** family for their unending love and sacrifices that got me this far, I am forever grateful to you.

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TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
DECLARATION	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 BACKGROUND OF STUDY	1
1.2 STATEMENT OF RESEARCH PROBLEM	7
1.3 RESEARCH QUESTIONS	11
1.4 Research Objectives	11
1.5 RESEARCH HYPOTHESIS	12
1.6 SCOPE OF THE STUDY	13
1.7 SIGNIFICANCE OF THE STUDY	16
CHAPTER TWO: LITERATURE REVIEW	21
2.1 Introduction	21

2.2 Meaning of Work-Life Balance	21
2.3 Dimensions of Work-Life Balance	23
2.3.1 Time Balance	24
2.3.2 Involvement Balance	26
2.3.3 Satisfaction Balance	28
2.4 Benefits of Work-Life Balance	30
2.5 Predictors of Work-Life Balance	34
2.5.2 Work-Related Factors	35
2.5.3 Personal Factors	37
2.6 Meaning of Psychological Wellbeing	39
2.7 Dimensions of Psychological Wellbeing	40
2.7.1 Life Satisfaction	41
2.7.2 Happiness	42
2.8 Predictors of Psychological Wellbeing	44
2.8.1 Individual Differences	44
2.8.2 Social Support	45
2.8.3 Work-Related Factors	46
2.9 Theories of Work-Life Balance and Psychological Wellbeing	47
2.9.1 Conservation of Resources (COR) Theory	48
2.9.2 Self-Determination Theory (SDT)	48
2.9.3 Job Demands-Resources (JD-R) Model	49

2.9.4 Spillover Theory	49
2.9.5 Broaden-and-Build Theory	50
2.9.6 Effort-Reward Imbalance (ERI) Model	51
2.9.7 Role Theory	51
2.10 Theoretical Framework	52
2.11 Empirical Studies on Work-Life Balance and Psychological Wellbeing	54
2.11 Research Gaps	58
2.12 Conceptual Framework	59
CHAPTER THREE: METHODOLOGY	62
3.1 Introduction	62
3.2 Research Design	62
3.3 Population of the Study	63
3.4 Sample and Sampling Technique	63
3.5 Research Instruments	64
3.6 Validity of the Instrument	65
3.7 Reliability of the Instrument	66
3.8 Method of Data Collection	66
3.9 Method of Data Analysis	66
3.10 Ethical Considerations	67
3.11 Summary	67

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, RESULT, AND INTERPRETATION	68
4.1 Introduction	68
4.2 Demographics of Respondents	69
4.3 Descriptive Analysis of Work-Life Balance among Staff of the University of Benin.....	72
4.3 Descriptive Analysis of Work-Life Balance among Staff of the University of Benin	74
4.5 Relationship between Work-life Balance and Psychological Well-being among Academics and Non-academic Staff of the University of Benin	82
4.5.1 Analysis of Variance (ANOVA) for the Regression Model	84
4.5.2 Regression Coefficients of Work-life Balance Dimensions and Psychological Well-being	86
4.6 Correlation: Work-life Balance and Psychological Well-being among Academics and Non-academic Staff of the University of Benin.....	88
4.7 Test of Hypotheses	92
4.8 Discussion of Findings	96
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	99
5.1 Introduction	100
5.2 Summary of Findings	100
5.3 Contribution to Knowledge	101
5.4 Conclusion	102
5.5 Recommendations	103
5.6 Suggestions for Further Studies	103
REFERENCES	104

ABSTRACT

This study examined the relationship between work-life balance and psychological well-being among academic and non-academic staff of the University of Benin, Edo State, Nigeria. The research specifically explored the dimensions of work-life balance, job flexibility, organizational support, work demands, family/social support, and personal coping and boundary management, and their influence on employees' psychological well-being. A total of 100 staff members participated in the study, and data were analyzed using descriptive statistics, multiple regression, and correlation analyses.

The findings revealed that staff reported a high overall level of work-life balance (grand mean = 3.45), with family/social support (mean = 3.75) and personal coping and boundary management (mean = 4.07) being the strongest dimensions. Work demands were perceived as relatively low (mean = 2.98), while job flexibility (mean = 3.31) and organizational support (mean = 3.17) were moderate. Psychological well-being was also high (grand mean = 4.07), with particular strength in meaning and purpose in life (mean = 4.44) and self-efficacy (mean = 4.14).

Regression results showed that family/social support ($\beta = 0.198$, $p < 0.01$) and personal coping and boundary management ($\beta = 0.146$, $p < 0.05$) significantly predicted psychological well-being, whereas job flexibility, organizational support, and work demands were not significant predictors. Correlation analyses supported these findings, showing positive and significant relationships between family/social support ($r = 0.406$, $p < 0.01$) and personal coping and boundary management ($r = 0.298$, $p < 0.01$) with psychological well-being.

The study concludes that employees' psychological well-being is most strongly influenced by supportive family and social networks and effective personal coping strategies. Practical implications include promoting family-friendly policies, resilience-building programs, and work-

life integration initiatives to enhance employee well-being. Future research should extend to multiple universities, adopt longitudinal designs, and incorporate qualitative methods to explore contextual factors influencing work-life balance and psychological well-being.

Keywords: *Work-life balance, psychological well-being, job flexibility, organizational support, family/social support, personal coping, University of Benin*

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

In today's fast-paced transforming contemporary society, achieving a healthy work balance and personal life has become increasingly challenging, with increasing demands placed on employees to meet organizational goals especially for professionals in high-pressure environments like universities institutions. This shift has drawn attention to the concept of Work-life Balance (WLB) and at the same time, there is growing recognition of the importance of Psychological Wellbeing (PWB). Both constructs are central to human resource management and organizational psychology because they influence employee performance, organizational commitment, and overall quality of life(Guest, 2017).

Work-life balance (WLB), which refers to the ability of individuals to allocate time and energy effectively between work obligations and personal life (Greenhaus & Allen, 2011). At the same time, Work-life balance refers to equilibrium where individuals effectively manage their professional responsibilities alongside personal and family roles without excessive stress or conflict (Greenhaus et al., 2003). In Nigeria, evidence suggests that demographic characteristics such as age, gender, and marital status, as well as work-related factors like workload, flexibility, and organizational support, strongly influence work-life balance (McCray, 2025).

Psychological wellbeing on the hand, refers to the overall mental and emotional quality of life, encompassing positive emotions, a sense of purpose, self-acceptance, meaningful relationships, and the absence of chronic distress (Ryff, 2014). In workplace studies, it is not merely about avoiding mental illness but about feeling motivated, engaged, valued, and resilient in one's professional role (Keyes, 2002). For university workers in Benin City, psychological wellbeing is shaped by both *job demands* and *job resources*. Work-life balance and psychological wellbeing have become central concerns across organizational settings, including educational. These concepts are critical not only for individual health but also for organizational productivity and societal stability. Furthermore, personal coping strategies and self-care practices play an essential role in determining how individuals respond to stress (Chatterjee et al., 2024). These factors collectively serve as **predictors of both work-life balance and psychological wellbeing**. Both constructs are central to human resource management.

In Nigeria, universities must continually adapt to growing demands without always having the resources to support staff wellbeing. This situation has become increasingly pressing, affecting the professional lives and mental health of both academic and non-academic university workers. University's staff are uniquely challenged by the dual demands of teaching, research, administrative responsibilities, student supervision, and community service. These professional responsibilities often compete with personal and family roles, creating significant tension (Ntumi et al., 2025).

Globally, research shows that employees who achieve satisfactory work-life balance report higher levels of job satisfaction, improved productivity, and better mental health (Guest, 2017; Zhang, 2025). Conversely, poor balance often leads to stress, burnout, and diminished wellbeing (Pálinkás et al., 2025). The World Health Organization (2022) reports that 60% of workers experience work related stress, costing economies millions annually in lost productivity.

In higher education, the crisis is particularly acute. University staff face “triple pressures” escalating workloads, emotional labour e.g supporting distressed students and the expectation to maintain high research output (Kinman & Wray, 2018). A 2021 study of 12 countries found that 53% of academics met clinical thresholds for burnout, with Nigerian institutions reporting the highest rates (Wray & Kinman, 2021). Given the importance of universities as centers of knowledge and national development, the wellbeing of staff is critical. When lecturers and administrators struggle with poor balance and declining wellbeing, it not only affects their health but also the quality of education delivered to students (Aziz & Covington, 2024). This underscores the need to explore the predictors of work-life balance and psychological wellbeing among university workers in. In universities across Nigeria, academic staff often serve multiple roles: lecturing large classes, supervising student work, conducting research, publishing papers, and participating in community outreach or consultancy. These responsibilities frequently result in extended working hours and high stress levels. Evidence from Benin City highlights how role ambiguity not being clear on job expectations—can significantly impact lecturers’ performance

and wellbeing, while work–life balance strongly relates to job effectiveness (Kadiri & Isokpan, 2024). Non-academic staff are not exempt from pressure. They manage essential administrative functions, meet strict deadlines, and navigate complex bureaucracies, often with limited support or resources. These stressors further strain their psychological wellbeing and ability to maintain personal balance. University workers in Edo State, Nigeria, experience these pressures within a context marked by systemic challenges, including inadequate facilities, unstable government policies, economic hardship, and frequent industrial disputes. Such stressors make it difficult for staff to maintain a healthy balance between work and personal life, affecting their psychological wellbeing (Magaji et al., 2025). This underscores the need to explore the predictors of work-life balance and psychological wellbeing among university workers in Edo State.

Internationally, the Job Demands–Resources (JD–R) model provides a helpful lens for understanding the balance (or imbalance) between job demands and available resources. According to this framework, high job demands—like workload, ambiguity, and conflicting responsibilities—paired with scarce resources—like job flexibility and support—heighten the risk of psychological strain (Bakker & Demerouti, 2007). In Nigerian universities, it appears that demands often exceed resources, but the nature of this imbalance especially in Benin City, where local context matters is underexplored. These findings underscore the importance of institutional resources in alleviating strain at work. However, such resources are often inconsistently applied across different institutions, and especially in Edo State. Anecdotal evidence suggests that while

some institutions have introduced wellness initiatives, these often exist more on paper than in practice (Adegboyega & Oduntan, 2020). Staff frequently rely on personal coping strategies, such as setting informal boundaries or leaning on family and friends, to manage their stress. While these approaches can provide temporary relief, they do not address systemic factors contributing to poor wellbeing.

In addition to organisational influences, family and social support play a significant role. A more general study of work–life balance in Nigerian frontline employees (banking, telecoms, insurance) highlights that perceived role conflict and limited coping resources often lead to stress, but cultural and social networks serve as vital mechanisms for moderating conflict (Akanji, 2012). Yet these findings are not specific to university contexts—indicating a need for more localized insights.

Moreover, during the COVID-19 pandemic and the shift to digital work, virtual or remote work became an important variable. In Nigeria’s service industry, remote work was found to significantly affect emotional exhaustion, psychological wellbeing, and work–life balance (Babarinde et al., 2024). While this came from other service sectors, it suggests potential implications for university staff too, especially post-pandemic.

Understanding how these factors interact is critical. With empirical evidence, universities and policy makers in Edo State can design context-sensitive interventions—such as flexible

scheduling policies, better counselling access, formalised peer-support networks, and staff wellbeing training. Without such data, interventions may be superficial, misaligned, or ineffective—worsening stress, burnout, and attrition. Wellbeing of staff directly impacts their productivity, job satisfaction, student learning outcomes, and institutional success. Given the strategic importance of universities to regional development, investing in evidence-based policies to support university employees is not only ethical—it is vital to national progress

Despite these insights, there remains a significant research gap in understanding how all these factors job flexibility, work demands, organisational support, family/social support, and personal coping strategies interact to influence the psychological wellbeing and work–life balance of university workers in Benin City. Uncovering this interaction matters because it can drive the design of effective, tailored interventions. If the balance between job demands and the available resources remains unexplored, institutions may continue to rely on cookie-cutter or superficial policies that fail to alleviate stress, reduce burnout, or improve job satisfaction. Better understanding the local context how staff are coping, how support is perceived, and where flexibility matters most can inform pragmatic strategies and policy changes.

Therefore, this study sets out to fill that gap by examining the major predictors of work–life balance and psychological wellbeing among university employees in Benin City. Its findings aim to support evidence-based recommendations that can improve staff wellbeing and performance, and by extension, the effectiveness and sustainability of universities in Edo State, Nigeria.

1.2 STATEMENT OF RESEARCH PROBLEM

The modern Nigerian university system places considerable pressure on employees to meet high performance expectations including teaching, research, administrative duties, and community engagement. University workers both teaching (academic) and support (non-academic) staff face a lot of pressure. In Nigerian universities, both academic (and non-academic staff are increasingly burdened with demanding workloads that place significant strain on their psychological wellbeing and work–life balance. Academic staff must juggle large class sizes, research responsibilities, publication requirements, community service, and, in some cases, additional consultancy work.

These demands often result in long working hours, limited personal time, and heightened stress, which, over time contribute to burnout and deteriorating mental health among staff. While some institutions have introduced policies such as flexible work schedules and wellness programmes, their implementation is often inconsistent, poorly monitored, or inequitably accessible (Adegboyega & Oduntan, 2020). Reports from universities in Edo State suggest that these initiatives frequently exist only on paper, with little real impact on the daily experiences of employees.

Both academic and non-academic personnel are required to navigate a complex web of tasks, which collectively exert significant pressure on their psychological wellbeing and capacity to

sustain work–life balance. Academic and non-academic staff in universities in Nigeria are increasingly experiencing challenges in preserving an equitable balance between the demands of their professional and personal lives. Although some institutions have introduced policies such as flexible work arrangements and wellness programs, these are often poorly implemented or inequitably accessible (Adegboyega & Olalekan Oduntan, 2020). In several Edo State universities, anecdotal reports indicate that such measures exist largely on paper and fail to address real-life needs of staff. As a result, employees frequently rely on personal coping mechanisms such as informal boundary setting or social support networks to maintain psychological resilience.

Work–life balance, defined as the ability to effectively manage both professional and personal responsibilities, is essential for promoting psychological wellbeing and sustaining productivity among employees (Nwanzu & Babalola, 2023). However, the dual demands of professional responsibilities and personal life maintenance have become increasingly challenging for university workers in Nigeria. In many Nigerian university workers operate in environments where heavy workloads, limited institutional resources, and socio-cultural pressures make balancing work and life exceptionally difficult.

The Job Demands–Resources (JD–R) model provides a useful framework for understanding this reality. The model posits that when job demands such as workload, deadlines, and conflicting responsibilities exceed the resources available to the worker (e.g., flexibility, organisational

support, or social support), psychological strain is likely to occur (Bakker & Demerouti, 2023). In the context of Benin City's universities, job demands remain persistently high, while organisational resources and structural supports often lag behind.

Cultural expectations and gender roles further complicate matters. Female university staff in Benin City often face dual-role pressures: meeting professional obligations while carrying a disproportionate share of household and caregiving duties. Research during and after the COVID-19 pandemic revealed that female academics in Nigeria experienced intensified work–family conflict due to remote teaching, childcare, and domestic responsibilities converging in the home environment (Adewumi & Duma, 2022). These realities indicate that predictors of work–life balance and psychological wellbeing may operate differently across genders and roles.

Despite the clear need, empirical studies specifically examining these predictors in Benin City universities are scarce. While research has explored stress and job performance in Edo State's higher education sector (Kadiri & Isokpan, 2024) and investigated work–life balance in other Nigerian states (Adeniji et al., 2016; Adegboyega & Olalekan Oduntan, 2020), there is little comprehensive, locally grounded analysis that simultaneously examines job flexibility, work demands, organisational support, family/social support, and personal coping/boundary management as predictors of both work–life balance and psychological wellbeing.

This knowledge gap is particularly problematic because without such evidence, Edo State universities may lack the insights needed to design effective, culturally relevant interventions. The absence of robust local data means that many institutions rely on generic strategies—often adapted from foreign contexts—that may not suit the socio-economic and cultural realities of Benin City. Consequently, staff remain vulnerable to burnout, low morale, reduced job satisfaction, and poor overall wellbeing, which can, in turn, affect student outcomes and institutional reputation.

Therefore, this study addresses a critical need by investigating the predictors of work–life balance and psychological wellbeing among university workers in Benin City. By examining the interplay of job flexibility, work demands, organisational support, family/social support, and personal coping strategies, the research aims to provide evidence-based recommendations tailored to the unique conditions of Edo State’s universities. The findings will not only fill a significant gap in local academic literature but also guide policy formulation and workplace practices that foster healthier, more sustainable work environments for university staff in Benin City.

1.3 RESEARCH QUESTIONS

The research question for this study is:

- i. What are the significant predictors of work–life balance and psychological wellbeing among university workers in Benin City, Edo State, Nigeria?
- ii. How does job flexibility directly influence the psychological wellbeing of university workers in Benin City?
- iii. What is the impact of organisational support on the psychological wellbeing of university workers in Benin City?
- iv. What is the relationship between work demands and psychological wellbeing among university workers in Benin City, Edo State?
- v. What role does family and social support play in the psychological wellbeing of university workers in Benin City, Edo State?

1.4 Research Objectives

The main objective of the study is to identify the predictors of work-life balance and psychological wellbeing among university workers in Benin city, Edo State, Nigeria. The specific objectives are:

- i. To determine the predictors of work-life balance and psychological wellbeing among university workers in Benin city, Edo State, Nigeria.
- ii. To examine the direct influence of job flexibility on psychological wellbeing of universities workers in Benin City.
- iii. To assess the impact of organisational support on the psychological wellbeing of university workers in Benin City.
- iv. To determine the relationship between work demands and psychological wellbeing among university workers in Benin city, Edo State.
- v. To investigate the role of family/social support in the psychological wellbeing of university workers in Benin City, Edo State.

1.5 RESEARCH HYPOTHESIS

The hypothesis of this study is stated below:

H₀₁: There are no significant predictors of work–life balance among university workers in Benin City, Edo State, Nigeria.

H₀₂: Job flexibility has no significant influence on the psychological wellbeing of university workers in Benin City.

H₀₃: Organisational support has no significant impact on the psychological wellbeing of university workers in Benin City.

H₀₄: There is no significant relationship between work demands and the psychological wellbeing of university workers in Benin City, Edo State.

H₀₅: Family and social support have no significant relationship with the psychological wellbeing of university workers in Benin City, Edo State.

1.6 SCOPE OF THE STUDY

This study aims to examine the predictors of work–life balance and psychological wellbeing among academic and non-academic staff of universities in Benin City, Edo State, Nigeria. The scope is confined to this geographical location in order to provide a contextualized and in-depth understanding of the challenges faced by academic and non-academic professionals within the environment.

This research explores how job-related stressors and resources affect employees' wellbeing and work–life balance of university workers within Benin city. The goal is to identify key factors—such as job flexibility, organisational support, work demands, family/social support, and personal coping strategies and to recommend evidence-based strategies that higher-education institutions can adopt to enhance staff wellbeing and work–life harmony.

the study explores some interrelated dimensions, which are:

- **Job Flexibility:** This refers to how much freedom workers have in deciding when, where, and how they work. Example include allowing an administrator to work from home two days a week or adjust start/end times to suit family needs.
- **Organisational Support:** This is the help and resources provided by the university to make work easier and healthier. Example include the university offering free mental health counselling, mentorship programs, or training to reduce stress.
- **Work Demands:** This covers the amount of work, pressure, and deadlines workers face. Example include a lecturer with too many courses to teach, tight grading deadlines, and lots of meetings may feel overwhelmed.
- **Family/Social Support:** This means help from family members, friends, or colleagues outside of formal workplace structures. Example include a spouse helping with childcare so the staff member can attend evening classes or finish marking papers.

This study additionally examines the psychological wellbeing of university workers which includes aspects like social support, self-efficacy, life purposes, and emotional health, and overall mental wellness.

The research also examines the relationship between each predictor of work-life balance and psychological wellbeing, hence helping to identify which dimension of work-life balance have the most significant influence on the wellbeing of university workers

Furthermore, the study will also include an exploratory component that seeks to Synthesis findings to propose actionable interventions tailored to the university context to improve work-life balance and promote the psychological wellbeing of university workers in the region.

This study is limited to:

- Universities in Benin City, Edo State which may vary from comparative studies in other regions.
- University workers in Benin City, Edo State which includes non-teaching and support staffs.
- This study adopts a cross-sectional survey design, collecting data at a single point in time which restricts the ability to be longitudinal.

In terms of Methodology, this study employs a cross-sectional mixed-methods design, it uses both quantitative and qualitative to ensure a robust understanding of the study. Data will be collected through surveys and where necessary interviews and focus group discussions.

By focusing narrowly on Benin city, this study aims to offer localized insights that can inform institutional policies, promote mental health awareness and contribute to the broader discourse on workers wellbeing in Nigeria’s higher education sector.

1.7 SIGNIFICANCE OF THE STUDY

This study is significant in several ways. For university management, the findings will provide insights into the factors that enhance or hinder staff welfare, enabling them to design effective policies and support systems (Guest, 2017). For employees, understanding predictors of balance and wellbeing will help them adopt coping strategies that reduce stress and improve life satisfaction (Chatterjee et al., 2024). Policymakers in the education sector will also benefit from the study, as it will highlight systemic issues requiring reform (Magaji et al., 2025). Finally, the research will contribute to existing literature on occupational health psychology in Nigeria, serving as a valuable resource for future scholars (Pálinkás et al., 2025)

1. Enhancing Employee Wellbeing and Institutional Productivity

Universities are complex organizations that rely on the wellbeing of their staff to achieve core functions like teaching, research, and community outreach. In Benin City, the deterioration of psychological wellbeing due to sustained work pressure can erode staff morale, leading to burnout, diminished performance, and attrition (Ogunniyi & Ajayi, 2020). Understanding how factors such as job flexibility, organisational support, work demands, family/social support, and

personal coping strategies contribute to wellbeing enables institutional leaders to create more supportive work environments.

When staff feel psychologically well and maintain balance, they are more engaged, creative, and motivated—contributing directly to the university’s academic mission and operational efficiency (Adeyemo & Obiorah, 2022). This research will directly inform strategies to enhance productivity by improving employee wellbeing, ultimately benefiting educational quality and student outcomes.

2. Assisting Intervention Design, Monitoring, and Evaluation

Effective interventions must be rooted in empirical understanding of specific stressors and resources. By identifying which factors—job flexibility, organisational supports, workload pressures, coping strategies, social networks—are most strongly associated with wellbeing and balance, the study equips administrators with evidence to:

- Prioritize investments in areas like flexible scheduling or counselling services.
- Design training programs to enhance personal coping and boundary management.
- Monitor the impact of interventions over time, using baseline and follow-up measures.
- Evaluate whether resources are reaching staff equitably across units and positions.

Such actionable insights are rare in the literature for Nigerian universities, making this study highly valuable.

3. Empowering Employees through Self-Awareness and Skills

Beyond institutional benefits, the study empowers staff themselves. Understanding which personal strategies are effective—like boundary setting, leisure routines, or use of social support—can help employees proactively manage stress. Institutions may subsequently offer workshops or peer-sharing forums where staff exchange coping methods, building a more resilient workforce from the bottom up.

4. Informing Broader Public Policy and Sectoral Campaigns

Findings from this study can reach beyond individual institutions. Educational ministries, academic unions, and higher-education councils in Edo State and across Nigeria can use insights to shape sector-wide standards, such as recommended workload caps, faculty support systems, or wellbeing guidelines. When university leaders are furnished with locally grounded empirical data, it strengthens advocacy efforts for systemic improvements.

5. Filling Important Gaps in Nigerian Academic Literature

Despite growing interest in employee wellbeing globally, Nigerian academic literature has disproportionately focused on corporate or front-line sectors. Research on universities has

typically centered on student issues, accreditation, or funding, with less emphasis on staff psychological health.

This study addresses multiple gaps by:

- Investigating a combination of structural, personal, and social predictors.
- Focusing on psychological wellbeing as a positive construct, beyond mere absence of stress.
- Highlighting university employees in Benin City—a context with limited prior research.

As such, the research lays groundwork for more scholarship, supports comparative studies across regions, and enriches academic discourse on organisational wellbeing in Africa.

6. Socio-Economic Relevance

Wellbeing of university staff is not merely a private matter—it has broader societal and economic implications. Educated, resilient faculty and staff drive regional development, train future professionals, and contribute to socio-economic progress. Ensuring their wellbeing supports not just academic institutions but the communities they serve.

For example, if the study finds that "boundary management training" reduces stress by 40%, the Edo State Government could fund it statewide. If "job flexibility" fails due to power cuts, it could lobby for university electrification grants. As the World Bank (2023) stresses, "Evidence-

based policy is Nigeria's only escape from its education death spiral." This study provides that evidence.

7. Guiding Future Research and Longitudinal Inquiry

By establishing a baseline of work–life balance and wellbeing predictors, this study opens avenues for future longitudinal assessments. Researchers can track changes over time, examine the impact of implemented policies, or explore additional dimensions like technology use, leadership styles, or organizational culture.

It lays a foundation for a research agenda that can transform employee wellbeing in Nigerian higher education for years to come.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter critically reviews literature on work-life balance and psychological wellbeing. It explores their meanings, dimensions, predictors, benefits, and theoretical underpinnings, and synthesizes empirical evidence to establish the identified research gaps and finally propose a conceptual framework relevant to the present study.

2.2 Meaning of Work-Life Balance

Work-life balance refers to the equilibrium/balance between professional responsibilities and personal life activities that allows individuals to meet both work and family demands satisfactorily (Chatterjee et al., 2024). Conceptually, Work-Life Balance transcends mere time allocation; it encompasses the quality of engagement across roles and the individual's perceived control over boundaries (Kossek, Lewis, & Hammer, 2010). For university workers in Benin City, this balance is complicated by these factors: extended work hours due to infrastructure gaps (e.g., power outages), urban commuting challenges, and cultural obligations that blur work-life boundaries (Okafor, 2019).

Scholars note that WLB is not a static state but a dynamic process that changes with individual circumstances, life stages, and organizational demands (Clark, 2000). For instance, young academics may struggle to combine research commitments with family life, while older staff may face challenges related to health or caregiving responsibilities. Work-life Balance is thus a dynamic, multidimensional construct shaped by organizational policies, societal norms, and individual agency (Guest, 2002). Greenhaus and Allen (2011) describe it as the extent to which individuals are equally engaged and satisfied with their work and family roles. Similarly, Guest (2017) highlights that Work-Life Balance involves minimizing role conflict and maximizing role enrichment. For university workers, Work-Life Balance is not merely about hours spent at work versus home but about the psychological ability to disengage from work pressures and maintain a sense of fulfillment in both domains (Pálinkás et al., 2025). In view of this maintaining this equilibrium arises a key necessity for both employees and employers in the contemporary business world.

See figure below:

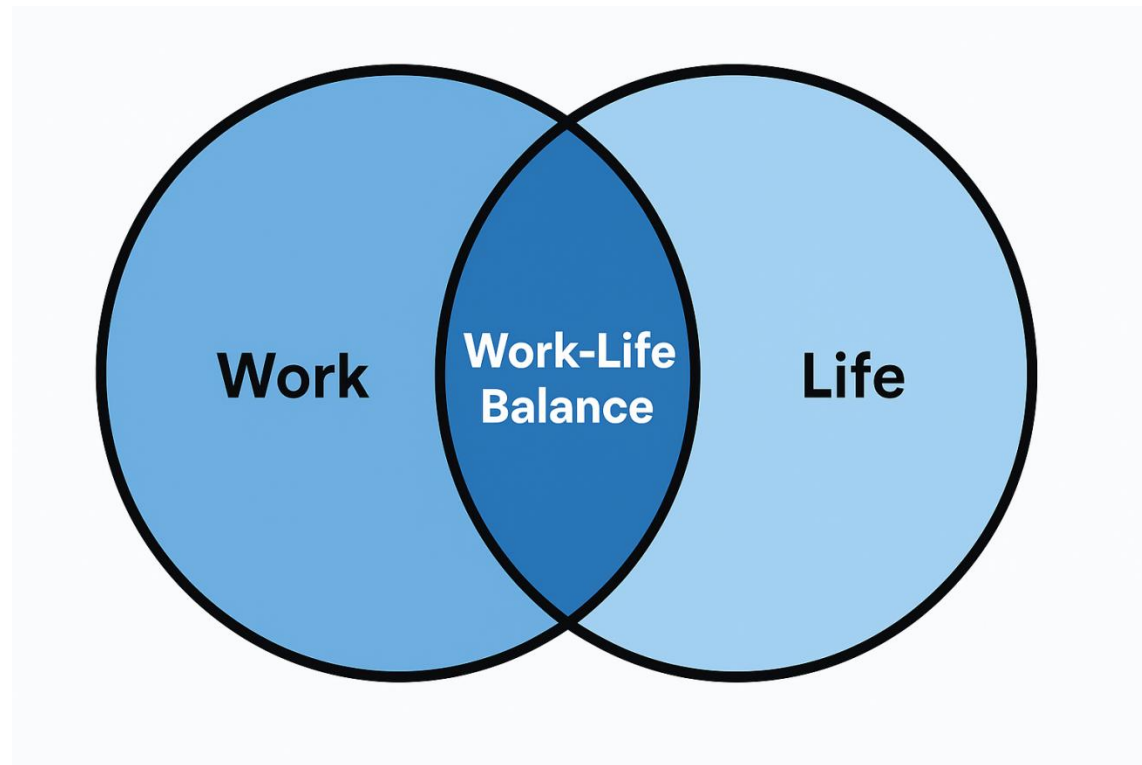


Figure 2.1

2.3 Dimensions of Work-Life Balance

The concept emphasizes the allocation of time, involvement, and satisfaction across multiple roles. The equitable distribution of hours between work and non-work activities is referred to as “Time Balance” (Carlson, Grzywacz, & Zivnuska, 2009). This dimension helps in effectively balancing work and personal obligations. The psychological investment and mental presence an individual maintains across roles is called “Involvement Balance” (Greenhaus et al., 2003).

People who are able to disengage from work related activities during non-work hours enjoy a more balanced work-life. The contentment derived from both work and personal life is known as “Satisfaction Balance” (Carlson et al., 2009). Satisfaction gotten from work and personal life has a direct effect on the entire well-being of a worker.

These factors ultimately determines if a worker will enjoy balance or not in his work-life and personal life.

2.3.1 Time Balance

Time balance is perhaps the most visible aspect of dimensions of work-life balance it refers to the extent to which individuals allocate sufficient time to both work and personal life domains (Greenhaus et al., 2003). It involves minimizing work encroachment on personal time (e.g., evenings, weekends) and ensuring adequate time for rest, family, and leisure. When one domain consumes disproportionate time, the other suffers, resulting in imbalance. For university staff, who are often required to juggle teaching, administrative duties, research, and community service, time balance can be particularly elusive. For instance, For example, lecturers may carry academic work home in the form of grading assignments or preparing lectures late into the night, leaving limited time for family interaction or self-care. Studies suggest that flexible scheduling and reduced workload are key to maintaining time balance (Zhang, 2025).

Studies indicate that time imbalance is frequently caused by high workloads, inflexible job schedules, and the pervasive intrusion of technology, which blurs the boundaries between professional and personal spaces (Guest, 2017; Aziz & Covington, 2024). In Nigerian universities, academic staff often work 50–60 hours weekly due to teaching loads, research demands, and administrative duties, leaving little time for personal life (Adebisi, 2013). For Benin City workers, traffic congestion (averaging 2–4 hours daily) further depletes discretionary time, exacerbating time imbalance (World Bank, 2021).

Some significant effects of this includes: workers may experience heightened stress levels, fatigue, and role conflict as they constantly negotiate competing demands (Greenhaus et al., 2003). Over prolonged periods, such imbalance can escalate into burnout, increased absenteeism, or even withdrawal from the profession altogether (Maslach & Leiter, 2016) while straining the relationship with family and weakening social bonds.

In order to bat this imbalance, Institutions can support staff by introducing flexible work schedules, reducing excessive workloads, and discouraging after-hours communication. On the individual level, time management skills, prioritization, and setting clear work boundaries are critical. In the Nigerian context, where cultural and familial obligations are particularly strong, effective strategies for time balance can also include enlisting extended family support and advocating for institutional childcare services (Ojo, 2020).

2.3.2 Involvement Balance

Involvement balance while related to time, extends beyond the number of hours spent in different roles to focus on the quality of attention, energy, and psychological engagement individuals bring to work and personal life. Frone (2003) describes involvement balance as the degree to which individuals are mentally and emotionally present in each domain. It concerns the psychological investment and mental presence an individual maintains across roles (Greenhaus et al., 2003). It requires cognitive and emotional engagement in both work and family without preoccupation with one domain while in the other.

A university worker might spend time at home but remain distracted by research deadlines or unresolved student issues, thereby undermining family interactions. Similarly, personal concerns may occupy the mind during working hours, affecting productivity and teaching effectiveness. Involvement imbalance is often triggered by emotional exhaustion from high job demands, inadequate recovery periods, and institutional cultures that glorify overwork (Maslach & Leiter, 2016). In Benin City, cultural expectations of communal involvement (e.g., attending ceremonies) can similarly fragment attention, reducing involvement balance (Okafor, 2019).

This has profound consequences as employees who fail to maintain involvement balance may become emotionally detached from loved ones, experience decreased motivation at work, and face heightened role conflict. Over time, this imbalance erodes psychological wellbeing, contributes to family dysfunction, and increases the likelihood of professional burnout (Ryff, 2014).

To counteract these challenges, interventions must prioritize recovery and renewal. Encouraging rest, hobbies, and vacations allows employees to replenish their emotional resources. Moreover, boundary management strategies, such as clearly separating work and family time, can help individuals to be fully present in each role (Clark, 2000). Organizational initiatives, such as counseling services, wellness programs, and workload redistribution, also support greater involvement balance. Finally, personal practices like mindfulness and stress management techniques are increasingly recognized as effective tools for maintaining psychological presence in both work and personal life (Chatterjee et al., 2024).

2.3.3 Satisfaction Balance

Satisfaction balance represents the extent to which individuals derive a sense of contentment and fulfillment from both work and personal life roles. It emphasizes that even when employees achieve adequate time allocation and are mentally present in both domains, imbalance may still occur if satisfaction is disproportionately skewed (Greenhaus & Allen, 2011). It reflects the contentment derived from both work and personal life (Carlson et al., 2009). It is achieved when individuals feel fulfilled in their professional achievements and personal relationships, rather than sacrificing one for the other. For instance, a university worker who enjoys a supportive family life but is consistently dissatisfied with poor working conditions—such as lack of recognition, delayed salaries, or limited promotion opportunities—will struggle to achieve overall work-life balance. Similarly, satisfaction may be undermined in personal life due to unresolved marital issues, financial stress, or family conflicts (Ojo, 2020).

The main drivers of satisfaction imbalance often include unfair organizational practices, mismatched expectations between personal aspirations and institutional realities, and job insecurity (Guest, 2017; Zhang, 2025). Studies show that Nigerian university staff report high job dissatisfaction due to poor remuneration and limited growth opportunities, which spills over into life dissatisfaction (Ogundipe, 2015). In Benin City, economic pressures (18.6% inflation in 2023) further erode satisfaction balance as workers struggle to meet basic needs (NBS, 2022).

The consequences are not confined to dissatisfaction in one role but often spill over into the other, a phenomenon widely acknowledged in spill-over theory (Clark, 2000). This emotional crossover means dissatisfaction at work can reduce family happiness, and vice versa, thereby lowering overall wellbeing. Persistent satisfaction imbalance can also result in chronic stress, weakened resilience, and ultimately attrition from one's professional role (Pálinkás et al., 2025).

Addressing satisfaction imbalance requires efforts at multiple levels. On the Organizational level, Organizations can improve job satisfaction by promoting fairness in workplace, recognition of diligent and hardworking workers, and career development opportunities, while also ensuring equitable workload distribution. On the personal side, strengthening family support systems, engaging in counseling, and fostering effective communication with family and friends can improve satisfaction in non-work domains.

Enrichment programs such as professional development workshops, wellness initiatives, and recreational activities can simultaneously enhance satisfaction in both roles, creating a sense of holistic wellbeing (Zhang, 2025).

In summary, the three dimensions of work-life balance—time, involvement, and satisfaction, together provide a comprehensive understanding of how employees experience the demands of work and personal life. Time balance emphasizes the hours available, involvement balance addresses the quality of engagement, and satisfaction balance highlights the degree of fulfillment

in each role. A deficiency in any one dimension undermines overall work-life balance and can have far-reaching consequences on psychological wellbeing, productivity, and family life.

2.4 Benefits of Work-Life Balance

The benefits of work-life balance extend beyond the individual worker to encompass families, organizations, and the larger society. Achieving balance between professional and personal life has been linked with numerous positive outcomes, ranging from improved psychological wellbeing and job satisfaction to enhanced organizational productivity and reduced turnover. For university workers, who often face demanding schedules, conflicting role expectations, and the challenge of meeting both institutional and personal responsibilities, the benefits of work-life balance are particularly significant. These benefits are at different levels and they include:

At the **individual level**:

- i. one of the most important benefits of work-life balance is improved psychological wellbeing. Employees who are able to harmonize work and personal roles report lower levels of stress, anxiety, and depression, as well as higher levels of life satisfaction and happiness (Ryff, 2014; Guest, 2017). For instance, a lecturer in the University of Benin who structures his week to ensure that weekends are reserved for family gatherings and religious activities is likely to feel less overwhelmed and more emotionally stable than a colleague who allows work to spill into all aspects of life.

- ii. Work-life balance also supports physical health, as individuals with sufficient time for rest, exercise, and healthy living practices are less prone to stress-related illnesses such as hypertension and cardiovascular problems. For example, a female academic who schedules regular morning walks before lectures is not only improving her health but also boosting her energy levels for teaching and research duties.
- iii. Another individual benefit is enhanced productivity and performance. Workers who maintain balance between work and personal life often demonstrate greater concentration, creativity, and problem-solving abilities compared to those overwhelmed by role conflicts (Greenhaus & Allen, 2011). In the academic context, this can be seen in a university researcher who, after taking adequate rest, develops more innovative solutions for research proposals or lecture delivery. In contrast, those who sacrifice rest and family time for prolonged work hours may produce lower-quality work due to fatigue. A Nigerian case is that of lecturers who attend professional development training organized during the semester break—by balancing training with rest, they return to the classroom refreshed and more effective in engaging students.

At the **family level**,

- i. work-life balance strengthens interpersonal relationships and nurtures family cohesion. Employees who allocate quality time and emotional energy to family roles foster stronger marital satisfaction and healthier parent-child relationships (Chatterjee et al., 2024). For

instance, a university administrator who ensures that evenings are reserved for assisting children with homework and spending time with a spouse is likely to build stronger family bonds, which in turn reduces stress spillover into work life. Conversely, imbalance often leads to neglect, misunderstandings, and strained relationships. A practical example is when lecturers prioritize back-to-back conferences without considering family obligations—this often creates resentment among family members and emotional distance at home. In Nigeria, where extended family obligations are common, ensuring balance also helps staff participate in cultural activities such as weddings, burials, and festivals without neglecting their careers.

The benefits also extend to the **organizational level**,

Institutions that promote work-life balance enjoy lower levels of absenteeism, turnover, and presenteeism (Maslach & Leiter, 2016). For example, Obafemi Awolowo University introduced flexible teaching schedules during a pilot scheme, and many staff reported improved morale and higher productivity because they were able to better manage their academic and family responsibilities. Similarly, universities that respect boundaries by limiting after-hours emails or offering childcare facilities create an environment where workers feel valued. This leads to stronger organizational commitment and loyalty. A balanced lecturer, for example, is more likely to put in extra effort for research grant writing or mentoring younger colleagues than one who is burned out and disengaged.

At the **societal level**,

- i. work-life balance contributes to greater social stability and cohesion. Families where members experience balance tend to raise healthier and more resilient children, thereby reducing societal problems such as delinquency and family breakdowns (Ojo, 2020). For instance, when university staff dedicate time to mentoring their children and being present at critical stages of development, it strengthens the next generation's values and stability. Moreover, balanced workers are more likely to engage in community activities such as serving in local councils, volunteering in religious groups, or contributing to development projects. In Edo State, where universities are central to community life, academics who maintain balance often extend their expertise to social projects like literacy programs or health awareness campaigns. This strengthens ties between the institution and society.
- ii. Finally, work-life balance is strongly associated with career sustainability. In today's demanding academic environment, employees who constantly experience role strain and imbalance are more likely to disengage, retire early, or abandon their careers. For instance, lecturers overloaded with classes, administrative work, and research deadlines without time for rest may become disillusioned and exit academia prematurely. Conversely, those who maintain balance sustain long-term commitment and enthusiasm for their profession. A Nigerian example is seen among senior lecturers who consciously

protect time for family and personal development, thereby enjoying long, fulfilling careers while mentoring the next generation of academics.

In summary, the benefits of work-life balance are multi-layered, encompassing the wellbeing of individuals, families, organizations, and societies at large. For university workers in Edo State, fostering balance not only improves personal happiness and health but also enhances institutional productivity and national development. These benefits highlight the importance of identifying and strengthening the predictors of work-life balance in order to safeguard both employee welfare and organizational effectiveness.

2.5 Predictors of Work-Life Balance

Work-life balance is shaped by multiple interrelated factors that influence how individuals distribute time, energy, and satisfaction across the domains of work and personal life. These predictors can be broadly grouped into demographic, work-related, and personal factors. Each category contributes uniquely to employees' experiences of balance, and for university workers in Edo State, they interact with contextual realities such as cultural expectations, institutional practices, and socio-economic pressures. For them, understanding these predictors is crucial, as the pressures of academic responsibilities intersect with family, social, and cultural obligations.

b enjoy relatively more support at home, which enhances their capacity to focus on institutional demands. In Benin City, cultural norms place disproportionate domestic duties on female academics, intensifying their WLB challenges (Okafor, 2019).

Marital status further shapes work-life balance. Married staff, especially those with young children, often encounter greater conflicts between work and family obligations compared to their single counterparts (Greenhaus & Allen, 2011). For example, a married lecturer with three children may find it difficult to attend weekend conferences or late departmental meetings without creating friction at home. Conversely, single workers may experience less family-related strain but might face challenges of social isolation or societal expectations regarding family obligations in the Nigerian cultural context.

2.5.2 Work-Related Factors

Workplace characteristics are pivotal Work-life balance predictors.

Workload is perhaps the most immediate predictor of work-life balance in academic environments. Nigerian universities often suffer from staff shortages due to limited recruitment and brain drain, forcing existing lecturers to shoulder heavy teaching and administrative burdens (Pálinkás et al., 2025). A lecturer in the University of Benin may handle five or more undergraduate courses while simultaneously supervising postgraduate students and sitting on departmental committees. These excessive workloads erode personal time and create role

conflict, leaving staff exhausted and unable to participate fully in family life is inversely related to balance; excessive hours and demands deplete resources for personal life (Bakker & Demerouti, 2017). Nigerian university staff cite understaffing and overcrowded classes as key stressors (Adebisi, 2013).

Flexibility in job schedules plays a vital role in predicting balance. Employees who can choose when and where to work are better able to harmonize competing roles (Clark, 2000). In some international contexts, universities have adopted flexible arrangements such as online teaching, hybrid schedules, and sabbatical opportunities. In Nigeria, however, rigid academic calendars and compulsory in-person meetings often limit flexibility. For example, lecturers may be required to attend unscheduled departmental meetings on weekends, disrupting family routines. Where flexibility is provided, such as allowing staff to consolidate lectures into fewer days, it creates space for research, family, and leisure, improving overall balance. However, Benin City's infrastructure gaps (e.g., unreliable internet) limit flexible work adoption (World Bank, 2021).

Organizational support and Institutional culture is another strong predictor of balance. Institutions that provide structural and emotional support help staff reduce stress and navigate competing demands (Maslach & Leiter, 2016). This support can take the form of counseling services, wellness programs, mentoring opportunities, childcare facilities, or workload redistribution. For instance, universities in developed countries often provide campus-based daycare services, enabling academic mothers to manage both professional and parenting roles

effectively. In contrast, many Nigerian universities lack such provisions, leaving staff to rely on personal networks for childcare. This lack of institutional support increases the risk of imbalance and disengagement. Also, In some academic environments, there is an unspoken expectation of “presenteeism,” where staff are judged by the number of hours spent on campus rather than actual output. Such cultures can pressure employees to sacrifice personal time for work, undermining balance. A more supportive culture that values outcomes, encourages rest, and respects personal boundaries is likely to foster healthier balance among employees and influence balance.

2.5.3 Personal Factors

Beyond demographic and work-related factors, individual characteristics and personal choices strongly influence work-life balance. Some Individual attributes that shapes Work-life balance experiences includes.

Coping strategies like time management and problem-solving mitigate conflict (Hammer, Neal, Newsom, Brockwood, & Colton, 2005). It determines how individuals respond to the pressures of competing roles. Employees who employ effective coping strategies such as planning, prioritization, delegation, and problem-focused approaches are more likely to maintain balance (Ryff, 2014). For example, a lecturer who creates a weekly schedule that designates fixed hours for grading, research, and family time will experience less conflict compared to one who allows

work tasks to spill into all areas of life. Conversely, maladaptive coping mechanisms such as procrastination, avoidance, or overcommitment exacerbate imbalance. Conversely, avoidance coping exacerbates strain.

Self-care practices (e.g., exercise, mindfulness) also play a vital role. Workers who consciously invest in their own health and wellbeing by engaging in exercise, meditation, religious participation, or hobbies are better able to handle stress and sustain balance (Guest, 2017). It replenishes energy, fostering resilience (Kinman & Wray, 2018). A lecturer in Benin City who commits to regular jogging or attends weekly church services or engages in community activities may find renewal and emotional resilience, which translates into greater capacity to manage academic responsibilities and report better WLB due to social support (Okafor, 2019). On the other hand, neglecting self-care often leads to burnout, chronic fatigue, and declining productivity.

Personal values and priorities further shape work-life balance outcomes. Some employees place career achievement above all else, while others prioritize family or personal happiness. For instance, a lecturer may decline international conference opportunities to attend a child's graduation ceremony, prioritizing family over career advancement. Another may sacrifice family time to build a stronger research profile, potentially gaining professional rewards but risking personal dissatisfaction. In Nigeria's cultural context, personal values are often shaped by

community expectations, making balance a more complex negotiation between individual aspirations and collective obligations.

2.6 Meaning of Psychological Wellbeing

Psychological wellbeing can be broadly defined as the presence of positive mental health, encompassing aspects such as life satisfaction, happiness, purpose, and resilience, alongside the absence of negative emotional states such as distress, depression, or anxiety (Diener et al., 1999; Keyes, 2002). It simply refers to how people feel about their lives and how well they are functioning in everyday activities. It goes beyond just “not being sick” or “free from mental illness.” Instead, it is about having a positive state of mind, being able to handle challenges, feeling happy, and finding meaning in life (Ryff, 2014).

Scholars describe psychological wellbeing in two main ways.

The first is the **hedonic view**, which sees wellbeing as experiencing pleasure, happiness, and satisfaction (Diener, 1984). For example, a university lecturer in Edo State who enjoys teaching, feels happy with family life, and has fewer financial worries can be said to have good psychological wellbeing under this view.

The second is the **eudaimonic view**, which focuses on living a meaningful and purposeful life, not just feeling happy. According to this view (Ryff, 1989), wellbeing comes from personal

growth, having good relationships, making independent choices, and having a sense of purpose. For instance, a lecturer may feel fulfilled and mentally healthy because they are mentoring students, contributing to research, and supporting their family, even if the job is stressful at times.

In the workplace, psychological wellbeing often shows in how employees feel about their jobs and their ability to manage stress (Warr, 2007). A staff member with high wellbeing is usually more productive, motivated, and resilient, while one with low wellbeing may feel burned out, anxious, or unmotivated.

For university workers in Nigeria, psychological wellbeing is especially important because they face many challenges—such as heavy workloads, low salaries, and family or community obligations. If they are not mentally well, these pressures can affect their productivity and personal lives. But if they maintain good wellbeing, they are more likely to cope better, stay motivated, and live happier lives.

In summary, psychological wellbeing is about feeling good and functioning well. It means being satisfied with life, staying happy, and finding purpose in what one does—whether at work, at home, or in the community.

2.7 Dimensions of Psychological Wellbeing

2.7.1 Life Satisfaction

Life satisfaction is one of the most widely recognized dimensions of psychological wellbeing. It refers to a **cognitive evaluation of one's overall quality of life** according to self-determined standards (Diener et al., 1985). Unlike temporary moods or emotional states, life satisfaction reflects a more **stable judgment** about whether one's life is going well or poorly.

For university workers, life satisfaction is closely tied to both professional and personal domains. Professionally, academics evaluate satisfaction based on career achievements, recognition, financial stability, and opportunities for growth. For instance, a lecturer at the University of Benin who has successfully published articles in high-impact journals and received promotions may report higher life satisfaction compared to a colleague who feels stuck in the same rank despite years of service.

On the personal side, satisfaction is influenced by family relationships, financial security, health, and social connectedness. In Edo State, many academic staff also face cultural and communal expectations such as supporting extended families or contributing to community projects. Meeting these obligations may enhance satisfaction if viewed positively, but they may also reduce it if the responsibilities feel overwhelming.

Research shows that life satisfaction plays a critical role in employees' overall wellbeing and productivity. Workers who perceive their lives as satisfying are less prone to burnout, more

committed to their jobs, and more resilient in the face of challenges (Helliwell et al., 2020). Conversely, dissatisfaction in life may spill over into the workplace, manifesting as absenteeism, low morale, and poor engagement.

Importantly, life satisfaction is not a static state but can change with life circumstances. For example, a university worker may experience high satisfaction during a sabbatical year spent abroad but report lower satisfaction upon returning to a context with heavier workloads and limited resources. Thus, fostering life satisfaction requires both institutional support and individual strategies, including fair compensation, supportive work environments, healthy relationships, and opportunities for personal growth.

2.7.2 Happiness

Happiness, another key dimension of psychological wellbeing, refers to the emotional aspect of wellbeing characterized by the prevalence of positive emotions over negative ones (Lyubomirsky, King, & Diener, 2005). While life satisfaction captures a rational evaluation of one's life as a whole, happiness reflects the day-to-day affective experiences that make life enjoyable and meaningful.

In the university context, happiness may emerge from small but significant experiences, such as successfully engaging students in a lively classroom discussion, receiving appreciation from colleagues, or spending quality time with family after work. For example, a lecturer who enjoys

mentoring postgraduate students and derives joy from their progress is likely to report higher happiness levels. Conversely, continuous stress from bureaucratic bottlenecks, poor remuneration, and overcrowded classrooms may erode happiness, even if life satisfaction remains relatively high.

Happiness is influenced by both external circumstances and internal dispositions.

Externally, adequate pay, supportive colleagues, and manageable workloads contribute to happiness (Clark, 2000). Internally, personality traits such as optimism, resilience, and gratitude also predict happier experiences (Steel et al., 2008). A lecturer with a naturally positive outlook may still find joy in teaching despite institutional challenges, while a more pessimistic colleague may focus on constraints and report lower happiness levels.

The consequences of happiness extend beyond the individual. Research shows that happy employees are more creative, cooperative, and productive, and they contribute to a healthier organizational climate (Oswald, Proto, & Sgroi, 2015). In Nigerian universities, where systemic challenges often test workers' morale, maintaining happiness becomes an important resource for sustaining motivation and reducing attrition.

However, happiness is not constant. It fluctuates depending on life events, workload cycles, and personal circumstances. For example, an academic may feel happy after receiving a research grant but stressed during periods of financial strain or institutional strikes. This dynamic nature

suggests that happiness must be actively cultivated through both organizational policies (such as flexible work arrangements and recognition programs) and personal practices (such as gratitude, mindfulness, and strong social relationships).

2.8 Predictors of Psychological Wellbeing

Psychological wellbeing does not happen by chance. It is influenced by several factors that shape how individuals think, feel, and cope with life. For university workers, these predictors can be grouped into three main categories: individual differences, social support, and work-related factors.

2.8.1 Individual Differences

People differ in personality, attitudes, and emotional strengths, and these differences strongly influence psychological wellbeing.

- **Personality traits** play a major role. For example, people who are naturally optimistic, outgoing, or resilient tend to report higher wellbeing because they can handle stress better (Steel et al., 2008). On the other hand, those with more anxious or pessimistic personalities may feel overwhelmed by challenges more easily. For instance, two lecturers facing the same workload may react differently—one may see it as a challenge and grow from it, while the other may feel frustrated and unhappy.

- **Emotional intelligence** is another key predictor. This refers to the ability to recognize, understand, and manage one's own emotions as well as those of others (Salovey & Mayer, 1990). A lecturer with high emotional intelligence may manage conflicts with students calmly and maintain good relationships with colleagues, which enhances wellbeing. By contrast, low emotional intelligence may lead to constant tension, stress, and strained relationships.
- **Personal coping style** also matters. People who use problem-solving, time management, or relaxation techniques often enjoy better wellbeing than those who avoid problems or use unhealthy coping habits such as overworking or neglecting rest.

2.8.2 Social Support

Humans are social beings, and support from others is crucial for mental health. Social support refers to the emotional, informational, or practical help one receives from family, friends, and colleagues.

- **Family support** is especially important in the Nigerian context, where extended family ties are strong. A lecturer whose spouse, children, or relatives provide encouragement and assistance is more likely to feel mentally balanced. For example, a staff member who comes home to a supportive partner may handle workplace stress more easily than one who faces family conflict.

- **Friendship and peer support** also promote wellbeing. Colleagues who share teaching tips, encourage one another, or help cover workloads during emergencies contribute to a healthier work environment. On the other hand, a toxic or competitive workplace can reduce wellbeing.
- **Community and religious support** also matter in Edo State, where many people find strength in faith and community groups. Regular participation in religious or social activities often provides encouragement, belonging, and hope, which strengthen psychological wellbeing.

2.8.3 Work-Related Factors

Since university workers spend a large part of their lives on campus, job conditions directly affect psychological wellbeing.

- **Job satisfaction** is one of the strongest predictors. When staff members feel that their work is meaningful, fairly rewarded, and well recognized, they tend to enjoy better wellbeing (Warr, 2007). For example, a lecturer who sees students succeed because of their guidance may feel more fulfilled, even if salaries are low.
- **Work-life balance** is another strong factor. If employees can balance academic demands with personal life, their wellbeing improves. Conversely, imbalance—such as when workloads leave no time for family or rest—creates stress and reduces wellbeing.

- **Work environment and resources** also play a role. Staff who work in poorly equipped offices, face constant strikes, or lack access to research funding often report lower wellbeing. In contrast, a supportive and well-resourced environment fosters motivation and mental health.

2.9 Theories of Work-Life Balance and Psychological Wellbeing

The study of work-life balance and psychological wellbeing is supported by several theories that explain why individuals struggle or succeed in managing their roles.

- **Conservation of Resource theory**
- **Self Determination Theory**
- **Job Demands-Resources model**
- **Spillover theory**
- **Broaden-and-Build theory**
- **Effort Reward Imbalance model**
- **Role theory**

These theories provide frameworks for understanding how personal resources, workplace demands, and social conditions interact to shape wellbeing.

2.9.1 Conservation of Resources (COR) Theory

The COR theory (Hobfoll, 1989) states that people try to protect and build their personal resources, such as time, energy, money, and social support. Stress happens when these resources are lost, threatened, or insufficient to meet demands. Resource loss (e.g., work overload) threatens wellbeing, while resource gain (e.g., flexibility) enhances it.

For example, a university lecturer in Edo State may feel stressed when overloaded with marking assignments, supervising students, and attending meetings because their limited energy and time are being drained. If they cannot recover these resources (through rest, family support, or reduced workload), their wellbeing will decline. However, if they gain new resources—such as research grants, academic assistants, or mentoring support—their wellbeing improves.

2.9.2 Self-Determination Theory (SDT)

The Self Determination Theory SDT (Deci & Ryan, 2000) explains that people experience wellbeing when three basic psychological needs are met:

- **autonomy** (control over one's life),

- **competence** (feeling effective),
- and **relatedness** (connection with others).

Applied to academics, a lecturer experiences high wellbeing if they have autonomy in designing courses, competence from successful teaching and research, and relatedness through supportive colleagues and family. If these needs are blocked—for example, when university management imposes rigid rules, promotions are delayed, or colleagues are unsupportive—psychological wellbeing suffers.

2.9.3 Job Demands-Resources (JD-R) Model

The JD-R model (Demerouti et al., 2001) states that every job has **demands** (e.g., workload, deadlines, emotional stress) and **resources** (e.g., supervisor support, flexibility, training). Wellbeing depends on the balance between the two.

For instance, if a lecturer has high demands (heavy teaching load, little research funding) but low resources (no mentoring or support), they are at risk of burnout. But if demands are balanced with resources (such as research assistants, sabbaticals, or fair workload distribution), wellbeing improves. This model is very relevant to Nigerian universities, where resources are often limited but demands remain high.

2.9.4 Spillover Theory

Spillover theory suggests that emotions, attitudes, and behaviors in one domain of life (work or family) can transfer into the other (Edwards & Rothbard, 2000). Negative spillover (e.g., work stress causing family conflict) harms wellbeing, while positive spillover (e.g., skills transfer) enhances it.

For example, stress from grading or departmental conflicts may spill over into home life, causing irritability with family members. On the positive side, satisfaction from teaching success or supportive colleagues can spill over into personal life, making one happier at home. Thus, work-life balance directly shapes psychological wellbeing by influencing how positive or negative experiences cross over between work and family.

2.9.5 Broaden-and-Build Theory

Fredrickson's (2001) broaden-and-build theory argues that positive emotions broaden people's thinking and build long-term resources such as resilience, creativity, and social support. This explains how WLB practices (e.g., leisure) boost PWB by fostering positive effect.

For university workers, positive emotions like joy, pride, or gratitude from student success or research recognition may encourage them to network more, try new teaching strategies, or invest in personal growth. Over time, these broadened actions build stronger wellbeing. In contrast, negative emotions (stress, anger, frustration) narrow focus and limit coping, reducing psychological wellbeing.

2.9.6 Effort-Reward Imbalance (ERI) Model

Siegrist's (1996) ERI model suggests that wellbeing is threatened when employees put in high effort but receive low rewards. Rewards can be financial (salary), social (respect), or developmental (career growth). Nigerian academics experience Effort-reward Imbalance due to poor remuneration despite high workloads (Ogundipe, 2015).

For example, a lecturer who spends long hours preparing lectures, conducting research, and mentoring students but receives low pay, little recognition, and no promotion opportunities may feel frustrated, undervalued, and mentally drained. This imbalance reduces wellbeing and can even lead to burnout or turnover.

2.9.7 Role Theory

Role theory (Kahn et al., 1964) examines conflict from incompatible expectations (e.g., employee vs. parent). It explains that people occupy multiple roles—such as teacher, researcher, parent, and community member—and conflict arises when the demands of these roles clash.

For instance, a lecturer expected to attend an evening departmental meeting may also be required to attend a child's school event at the same time. These role conflicts create stress, strain relationships, and reduce wellbeing. Achieving work-life balance means negotiating and managing these role expectations effectively.

2.10 Theoretical Framework

A theoretical framework provides the foundation for understanding and explaining the relationship between **predictors of work-life balance** and **psychological wellbeing**. It helps link concepts, guide analysis, and provide direction for interpreting findings. For this study, four theories are considered most relevant: the **Job Demands–Resources (JD-R) model**, **Self-Determination Theory (SDT)**, **Role Theory**, and the **Conservation of Resources (COR) theory**. These theories complement each other in explaining how personal, social, and work-related factors influence the wellbeing of university workers.

The JD-R model (Demerouti et al., 2001) is central to this study because it explains how the balance between job demands and available resources predicts both work-life balance and wellbeing. In Nigerian universities, high demands include large class sizes, multiple administrative responsibilities, frequent strikes, and pressure to publish research. Resources, however, are often scarce, with limited funding, inadequate facilities, and few opportunities for academic development. According to the model, when demands outweigh resources, stress increases and wellbeing declines. Conversely, when sufficient resources (such as supportive leadership, mentoring, or flexible schedules) are provided, workers are better able to manage balance and sustain psychological health.

The SDT (Deci & Ryan, 2000) is also highly relevant because it emphasizes the importance of meeting three basic psychological needs—**autonomy, competence, and relatedness**—for wellbeing. For university workers, autonomy comes from being able to plan lectures, pursue research interests, and manage schedules. Competence arises from achieving teaching and research goals, while relatedness comes from supportive relationships with colleagues, students, and family. When these needs are satisfied, lecturers experience higher motivation, satisfaction, and wellbeing. If they are frustrated—through rigid institutional rules, poor recognition, or isolation—work-life imbalance and low wellbeing result.

Role theory (Kahn et al., 1964) explains the conflicts that arise when individuals juggle multiple roles across work and family domains. University workers in Edo State often balance roles as teachers, researchers, administrators, parents, spouses, and community members. When demands from these roles overlap—such as when a lecturer must attend a departmental meeting at the same time as a family obligation—conflict emerges, leading to stress and reduced wellbeing. This theory is important because it captures the reality of **role strain** and highlights the need for supportive structures to reduce conflict and improve balance.

The COR theory (Hobfoll, 1989) complements the above by focusing on the resources individuals need to maintain balance and wellbeing. Time, energy, financial stability, and social support are limited resources that workers try to conserve and expand. In universities where workloads are high and pay is low, staff may feel constant resource loss, which creates stress and

undermines wellbeing. However, interventions such as wellness programs, fair compensation, or access to research grants can help workers gain resources and improve balance. This makes COR theory especially useful for explaining the Nigerian context, where scarcity of resources is a daily reality.

This study integrates JD-R Model and COR Theory as primary frameworks. The JD-R Model explains how work demands (e.g., workload) and resources (e.g., flexibility) directly impact Work-life Balance and Psychological Well Being. COR Theory extends this by incorporating personal resources (e.g., coping) and external stressors (e.g., urban challenges). Spillover Theory links Work-life balance and Psychological Well Being, while SDT addresses autonomy and support needs. Together, these theories capture the interplay of organizational, individual, and contextual factors shaping university workers' experiences in Benin City.

2.11 Empirical Studies on Work-Life Balance and Psychological Wellbeing

Several studies have explored the relationship between work-life balance, its predictors, and psychological wellbeing. Research in this area has examined different populations, ranging from corporate workers to healthcare professionals and educators, including university staff. The findings provide insights into how demographic, work-related, and personal factors influence wellbeing and balance across work and family life.

Work-Life Balance Studies

Frone (2003) studied American employees and found that **work-to-family conflict** significantly reduced life satisfaction and psychological wellbeing. Similarly, Greenhaus and Allen (2011) noted that employees who managed to balance family and work roles reported less stress and better health outcomes. These findings highlight the universal importance of balance in reducing role strain.

In the African context, Ojo (2020) investigated Nigerian academics and found that **female lecturers** experienced more difficulty in balancing roles due to domestic responsibilities, cultural expectations, and limited institutional support. This aligns with global literature on gender differences in balance.

Chatterjee et al. (2024) studied Indian academics and reported that heavy workloads, lack of flexibility, and insufficient organizational support were major predictors of imbalance. This finding is particularly relevant to Nigerian universities, where similar conditions exist, with lecturers often overburdened by teaching and administrative duties.

Predictors of Work-Life Balance

Demographic predictors have been widely studied. Akinyele (2010) showed that age and marital status significantly influenced work-life conflict among Nigerian civil servants, with younger

and married employees reporting higher conflict. Guest (2017) emphasized that **gender roles** play a central role in predicting balance, with women experiencing higher strain due to cultural expectations.

Work-related predictors such as workload, organizational support, and flexibility also play important roles. Maslach and Leiter (2016) demonstrated that poor organizational support leads to higher burnout rates among workers. Pálincás et al. (2025) found that excessive workload and lack of autonomy were major sources of imbalance in European universities, mirroring challenges faced by Nigerian academics.

Personal factors such as coping strategies and self-care also emerge as critical. Ryff (2014) found that individuals who adopted positive coping strategies, such as time management and social support, reported better balance and overall wellbeing.

Psychological Wellbeing Studies

Diener et al. (1999) showed that **life satisfaction and happiness** were strongly associated with better workplace performance. Keyes (2002) also highlighted that psychological wellbeing predicts resilience, motivation, and health outcomes.

In Nigerian studies, Adeoye and Olatunji (2019) reported that job satisfaction, social support, and family stability were strong predictors of wellbeing among university staff. Similarly,

Ogbuanya and Eseadi (2017) found that lecturers who experienced higher job control and family support reported higher levels of life satisfaction and lower stress.

Oswald, Proto, and Sgroi (2015) provided experimental evidence showing that happier employees are more productive, suggesting a direct link between psychological wellbeing and job performance. This finding reinforces the practical importance of wellbeing for universities aiming to boost productivity and retention.

Combined Studies on Work-Life Balance and Wellbeing

Clark (2000) proposed the “work-family border theory,” showing that balance between roles contributes directly to wellbeing by reducing stress and role conflict. Edwards and Rothbard (2000) also showed that experiences at work spill over into family life and vice versa, influencing wellbeing.

In Nigeria, Ojo (2020) confirmed that poor work-life balance among academics contributed to declining psychological wellbeing, reflected in stress, burnout, and reduced productivity. This supports the argument that wellbeing is closely tied to how well individuals manage work and family responsibilities.

International studies echo this. Helliwell et al. (2020) found that people who reported greater work-life balance also scored higher in happiness and life satisfaction, across multiple countries.

2.11 Research Gaps

Critical gaps persist:

Despite these valuable contributions, several gaps remain:

1. **Context-specific gaps:** Most global studies have been conducted in Western or Asian contexts. Fewer studies have deeply examined Nigerian university workers, especially in Edo State, where cultural expectations and institutional challenges may create unique dynamics.
2. **Integration of predictors:** Many studies examine either demographic, work-related, or personal factors in isolation. There is a need for research that integrates all three to provide a fuller picture of what predicts balance and wellbeing.
3. **Theoretical applications:** Although many theories exist, limited Nigerian research explicitly applies frameworks like JD-R, COR, or SDT to explain predictors of balance and wellbeing. This study fills that theoretical gap.
4. **Empirical link between balance and wellbeing:** While international research shows strong links between work-life balance and wellbeing, Nigerian studies often examine them separately. A focused study that directly links balance predictors with wellbeing outcomes in Edo State universities is needed.

5. **Gender and cultural roles:** More work is needed to understand how gender expectations, family structures, and cultural obligations uniquely shape balance and wellbeing among academics in Nigeria.

2.12 Conceptual Framework

The conceptual framework serves as the blueprint for this study on *Predictors of Work-Life Balance and Psychological Wellbeing among University Workers in Edo State*. It outlines the major variables, the expected relationships among them, and the theoretical assumptions guiding the study. By integrating demographic, work-related, and personal factors with psychological wellbeing outcomes, the framework provides a holistic understanding of how balance and wellbeing are determined. Below are key components of the frame work:

1. Predictors of Work-Life Balance

- **Demographic Factors:** Age, gender, and marital status affect the extent to which staff can manage competing demands. For instance, younger workers and married women often face higher conflicts due to family responsibilities.
- **Work-Related Factors:** Workload, job flexibility, and organizational support directly influence balance. Inadequate resources and heavy responsibilities in Nigerian universities frequently create imbalance.

- **Personal Factors:** Coping strategies, emotional intelligence, and self-care practices act as buffers, helping individuals handle stress and maintain balance.

2. **Work-Life Balance Dimensions**

- **Time Balance:** The ability to allocate time fairly between work and personal life.
- **Involvement Balance:** Ensuring equal energy and commitment across domains.
- **Satisfaction Balance:** Maintaining equal satisfaction with both work and family roles.

3. **Outcomes: Psychological Wellbeing**

- Defined in terms of **life satisfaction** and **happiness**.
- Higher wellbeing is expected when workers achieve better balance.
- Poor wellbeing results from imbalance, stress, and inadequate support.

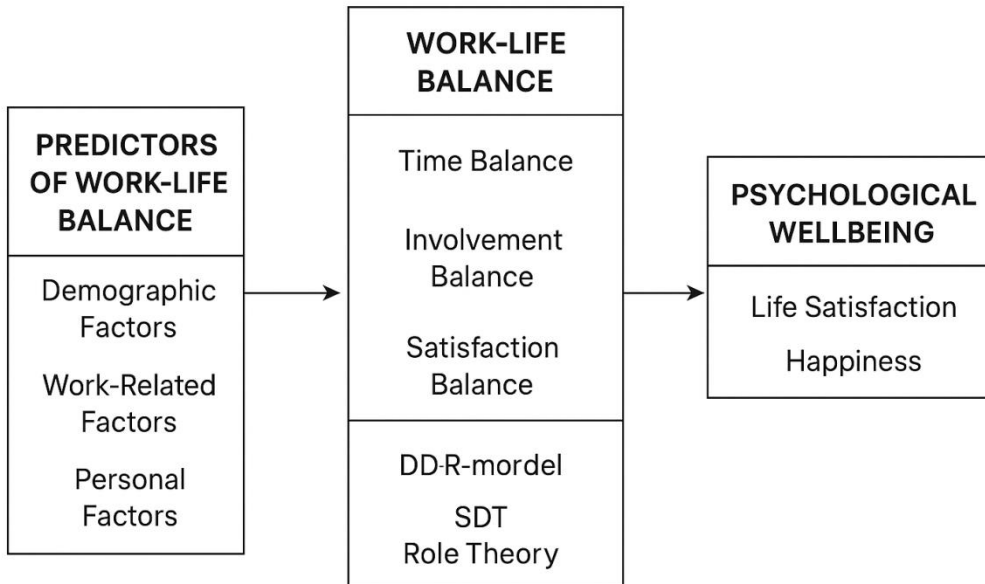
4. **Theoretical Foundation**

- **JD-R model:** Explains how job demands and resources predict stress or motivation.
- **Self-Determination Theory:** Emphasizes the role of autonomy, competence, and relatedness in fostering wellbeing.
- **Role Theory:** Explains how role conflict undermines balance and wellbeing.
- **COR Theory:** Shows how loss or gain of resources shapes wellbeing outcomes.

Proposed Relationships

- **Demographic, work-related, and personal factors** act as predictors of **work-life balance**.
- **Work-life balance** mediates the relationship between these predictors and **psychological wellbeing**.
- When balance is positive, workers report higher wellbeing; when imbalance occurs, workers face stress, burnout, and reduced wellbeing.

CONCEPTUAL FRAMEWORK



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that will guide the study. It describes the research design, population, sampling techniques, research instruments, methods of data collection, and procedures for data analysis. The purpose of this section is to ensure clarity and transparency in the process of examining the predictors of work-life balance and psychological wellbeing among university workers in Edo State.

3.2 Research Design

The study will adopt a **descriptive survey research design**. This design is appropriate because the aim of the study is not to manipulate variables but to describe and analyze the existing relationship between predictors (demographic, work-related, and personal factors), work-life balance, and psychological wellbeing. The survey method allows the collection of data from a large number of respondents within a relatively short time, making it suitable for capturing the diverse experiences of university workers in Edo State.

3.3 Population of the Study

The population of this study will consist of **academic and non-academic staff** of selected universities in Edo State. These include both federal and state universities, such as the University of Benin, Ambrose Alli University, and Edo State University Uzairue. This population is chosen because university workers play dual roles as professionals and family members, often facing high workloads and expectations that may affect their work-life balance and wellbeing.

3.4 Sample and Sampling Technique

Given the size of the population, it is not feasible to study all university workers. Therefore, a **sample** will be drawn using a **stratified random sampling technique**. The sample will be

stratified along two groups: academic staff (lecturers, professors, researchers) and non-academic staff (administrators, clerical officers, technical staff). This ensures representation of both categories.

A total of approximately 200 respondents will be selected, distributed proportionally across the sampled universities. This sample size is considered adequate for quantitative analysis and generalization of findings to the wider population.

3.5 Research Instruments

The main instrument for data collection will be a **structured questionnaire**. The questionnaire will be divided into four sections:

1. **Section A: Demographic Information** (age, gender, marital status, years of service, job category).
2. **Section B: Work-Life Balance Scale** — measuring time balance, involvement balance, and satisfaction balance. An adapted version of the Work-Life Balance Scale developed by Hayman (2005) will be used.

3. **Section C: Predictors of Work-Life Balance** — items relating to workload, flexibility, organizational support, coping strategies, and self-care.
4. **Section D: Psychological Wellbeing Scale** — measuring life satisfaction and happiness. The Psychological Wellbeing Scale by Ryff (1989), and the Satisfaction with Life Scale (SWLS) by Diener et al. (1985), will be adapted for this section.

All items will be measured on a **five-point Likert scale** ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

3.6 Validity of the Instrument

To ensure content validity, the questionnaire will be subjected to expert review by specialists in Educational Psychology and Human Resource Management. Their input will help refine ambiguous or irrelevant items. Construct validity will also be established by adapting items from previously validated instruments widely used in similar studies.

3.7 Reliability of the Instrument

Reliability will be established through a pilot study involving 30 university workers who will not be part of the final sample. Responses will be analyzed using Cronbach's alpha coefficient to determine internal consistency. A reliability coefficient of 0.70 and above will be considered acceptable, ensuring the instrument's stability and consistency over time.

3.8 Method of Data Collection

Data will be collected through direct administration of the questionnaires. Respondents will be assured of confidentiality and informed that participation is voluntary. To maximize response rates, questionnaires will be distributed and retrieved on the spot with allowance of three days, with reminders sent where necessary.

3.9 Method of Data Analysis

Data will be coded and entered into the **Statistical Package for the Social Sciences (SPSS)** for analysis. Both descriptive and inferential statistics will be employed:

- **Descriptive statistics** (mean, standard deviation, frequency, and percentages) will be used to summarize demographic information and responses to research questions.

- **Inferential statistics** will include:
 - **Multiple Regression Analysis** to determine the predictive power of demographic, work-related, and personal factors on work-life balance.
 - **Pearson Correlation Coefficient** to examine the relationship between work-life balance and psychological wellbeing.
 - **Independent t-tests and ANOVA** to test differences in balance and wellbeing across demographic variables such as age, gender, and marital status.

Results will be tested at a **0.05 level of significance**.

3.10 Ethical Considerations

The study will adhere to ethical research standards. Informed consent will be obtained from all respondents. Participation will be voluntary, and respondents will have the right to withdraw at any time. Data collected will be treated with confidentiality and used solely for academic purposes.

3.11 Summary

In summary, this chapter has outlined the methodology that will be employed in examining the predictors of work-life balance and psychological wellbeing among university workers in Edo State. It described the research design, population, sample, instrument development, validity and

reliability measures, methods of data collection, and techniques of analysis. These procedures ensure that the study is scientifically rigorous and ethically sound.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, RESULT, AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis of the data generated for the study. The chapter begins with the analysis and presentation of the bio-data of the respondents; after which, a descriptive analysis, which involved the use of simple percentages, frequency, and mean, was employed in achieving

the specified objectives of the study. Thereafter, a multiple regression and bivariate correlation analysis were conducted to test the stated hypothesis.

A total of one hundred (100) copies of the questionnaire were distributed by the researcher to academic and non-academic staff of the University of Benin, Benin City, Edo State, to gather data on the subject of study. Responses obtained from the respondents are analyzed in this section, and the chapter ends with a discussion of the study's findings.

4.2 Demographics of Respondents

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables include the age, gender, marital status, years of service, and job position of the respondents. The results are presented in charts and interpreted using descriptive statistics.

Table 4.1 Respondents Demographics

S/N	Categories	Responses	
		Frequency	%
1.	Gender		
	Male	55	55.0
	Female	45	45.0
2.	Age		
	Less than 25 years	22	22.0

	25-35 years	20	20.0
	36-46 years	30	30.0
	47 years and above	28	28.0
3.	Marital Status		
	Single	31	31.0
	Married	62	62.0
	Divorced/Separated	6	6.0
	Widowed	1	1.0
4.	Work Experience		
	5 years and below	22	22.0
	6-10 years	26	26.0
	11-15 years	27	27.0
	16-20 years	10	10.0
	21 years and above	15	15.0
5.	Type of Staff		
	Academic	26	26.0
	Non-Academic staff	74	74.0
	Total	100	100.0

Source: Author's Field Work, 2025

Gender Distribution of Respondents

The gender composition of the respondents indicates that males constituted 55.0 per cent of the total sample, while females accounted for 45.0 per cent. This relatively balanced distribution

suggests that both male and female perspectives are adequately represented in the study, although there is a slight predominance of male respondents.

Age Distribution of Respondents

The age distribution reveals that respondents aged 36–46 years formed the largest group, representing 30.0 per cent of the sample, followed by those aged 47 years and above at 28.0 per cent. Respondents below 25 years accounted for 22.0 per cent, while those within the 25–35 years age bracket constituted 20.0 per cent. This distribution shows that the study captured a broad range of age groups, with a higher concentration of respondents within the mature and experienced working-age categories.

Marital Status

Analysis of marital status shows that a majority of the respondents were married, accounting for 62.0 per cent of the sample. Single respondents constituted 31.0 per cent, while divorced or separated respondents made up 6.0 per cent. Only 1.0 per cent were widowed. This indicates that most respondents have family commitments, which may influence their work experiences and perceptions.

Work Experience

The distribution of respondents by work experience indicates that those with 11–15 years of service formed the largest group at 27.0 per cent, followed closely by respondents with 6–10

years of experience at 26.0 per cent. Respondents with five years and below constituted 22.0 per cent, while those with 21 years and above accounted for 15.0 per cent. The least represented group was respondents with 16–20 years of experience at 10.0 per cent. Overall, the data suggest that the majority of respondents possess moderate to extensive work experience.

Type of Staff

With respect to staff category, non-academic staff constituted the majority of respondents, representing 74.0 per cent of the sample, while academic staff accounted for 26.0 per cent. This implies that the findings of the study largely reflect the views of non-academic staff, although academic staff were also sufficiently represented to provide relevant insights.

4.3 Descriptive Analysis of Work-Life Balance among Staff of the University of Benin.

This section presents a descriptive analysis of work-life balance among staff of the University of Benin, measured along five dimensions. It aims to ascertain through statistical analysis the extent of work-life balance among the staff of the University of Benin, the most common factors impacting work-life balance among the diverse dimensions, and its implications. The statistical descriptive mean, simple frequency counts, and percentages are utilized in the analysis and interpretation of the data, and results are tabulated for clarity.

Table 4.2: Descriptive Analysis of Work-Life Balance among Staff of the University of Benin.

S/N	Statement	SD	D	U	A	SA	Mean	Std-dev	Remark
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Job Flexibility									
6.	I have flexibility in scheduling my working hours	4 (4.0%)	24 (24.0%)	4 (4.0%)	49 (49.0%)	19 (19.0%)	3.55	1.167	Agreed
7.	I can easily adjust my work time to accommodate personal family responsibilities	8 (8.0%)	23 (23.0%)	13 (13.0%)	38 (38.0%)	18 (18.0%)	3.35	1.242	Agreed
8.	My superior allows me to manage my work schedule when needed	8 (8.0%)	19 (19.0%)	10 (10.0%)	40 (40.0%)	23 (23.0%)	3.51	1.259	Agreed
9.	I can take time off for family or personal matters without penalty	11 (11.0%)	36 (36.0%)	21 (21.0%)	25 (25.0%)	7 (7.0%)	2.81	1.143	Disagreed
	Total	7.75	25.25	12.0	38.0	16.75	3.31	.850	High
Organisational Support									
10.	My organization cares about my work-life balance	7 (7.0%)	23 (23.0%)	7 (7.0%)	45 (45.0%)	18 (18.0%)	3.44	1.225	Agreed
11.	There are formal policies in place to support employees' family needs	10 (10.0%)	31 (31.0%)	26 (26.0%)	27 (27.0%)	6 (6.0%)	2.88	1.104	Disagreed
12.	My organization promotes a culture that values work-life integration	7 (7.0%)	26 (26.0%)	8 (8.0%)	46 (46.0%)	13 (13.0%)	3.32	1.197	Agreed
13.	I feel supported by my organization when managing personal obligations	10 (10.0%)	29 (29.0%)	14 (14.0%)	40 (40.0%)	7 (7.0%)	3.05	1.175	Agreed
	Total	8.5	27.25	13.75	39.5	11.0	3.17	.883	High
Work Demands									
14.	I am required to work long hours to meet job expectations	2 (2.0%)	33 (33.0%)	8 (8.0%)	38 (38.0%)	19 (19.0%)	3.39	1.188	Agreed
15.	My workload often interferes with my personal family life	18 (18.0%)	29 (29.0%)	18 (18.0%)	28 (28.0%)	7 (7.0%)	2.77	1.238	Disagreed
16.	I experience time pressure that makes balancing life and work difficult	9 (9.0%)	31 (31.0%)	18 (18.0%)	30 (30.0%)	12 (12.0%)	3.05	1.209	Agreed
17.	My job requires my availability beyond normal working hours	9 (9.0%)	46 (46.0%)	18 (18.0%)	21 (21.0%)	6 (6.0%)	2.69	1.089	Disagreed
	Total	9.5	34.75	15.5	29.25	11	2.98	.815	Low
Family: Social Support									
18.	I have family and friends who support my career	7 (7.0%)	15 (15.0%)	5 (5.0%)	42 (42.0%)	31 (31.0%)	3.75	1.242	Agreed

	responsibilities								
19.	My partner or close family members help manage household or caregiving duties	8 (8.0%)	12 (12.0%)	8 (8.0%)	50 (50.0%)	22 (22.0%)	3.66	1.183	Agreed
20.	I feel emotionally supported by people outside work	4 (4.0%)	9 (9.0%)	11 (11.0%)	51 (51.0%)	25 (25.0%)	3.84	1.032	Agreed
21.	My personal relationships help buffer my job-related stress	6 (6.0%)	9 (9.0%)	12 (12.0%)	52 (52.0%)	21 (21.0%)	3.73	1.081	Agreed
	Total	6.25	11.25	9	48.75	24.75	3.75	.775	High
Personal Coping and Boundary Management									
22.	I can effectively separate work from personal life	-	7 (7.0%)	4 (4.0%)	56 (56.0%)	33 (33.0%)	4.15	.796	Agreed
23.	I use personal strategies (time blocking, planning) to manage both work and personal life	1 (1.0%)	9 (9.0%)	6 (6.0%)	59 (59.0%)	25 (25.0%)	3.98	.876	Agreed
24.	I prioritize tasks in a way that reduces work-life conflicts	-	6 (6.0%)	15 (15.0%)	46 (46.0%)	33 (33.0%)	4.06	.851	Agreed
25.	I actively seek balance between my job and personal responsibilities	1 (1.0%)	7 (7.0%)	14 (14.0%)	39 (39.0%)	39 (39.0%)	4.08	.950	Agreed
	Total	0.5	7.25	9.75	50	32.5	4.07	.630	High
	Job Flexibility						3.31	.850	High
	Organizational Support						3.17	.883	High
	Work Demands						2.98	.815	Low
	Family: Social Support						3.75	.775	High
	Personal Coping and Boundary Management						4.07	.630	High
	Grand mean						3.45	0.790	High

Author's estimation from SPSS

4.3 Descriptive Analysis of Work-Life Balance among Staff of the University of Benin

This section presents the descriptive analysis of work-life balance among staff of the University of Benin across five key dimensions, namely job flexibility, organisational support, work

demands, family/social support, and personal coping and boundary management. The analysis is based on mean scores, standard deviations, frequencies, and percentages, with a benchmark mean of 3.00 used to determine the level of agreement. The interpretation focuses on the extent to which respondents experience balance between their work and personal lives.

Job Flexibility

The results relating to job flexibility indicate a generally positive perception among respondents. Staff agreed that they have flexibility in scheduling their working hours (Mean = 3.55) and can adjust work time to accommodate family responsibilities (Mean = 3.35). Similarly, respondents agreed that their superiors allow them to manage their work schedules when necessary (Mean = 3.51). However, the item relating to taking time off for family or personal matters without penalty recorded a lower mean score (Mean = 2.81), suggesting that many respondents perceive constraints or potential repercussions when requesting time off. Overall, the dimension of job flexibility recorded a mean score of 3.31, indicating a high level of job flexibility among staff, albeit with some limitations concerning time-off autonomy.

Organisational Support

Findings on organisational support reveal a moderately positive assessment. Respondents agreed that the organisation cares about their work-life balance (Mean = 3.44) and promotes a culture that values work-life integration (Mean = 3.32). They also felt supported when managing

personal obligations (Mean = 3.05). In contrast, respondents disagreed with the statement that there are formal policies in place to support employees' family needs (Mean = 2.88), suggesting a perceived gap between organisational intentions and formalised support mechanisms. The overall mean score of 3.17 for this dimension indicates a high but modest level of organisational support for work-life balance.

Work Demands

The dimension of work demands recorded the lowest overall mean score among the five dimensions (Mean = 2.98), indicating a low level of work-life balance in this area. Respondents agreed that they are required to work long hours to meet job expectations (Mean = 3.39) and experience time pressure that makes balancing work and personal life difficult (Mean = 3.05). However, they disagreed that their workload often interferes with family life (Mean = 2.77) and that their jobs require availability beyond normal working hours (Mean = 2.69). The mixed responses suggest that while long hours and time pressure are present, their impact on personal life may not be uniformly experienced across staff categories.

Family and Social Support

Results from the family and social support dimension indicate a strong support system outside the workplace. Respondents agreed that they receive support from family and friends in managing career responsibilities (Mean = 3.75), that partners or close family members assist

with household or caregiving duties (Mean = 3.66), and that they feel emotionally supported by people outside work (Mean = 3.84). They also agreed that personal relationships help buffer job-related stress (Mean = 3.73). The overall mean score of 3.75 reflects a high level of family and social support, highlighting its significant role in enhancing work-life balance among staff.

Personal Coping and Boundary Management

Personal coping and boundary management emerged as the strongest dimension of work-life balance in the study. Respondents strongly agreed that they can effectively separate work from personal life (Mean = 4.15), use personal strategies such as planning and time management (Mean = 3.98), prioritise tasks to reduce work-life conflict (Mean = 4.06), and actively seek balance between job and personal responsibilities (Mean = 4.08). The overall mean score of 4.07 indicates a very high level of personal coping capacity and boundary management among staff, suggesting that individual strategies play a crucial role in maintaining balance despite work demands.

A comparison of the five dimensions shows that personal coping and boundary management recorded the highest mean score (Mean = 4.07), followed by family and social support (Mean = 3.75), job flexibility (Mean = 3.31), and organisational support (Mean = 3.17). Work demands recorded the lowest mean score (Mean = 2.98). The grand mean of 3.45 indicates that, overall, staff of the University of Benin experience a high level of work-life balance. However, the

relatively lower score for work demands suggests that workload intensity and time pressure remain critical areas requiring managerial and policy attention.

4.4 Descriptive Analysis of Psychological Well-being among Staff of the University of Benin

This section presents a descriptive analysis of psychological well-being among staff of the University of Benin, measured along its various dimensions. The statistical descriptive mean, simple frequency counts, and percentages are utilized in the analysis and interpretation of the data, and results are tabulated for clarity.

Table 4.3: Descriptive Analysis of Psychological Well-being among Staff of the University of Benin

S/N	Statement	SD	D	U	A	SA	Mean	Std-dev	Remark
Social Support									
26.	I have people I can depend on when things go wrong.	5 (5.0%)	14 (14.0%)	8 (8.0%)	39 (39.0%)	34 (34.0%)	3.83	1.190	Agreed
27.	I feel supported by my family and friends	5 (5.0%)	-	9 (9.0%)	58 (58.0%)	28 (28.0%)	4.04	.909	Agreed
28.	When I need help, I know where to find it	3 (3.0%)	9 (9.0%)	14 (14.0%)	51 (51.0%)	23 (23.0%)	3.82	.989	Agreed
29.	I can share my thoughts and emotions with others.	6 (6.0%)	9 (9.0%)	12 (12.0%)	52 (52.0%)	21 (21.0%)	3.83	.995	Agreed
	Total	4.75	8.0	10.75	50.0	26.5	3.88	.758	High
Resilience									
1.	I tend to bounce back quickly after a hard time	-	11 (11.0%)	11 (11.0%)	55 (55.0%)	23 (23.0%)	3.90	.882	Agreed
2.	I can deal with whatever comes my way	2 (2.0%)	7 (7.0%)	12 (12.0%)	53 (53.0%)	26 (26.0%)	3.94	.919	Agreed
3.	I believe I can grow stronger through difficulties	2 (2.0%)	7 (7.0%)	4 (4.0%)	49 (49.0%)	38 (38.0%)	4.14	.932	Agreed
4.	I stay calm under pressure	2 (2.0%)	11 (11.0%)	8 (8.0%)	60 (60.0%)	19 (19.0%)	3.83	.933	Agreed

	Total	1.5	9.0	8.75	55.25	26.5	3.95	.639	High
Self-Efficacy									
5.	I am confident in my ability to handle unexpected events	1 (1.0%)	5 (5.0%)	12 (12.0%)	63 (42.0%)	19 (19.0%)	3.94	.776	Agreed
6.	I can solve most problems if I invest the necessary effort	-	6 (6.0%)	7 (7.0%)	52 (52.0%)	35 (35.0%)	4.16	.801	Agreed
7.	I achieve goals I set for myself	-	4 (4.0%)	3 (3.0%)	45 (45.0%)	48 (48.0%)	4.37	.734	Agreed
8.	I feel in control of how I live my life	-	5 (5.0%)	19 (19.0%)	38 (38.0%)	38 (38.0%)	4.09	.877	Agreed
	Total	0.25	5.0	10.25	49.5	35.0	4.14	.581	High
Meaning and Purpose in Life									
9.	I have a sense of direction and purpose in Life	-	2 (2.0%)	1 (1.0%)	38 (38.0%)	59 (59.0%)	4.54	.626	Agreed
10.	I find meaning in the challenges I face	-	6 (6.0%)	7 (7.0%)	55 (55.0%)	32 (32.0%)	4.13	.787	Agreed
11.	I feel that my life has value and purpose	-	4 (4.0%)	-	35 (35.0%)	61 (61.0%)	4.53	.703	Agreed
12.	I am engaged in activities that makes my life meaningful	-	6 (6.0%)	2 (2.0%)	58 (58.0%)	34 (34.0%)	4.55	.702	Agreed
	Total	-	4.5	2.5	46.5	46.5	4.44	.547	High
Emotional Regulation									
13.	I can manage my emotions effectively	-	6 (6.0%)	2 (2.0%)	58 (58.0%)	34 (34.0%)	4.20	.752	Agreed
14.	I am able to remain positive even during difficult times	2 (2.0%)	8 (8.0%)	7 (7.0%)	55 (55.0%)	28 (28.0%)	3.99	.927	Agreed
15.	I rarely feel overwhelmed by my emotions	1 (1.0%)	6 (6.0%)	19 (19.0%)	52 (52.0%)	22 (22.0%)	3.88	.856	Agreed
16.	I can express my feelings without losing control	7 (7.0%)	11 (11.0%)	11 (11.0%)	48 (48.0%)	23 (23.0%)	3.69	1.152	Agreed
	Total	2.5	7.75	9.75	53.25	26.75	3.94	.652	High
	Social Support						3.88	.758	High
	Resilience						3.95	.639	High
	Self-Efficacy						4.14	.581	High
	Meaning and Purpose in Life						4.44	.547	High
	Emotional Regulation						3.94	.652	High
	Grand Total						4.07	0.635	High

Author's estimation from SPSS

Social Support

The results for social support reveal a strong perception of interpersonal support among respondents. Staff agreed that they have people they can depend on when things go wrong (Mean = 3.83), feel supported by family and friends (Mean = 4.04), know where to find help when needed (Mean = 3.82), and can share their thoughts and emotions with others (Mean = 3.83). The overall mean score of 3.88 indicates a high level of social support, suggesting that respondents possess reliable personal networks that contribute positively to their psychological well-being.

Resilience

Findings on resilience indicate that respondents generally possess a strong ability to cope with and recover from challenges. Staff agreed that they tend to bounce back quickly after hard times (Mean = 3.90), can deal with whatever comes their way (Mean = 3.94), believe they can grow stronger through difficulties (Mean = 4.14), and are able to stay calm under pressure (Mean = 3.83). The overall mean score of 3.95 reflects a high level of resilience among staff, indicating psychological strength and adaptability in the face of work and life stressors.

Self-Efficacy

The dimension of self-efficacy recorded high mean scores across all items, reflecting strong confidence in personal abilities. Respondents agreed that they are confident in handling unexpected events (Mean = 3.94), can solve most problems with adequate effort (Mean = 4.16),

achieve goals they set for themselves (Mean = 4.37), and feel in control of how they live their lives (Mean = 4.09). The overall mean score of 4.14 indicates a high level of self-efficacy, suggesting that staff perceive themselves as capable and effective in managing life and work-related demands.

Meaning and Purpose in Life

Results for meaning and purpose in life show the strongest positive responses among all dimensions. Respondents agreed that they have a clear sense of direction and purpose in life (Mean = 4.54), find meaning in the challenges they face (Mean = 4.13), feel that their lives have value and purpose (Mean = 4.53), and are engaged in activities that make life meaningful (Mean = 4.55). The overall mean score of 4.44 reflects a very high sense of meaning and purpose, indicating that respondents derive fulfillment and significance from their lives and activities.

Emotional Regulation

The emotional regulation dimension also recorded high mean scores, indicating effective emotional management among respondents. Staff agreed that they can manage their emotions effectively (Mean = 4.20), remain positive during difficult times (Mean = 3.99), rarely feel overwhelmed by emotions (Mean = 3.88), and can express feelings without losing control (Mean = 3.69). The overall mean score of 3.94 suggests a high level of emotional regulation, which is

essential for maintaining psychological stability and well-being in demanding work environments.

A comparative analysis of the dimensions shows that meaning and purpose in life recorded the highest mean score (Mean = 4.44), followed by self-efficacy (Mean = 4.14), resilience (Mean = 3.95), emotional regulation (Mean = 3.94), and social support (Mean = 3.88). The grand mean score of 4.07 indicates that, overall, staff of the University of Benin exhibit a high level of psychological well-being. This suggests that respondents possess strong internal resources and external support systems that contribute positively to their mental and emotional health.

4.5 Relationship between Work-life Balance and Psychological Well-being among Academics and Non-academic Staff of the University of Benin

This section presents an inferential statistical analysis of the relationship between work-life balance and psychological well-being among academic and non-academic staff in the University of Benin, using multiple regression at a 95% degree of freedom.

Table 4.4 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.486 ^a	.236	.195	.39159	1.761

a. Predictors: (Constant), Personal Coping and Boundary Management, Job Flexibility, Family: Social Support, Work Demands, Organisational Support

b. Dependent Variable: Psychological Well-being

Table 4.4 shows the model summary of the regression analysis. The correlation coefficient (R) of 0.486 indicates a moderate positive relationship between work-life balance dimensions and psychological well-being among staff. This suggests that improvements in work-life balance are associated with corresponding improvements in the psychological well-being of employees.

The coefficient of determination (R^2) is 0.236, implying that approximately 23.6 per cent of the variation in psychological well-being among staff is explained jointly by the work-life balance dimensions included in the model. After adjusting for the number of predictors, the adjusted R^2 value stands at 0.195, indicating that about 19.5 per cent of the variability in psychological well-being can be attributed to work-life balance factors when sampling error is taken into account. Although a substantial proportion of variance remains unexplained by the model, the result demonstrates that work-life balance is a meaningful predictor of psychological well-being among staff of the University of Benin.

The standard error of the estimate (0.39159) indicates a relatively low level of prediction error, suggesting that the model provides a reasonably good fit to the observed data. Furthermore, the

Durbin-Watson statistic of 1.761 falls within the acceptable range of approximately 1.5 to 2.5, indicating the absence of serious autocorrelation in the residuals. This confirms that the assumption of independence of errors required for regression analysis has been reasonably satisfied.

Overall, the model summary results indicate that work-life balance has a statistically meaningful and moderately strong relationship with psychological well-being among both academic and non-academic staff of the University of Benin. This finding underscores the importance of organisational and personal work-life balance practices in enhancing the psychological health and overall well-being of university staff.

Table 4.5 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.411	5	.882	5.753	.000 ^b
Residual	14.261	93	.153		
Total	18.672	98			

a. Dependent Variable: Psychological Well-being

b. Predictors: (Constant), Personal Coping and Boundary Management, Job Flexibility, Family:Social Support, Work Demands, Organisational Support

4.5.1 Analysis of Variance (ANOVA) for the Regression Model

Table 4.5 presents the Analysis of Variance (ANOVA) results for the multiple regression model examining the relationship between work-life balance and psychological well-being among staff of the University of Benin. The ANOVA test assesses the overall significance of the regression model by determining whether the independent variables, taken together, significantly predict the dependent variable.

The results show that the regression sum of squares is 4.411 with 5 degrees of freedom, while the residual sum of squares is 14.261 with 93 degrees of freedom. The total sum of squares is 18.672, indicating the total variation in psychological well-being explained and unexplained by the model.

The computed F-statistic of 5.753 is statistically significant at the 0.05 level, with a corresponding p-value of 0.000. This indicates that the regression model is statistically significant and that the set of work-life balance dimensions, personal coping and boundary management, job flexibility, family/social support, work demands, and organisational support jointly have a significant effect on psychological well-being among staff of the University of Benin.

The ANOVA result confirms that the regression model provides a better fit than a model with no predictors and that work-life balance variables, when considered together, significantly explain variations in psychological well-being among both academic and non-academic staff. This

finding further validates the suitability of the model for examining the relationship between work-life balance and psychological well-being in the study.

Table 4.6 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.718	.382		7.116	.000
Job Flexibility	-.064	.054	-.125	-1.190	.237
Organisational Support	.075	.055	.150	1.359	.177
¹ Work Demands	-.002	.050	-.004	-.038	.970
Family: Social Support	.198	.053	.351	3.734	.000
Personal Coping and Boundary Management	.146	.069	.210	2.116	.037

a. Dependent Variable: Psychological Well-being

4.5.2 Regression Coefficients of Work-life Balance Dimensions and Psychological Well-being

Table 4.6 presents the regression coefficients showing the individual contributions of each dimension of work-life balance to psychological well-being among staff of the University of

Benin. The interpretation is based on the unstandardized coefficients (B), standardized beta coefficients, t-values, and associated significance levels at the 0.05 level.

The constant term has a coefficient of 2.718 and is statistically significant ($t = 7.116$, $p < 0.05$). This indicates the expected level of psychological well-being when all work-life balance dimensions are held constant.

Job flexibility has a negative but non-significant effect on psychological well-being ($B = -0.064$, $\beta = -0.125$, $t = -1.190$, $p = 0.237$). This suggests that, although job flexibility shows a weak inverse relationship with psychological well-being, the effect is not statistically meaningful within the context of this model.

Organisational support shows a positive but non-significant relationship with psychological well-being ($B = 0.075$, $\beta = 0.150$, $t = 1.359$, $p = 0.177$). This implies that while organisational support tends to enhance psychological well-being, its effect is not strong enough to be statistically significant when other work-life balance variables are controlled for.

Work demands exhibit a negligible and non-significant negative effect on psychological well-being ($B = -0.002$, $\beta = -0.004$, $t = -0.038$, $p = 0.970$). This indicates that variations in work demands do not significantly predict psychological well-being among staff in the presence of other work-life balance dimensions.

Family and social support has a positive and statistically significant effect on psychological well-being ($B = 0.198$, $\beta = 0.351$, $t = 3.734$, $p = 0.000$). This dimension emerged as the strongest predictor in the model, suggesting that increased support from family and social networks significantly enhances the psychological well-being of staff.

Personal coping and boundary management also has a positive and statistically significant effect on psychological well-being ($B = 0.146$, $\beta = 0.210$, $t = 2.116$, $p = 0.037$). This implies that staff who effectively manage boundaries between work and personal life and employ coping strategies tend to experience better psychological well-being.

The regression results indicate that among the work-life balance dimensions examined, family/social support and personal coping and boundary management are significant predictors of psychological well-being among staff of the University of Benin. Other dimensions, job flexibility, organisational support, and work demands, do not independently exert a significant influence on psychological well-being when considered alongside other factors. These findings highlight the critical role of personal and social resources in promoting psychological well-being within the university work environment.

4.6 Correlation: Work-life Balance and Psychological Well-being among Academics and Non-academic Staff of the University of Benin.

This section presents a correlational analysis of the relationship between work-life balance (measured along its various dimensions) and psychological well-being among academic and non-academics of the University of Benin.

Table 4.7: Correlation Matrix: Work-life Balance and Psychological Well-being among Academics and Non-academic Staff of the University of Benin

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

	Mean	Std. Dev	1	2	3	4	5	6
1. Psychological Well-being	4.0768	.43649	1					
2. Job Flexibility	3.3050	.85027	.034	1				
3. Organisational Support	3.1725	.88313	.236*	.506**	1			
4. Work Demands	2.9750	.81534	-.073	-.060	-.100	1		
5. Family:Social Support	3.7450	.77523	.406**	.135	.248*	-.027	1	
6. Personal Coping and Boundary Management	4.0675	.63051	.298**	.178	.326**	-.272**	.189	1

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

Author's estimation from SPSS

This section presents the results of the Pearson correlation analysis examining the relationship between work-life balance and psychological well-being among academic and non-academic staff of the University of Benin. Work-life balance was measured across five dimensions (job flexibility, organisational support, work demands, family/social support, and personal coping and boundary management), while psychological well-being served as the criterion variable. The analysis was conducted at both the 0.01 and 0.05 levels of significance.

The correlation matrix in Table 4.7 shows that job flexibility has a very weak positive and non-significant relationship with psychological well-being ($r = 0.034$, $p = 0.737$). This suggests that variations in job flexibility are not meaningfully associated with changes in psychological well-being among the respondents.

Organisational support, however, shows a positive and statistically significant relationship with psychological well-being ($r = 0.236$, $p = 0.019$). This implies that higher levels of perceived organisational support are associated with improved psychological well-being among staff.

Work demands exhibit a weak negative and non-significant relationship with psychological well-being ($r = -0.073$, $p = 0.474$). This indicates that, although higher work demands tend to relate to lower psychological well-being, the relationship is not statistically significant in this study.

Family and social support demonstrate a moderate, positive, and statistically significant relationship with psychological well-being ($r = 0.406$, $p = 0.000$). This suggests that staff who receive stronger support from family and social networks tend to experience higher levels of psychological well-being.

Personal coping and boundary management also show a positive and statistically significant relationship with psychological well-being ($r = 0.298$, $p = 0.003$). This indicates that staff who effectively manage work–life boundaries and employ coping strategies are more likely to report better psychological well-being.

Inter-correlations among the work-life balance dimensions further reveal significant relationships. Organisational support is positively correlated with job flexibility ($r = 0.506$, $p = 0.000$) and personal coping and boundary management ($r = 0.326$, $p = 0.001$), suggesting that supportive organisational environments may enhance employees' ability to manage work-life boundaries. Work demands are negatively and significantly correlated with personal coping and boundary management ($r = -0.272$, $p = 0.006$), indicating that increased work demands may undermine individuals' capacity to effectively manage work–life boundaries.

Overall, the correlation analysis reveals that psychological well-being among staff of the University of Benin is significantly associated with organisational support, family/social support, and personal coping and boundary management, with family/social support emerging as the

strongest correlate. These findings reinforce the importance of both organisational and personal resources in enhancing psychological well-being among academic and non-academic staff.

4.7 Test of Hypotheses

This section presents the results of the hypotheses tested in the study based on the multiple regression analysis reported in Table 4.6. The hypotheses were tested at the 0.05 level of significance. The decision rule states that the null hypothesis (H_0) is rejected if the probability value (p-value) is less than 0.05; otherwise, the null hypothesis is not rejected. All interpretations are based on the regression coefficients and significance levels obtained from the model.

Hypothesis One

H₀₁: Job flexibility has no significant influence on the psychological well-being of university workers in Benin City, Edo State.

The regression results in Table 4.6 show that job flexibility has a negative coefficient ($\beta = -0.125$) with a p-value of 0.237, which is greater than the 0.05 level of significance. This indicates that job flexibility does not have a statistically significant influence on the psychological well-being of university workers. Although job flexibility is conceptually important for balancing work and personal life, its effect on psychological well-being is not strong enough to be considered statistically meaningful in this study.

Decision: Since $p > 0.05$, the null hypothesis is not rejected.

Conclusion: Job flexibility has no statistically significant influence on the psychological well-being of university workers in Benin City.

Hypothesis Two

H₀₂: Organisational support has no significant influence on the psychological well-being of university workers in Benin City, Edo State.

The findings from Table 4.6 indicate that organisational support has a positive regression coefficient ($\beta = 0.150$) with a p-value of 0.177. Since the p-value exceeds the 0.05 threshold, organisational support does not significantly predict psychological well-being when other work-life balance dimensions are controlled for. This suggests that although organisational support is positively associated with well-being, its independent contribution is not statistically significant in this model.

Decision: Since $p > 0.05$, the null hypothesis is not rejected.

Conclusion: Organisational support does not have a statistically significant influence on the psychological well-being of university workers in Benin City.

Hypothesis Three

H₀₃: Work demands have no significant relationship with the psychological well-being of university workers in Benin City, Edo State.

The regression output shows that work demands have a negligible negative coefficient ($\beta = -0.004$) and a p-value of 0.970. This extremely high p-value indicates that work demands do not significantly influence psychological well-being among university staff. The result suggests that variations in workload and job pressure do not independently explain differences in psychological well-being within the context of this study.

Decision: Since $p > 0.05$, the null hypothesis is not rejected.

Conclusion: Work demands have no statistically significant relationship with the psychological well-being of university workers in Benin City.

Hypothesis Four

H₀₄: Family and social support have no significant relationship with the psychological well-being of university workers in Benin City, Edo State.

The regression results presented in Table 4.6 show that family and social support have a positive and statistically significant effect on psychological well-being ($\beta = 0.351$, $p = 0.000$). Since the p-value is less than 0.05, the null hypothesis is rejected. This finding indicates that increased family and social support significantly enhances the psychological well-being of university workers, making it the strongest predictor in the regression model.

Decision: Since $p < 0.05$, the null hypothesis is rejected.

Conclusion: Family and social support have a statistically significant positive relationship with the psychological well-being of university workers in Benin City.

Hypothesis Five

H₀₅: Personal coping and boundary management have no significant influence on the psychological well-being of university workers in Benin City, Edo State.

Table 4.6 reveals that personal coping and boundary management have a positive regression coefficient ($\beta = 0.210$) with a p-value of 0.037, which is less than the 0.05 level of significance. This indicates that personal coping strategies and effective boundary management significantly predict psychological well-being among university staff. Employees who actively manage work–life boundaries and employ effective coping mechanisms tend to report better psychological well-being.

Decision: Since $p < 0.05$, the null hypothesis is rejected.

Conclusion: Personal coping and boundary management have a statistically significant positive influence on the psychological well-being of university workers in Benin City.

The hypotheses testing reveals that family and social support and personal coping and boundary management are significant predictors of psychological well-being among university workers in Benin City. In contrast, job flexibility, organisational support, and work demands do not

independently exert a statistically significant influence on psychological well-being within the regression model.

4.8 Discussion of Findings

The findings of this study provide meaningful insights into how different dimensions of work-life balance influence the psychological well-being of academic and non-academic staff at the University of Benin. By examining job flexibility, organisational support, work demands, family and social support, and personal coping and boundary management, the results reveal a nuanced interplay between work-life balance practices and employees' mental health outcomes.

The regression results showed that family and social support emerged as the strongest predictor of psychological well-being ($\beta = 0.351$, $t = 3.734$, $p < 0.001$; $r = 0.406$, $p < 0.001$). This indicates that employees who receive assistance from family members, friends, and social networks experience higher levels of psychological well-being. This aligns with Cohen and Wills (1985), who argue that social support buffers the negative effects of stress and promotes mental health. In the context of the University of Benin, this suggests that staff rely heavily on familial and social resources to manage the pressures of academic and administrative responsibilities, and that such support contributes significantly to their overall psychological resilience.

Personal coping and boundary management also showed a positive and statistically significant relationship with psychological well-being ($\beta = 0.210$, $t = 2.116$, $p = 0.037$; $r = 0.298$, $p = 0.003$;

Mean = 4.07, SD = 0.63). This suggests that employees who actively manage the boundaries between work and personal life, prioritize tasks effectively, and employ personal strategies such as planning and time management are better able to maintain their mental health. This result supports Hobfoll's (1989) Conservation of Resources Theory, which posits that individuals who effectively protect and manage their personal resources are more likely to sustain well-being, and corroborates findings from Kossek et al. (2012), who reported that effective boundary management reduces work-family conflict and improves psychological outcomes.

Job flexibility, while perceived moderately by respondents (Mean = 3.31, SD = 0.85), did not significantly predict psychological well-being ($\beta = -0.125$, $p = 0.237$; $r = 0.034$, $p = 0.737$). This indicates that flexibility alone, without supportive organisational culture or reduced workload pressures, is insufficient to enhance well-being. This aligns with Beauregard and Henry (2009), who argue that flexible arrangements only improve employee well-being when accompanied by meaningful support from the organisation.

Organisational support showed a positive but non-significant relationship with psychological well-being ($\beta = 0.150$, $p = 0.177$; $r = 0.236$, $p = 0.019$; Mean = 3.17, SD = 0.88), suggesting that while staff perceive some level of organisational care for work-life integration, this does not independently translate into improved psychological outcomes. This is consistent with Eisenberger et al. (1986), who note that perceived support influences well-being indirectly, often through mediators such as personal coping strategies or social support.

Work demands were negatively but insignificantly related to psychological well-being ($\beta = -0.004$, $p = 0.970$; $r = -0.073$, $p = 0.474$; Mean = 2.98, SD = 0.82), indicating that although staff experience pressures such as long working hours and time constraints, these demands alone do not predict well-being. This finding aligns with Ten Brummelhuis and Bakker (2012), who observed that personal and social resources often buffer the negative impact of high work demands.

The grand mean for psychological well-being was 4.07 (SD = 0.64), indicating generally high levels of well-being among staff. Among its dimensions, meaning and purpose in life scored the highest (Mean = 4.44), followed by self-efficacy (Mean = 4.14), resilience (Mean = 3.95), emotional regulation (Mean = 3.94), and social support (Mean = 3.88). These results suggest that internal psychological resources, coupled with external social support, play a critical role in sustaining employee well-being.

The study shows that while structural aspects of work-life balance, such as job flexibility, organisational support, and workload, are important, social support and personal coping strategies exert the most decisive influence on psychological well-being among university staff. This emphasises the need for interventions that strengthen social networks, promote effective boundary management, and support employees in leveraging personal coping strategies, thereby enhancing mental health and organisational sustainability.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a synthesis of the study, highlighting the key findings, theoretical and practical contributions, conclusions, and recommendations. It also identifies areas for future research. The study explored the relationship between work-life balance and psychological well-being among academic and non-academic staff of the University of Benin, Edo State, Nigeria. By examining dimensions such as job flexibility, organizational support, work demands, family/social support, and personal coping and boundary management, the study aimed to assess how these factors influence employees' psychological well-being and overall satisfaction.

5.2 Summary of Findings

The findings reveal that staff generally experience a high level of work-life balance (grand mean = 3.45), with particular strengths in family/social support (mean = 3.75) and personal coping and boundary management (mean = 4.07). Job flexibility (mean = 3.31) and organizational support (mean = 3.17) were also rated positively, while work demands were perceived as moderately low (mean = 2.98), suggesting that excessive workload is less of a hindrance for staff.

Regarding psychological well-being, staff reported high levels overall (grand mean = 4.07), particularly in meaning and purpose in life (mean = 4.44) and self-efficacy (mean = 4.14). Resilience (mean = 3.95), emotional regulation (mean = 3.94), and social support (mean = 3.88)

were also strong, indicating that employees are generally capable of managing stress, maintaining emotional balance, and relying on personal and social resources for support.

Inferential analyses demonstrated significant relationships between certain dimensions of work-life balance and psychological well-being. Family/social support ($\beta = 0.198$, $p < 0.01$) and personal coping and boundary management ($\beta = 0.146$, $p < 0.05$) significantly predicted psychological well-being, while job flexibility, organizational support, and work demands were not significant predictors. Correlation analysis supported these findings, showing positive and significant associations between family/social support ($r = 0.406$, $p < 0.01$), personal coping and boundary management ($r = 0.298$, $p < 0.01$), and psychological well-being.

These results suggest that the most critical contributors to employees' psychological well-being are supportive family and social networks and effective personal coping strategies, whereas organizational factors such as job flexibility and formal support structures, while beneficial, do not significantly determine psychological well-being in this context.

5.3 Contribution to Knowledge

The study contributes both theoretically and practically to the understanding of work-life balance and psychological well-being in Nigerian higher education. Theoretically, it provides empirical evidence on how distinct dimensions of work-life balance affect psychological well-being, emphasizing the differential impact of family/social support, personal coping strategies, and

work-related factors. This adds nuance to existing literature, which often treats work-life balance as a single construct, by highlighting which aspects are most influential in enhancing psychological health.

Practically, the study offers actionable insights for university management and policymakers. Interventions aimed at improving psychological well-being should prioritize programs that enhance employees' personal coping skills, encourage work-life integration, and recognize the importance of family and social support. Additionally, while organizational support and job flexibility are valuable, their direct influence on psychological well-being may be limited unless accompanied by strategies that strengthen employees' personal resilience and social networks.

5.4 Conclusion

The study concludes that work-life balance is a critical determinant of psychological well-being among academic and non-academic staff at the University of Benin. Employees demonstrate high levels of psychological well-being, particularly when they have strong personal coping mechanisms and supportive family or social networks. Dimensions such as job flexibility and organizational support, while positive, were not significant predictors, suggesting that the internal and social resources of employees play a more decisive role in their psychological health than institutional structures alone. Effective management of personal boundaries and the ability to harmonize work and personal life emerge as key drivers of well-being.

5.5 Recommendations

Based on the findings, the study recommends that the University of Benin should implement programs to strengthen employees' personal coping and boundary management skills. Workshops on stress management, time management, and resilience building would be beneficial. Policies that support family-friendly practices, flexible scheduling, and employee assistance programs should be encouraged to further enhance psychological well-being. Additionally, management should cultivate a culture that recognizes the importance of social support networks, encourages healthy work-life integration, and fosters employee engagement.

5.6 Suggestions for Further Studies

Future research could expand the study to multiple universities across Nigeria to enhance generalizability. Longitudinal studies could assess changes in work-life balance and psychological well-being over time, particularly in response to institutional policy changes or increased workload pressures. Qualitative methods, such as interviews or focus groups, could provide deeper insights into employees' lived experiences, coping strategies, and perceptions of organizational support. Comparative studies between academic and non-academic staff or across departments may also reveal variations in work-life balance and psychological well-being outcomes. Finally, further research could explore the interaction between organizational and personal factors to understand how combined interventions influence psychological health and productivity.

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