

**WORK LIFE BALANCE AND THE PSYCHOLOGICAL WELLBEING OF
UNIVERSITY LECTURERS IN BENIN CITY, EDO STATE, NIGERIA**

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FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

NOVEMBER, 2025.

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

NOVEMBER, 2025.

DECLARATION

I, Peace Chidiadi OGORDI with matriculation Number MGS2104845 hereby declare as follows:

- i. This project is undertaken by me in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City, Edo State, under the supervision of Dr. A. P. Kadiri.
- ii. This work had not been previously submitted for the award of Bachelor of Science Degree in Business Administration, to the best of my knowledge.
- iii. All ideas and views were a product of my personal research; where the views of others been expressed, have been duly acknowledged.

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CERTIFICATION

This is to certify that Peace Chidiadi OGORDI with the Matriculation number MGS2104845 submitted this research work to the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God Almighty, my backbone and strength, my ever present help and my inspiration from the start to the finish of this project.

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The researcher's acknowledgement to her project supervisor, Dr. A.P. Kadiri for his steady corrections, contributions, recommendations, advices and encouragements towards this project from the beginning to completion. The researcher wishes to acknowledge her Parents, Pst, and Mrs F.N. Ogoh, for their love, advices and support, special appreciation to her siblings Ogordi Chideha and Ogordi Joy for their resilient effort and support. The researcher utmost gratitude to her extended family and well wishers for their support and words of encouragement.

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ABSTRACT

This study examined the relationship between work-life balance and psychological well-being among university lecturers in Benin City, with a particular focus on the University of Benin. The study specifically explored how work interference with personal life, personal life interference with work, and work/personal life enhancement influence lecturers' psychological well-being. A descriptive survey design was adopted, and data were collected from 100 lecturers using a structured questionnaire. The reliability of the instrument was established through a pilot test, while the data collected were analyzed using descriptive statistics, correlation, and multiple regression techniques at a 0.05 level of significance. The findings revealed that lecturers generally experience a moderate to high level of psychological well-being ($M = 4.00$, $SD = 0.55$), with *purpose in life* and *self-acceptance* emerging as the most dominant dimensions. Among the components of work-life balance, *work/personal life enhancement* recorded the highest mean score ($M = 4.28$, $SD = 0.59$), indicating that many lecturers derive fulfillment and personal growth from their work. Conversely, *work interference with personal life* showed a significant negative relationship with psychological well-being ($\beta = -0.269$, $p = 0.028$), suggesting that excessive work demands adversely affect lecturers' mental health. The regression analysis showed that the three dimensions of work-life balance jointly accounted for 25.5% of the variance in psychological well-being ($R^2 = 0.255$, $p < 0.05$), with *work/personal life enhancement* exerting the strongest positive influence ($\beta = 0.333$, $p = 0.001$). The study concludes that lecturers' psychological well-being is largely shaped by the degree of harmony between their professional and personal lives. It recommends that university management adopt policies that promote flexible work schedules, equitable workload distribution, and psychosocial support systems to help lecturers maintain a healthy balance between work and life.

Keywords: Work-life balance, Psychological well-being, University lecturers, Work interference, Personal life enhancement, Benin City

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The pursuit of a balanced life, where professional responsibilities and personal needs are harmoniously integrated, has become a central concern in contemporary society. The increasing demands of modern work environments, coupled with growing personal and familial obligations, have made *work-life balance* (WLB) an essential topic in both academic research and human resource management. This is crucial, as studies have consistently demonstrated that an inadequate balance between professional and personal life can lead to heightened job stress and reduced job performance (Arif, Rivai & Yuliharsi, 2022; Kartini, Sellina & Nugroho, 2023; Paramita & Supartha, 2022). Work-life balance refers to an individual's ability to allocate time, energy, and commitment across work and non-work domains in a way that is fulfilling, manageable, and sustainable over time (Clark, 2000). (Greenhaus, Collins and Shaw, 2003) defines Work-life balance as the extent or degree to which an individual is equally engaged in and equally satisfied with his or her work role and family role. A well-balanced life is considered fundamental not only for productivity but also for the preservation of psychological well-being. A study by (Arif *et al.* 2022) found that poor work-life balance was a significant predictor of job stress, which in turn negatively impacted job performance. Similarly, (Kartini *et al.* 2023 and Paramita & Supartha 2022) also

highlighted the importance of balancing work and personal life to improve job performance.

Psychological well-being, a core aspect of mental health, comprises emotional stability, cognitive functioning, life satisfaction, and the ability to manage stress effectively (Warr, 1987). When individuals experience an imbalance between their professional duties and personal lives, the consequences are often far-reaching, affecting not only their performance at work but also their mental and emotional health. WLB is a perceptual construct that influences employees' job satisfaction, job performance, and job stress levels (Aruldoss *et al.*, 2020; Roopavathi & Kishore, 2021). In extreme cases, such imbalance can lead to chronic stress, burnout, fatigue, and even mental disorders. As employees strive to meet job expectations, they often face the challenge of balancing work and personal responsibilities, making WLB an important determinant of overall employee well-being (Aruldoss *et al.*, 2020). Therefore, the relationship between work-life balance and psychological well-being warrants continuous attention, especially in professions characterized by high workloads and emotional labor.

University lecturers represent a unique occupational group that is particularly vulnerable to work-life conflict. Their roles are multifaceted, comprising teaching responsibilities, research commitments, student supervision, curriculum development, administrative duties, and community service. These demands are not only time-consuming but often emotionally and mentally draining (Winefield *et al.*, 2003). The academic environment

typically encourages constant productivity, intellectual engagement, and publication pressure, often with little regard for personal boundaries. University lecturers struggle to cope with the demands of their jobs, the issue of poor working conditions and limited resources have led to a significant increase in job stress, resulting in decreased job performance, poor health, and increased turnover intention (Akinmayowa & Kadiri, 2014). As a result, many lecturers struggle to maintain a healthy balance between work and life, which may negatively affect their psychological health and overall life satisfaction. Moreover, the 2022 ASUU strike saw public universities adopting multiple academic calendars in order to compensate for lost time. This has not only amplified work-related stress among lecturers in public institutions but might also have negatively affected their WLB and consequently their well-being and overall job performance.

In the Nigerian context, university lecturers face even more pronounced challenges. In the past few decades, public universities in Nigeria have continued to face a myriad of problems and challenges, including inadequate funding, poor working conditions of university workers, and reluctance by subsequent governments to grant autonomy to public universities since independence (Akinmayowa & Kadiri, 2014). The higher education system in Nigeria is fraught with systemic issues such as underfunding, poor infrastructure, limited access to teaching and research resources, and irregular salary payments. These structural challenges exacerbate work-related stress and increase the

burden placed on lecturers (Adeyemi & Akpotu, 2008). Furthermore, political interference in university administration, frequent industrial actions, and large student-to-lecturer ratios contribute to a work environment that is often chaotic, unpredictable, and overwhelming. In such conditions, achieving work-life balance becomes a monumental challenge.

Lecturers in Benin City, Edo State, are not exempt from these national concerns. The city's universities, including federal, state, and private institutions, share common structural and operational difficulties. Many lecturers are required to work long hours, often taking on additional teaching assignments or consulting work to supplement inadequate income. These commitments reduce the time available for personal development, leisure, and family life. In turn, this affects their emotional resilience and may compromise their psychological well-being. Lecturers are also subject to the expectations of both their institutions and their communities, which may place further pressure on their time and emotional resources.

Despite the significance of these issues, there remains a noticeable gap in research focusing specifically on the intersection of work-life balance and psychological well-being among university lecturers in Nigeria. Much of the existing literature is either generalized to all academic staff or focused on broader organizational behavior. Empirical studies that explore the specific dimensions of work-life balance—such as *time balance* (how time is distributed across domains), *involvement balance* (the level of

psychological presence or engagement in each domain), and *satisfaction balance* (how satisfied individuals are with their role integration) and their direct relationship with psychological well-being among Nigerian lecturers are limited.

This study aims to address this research gap by investigating the level of work-life balance and psychological well-being among university lecturers in Benin City. Specifically, it examined the relationship between time balance, involvement balance, and satisfaction balance, and various components of psychological well-being, including emotional stability, life satisfaction, and stress management. By focusing on lecturers in this specific geographical and socio-educational context, the study provided nuanced insights that reflect the lived experiences and daily struggles of these educators.

In addition to exploring these relationships, the study also aim to identify practical strategies that can be implemented by university administrators, policymakers, and lecturers themselves to promote better work-life integration. These strategies may include institutional support systems such as flexible scheduling, mental health services, workload redistribution, and professional development opportunities focused on stress and time management.

Ultimately, this research contributes to a growing body of literature advocating for the mental and emotional health of academic staff in developing countries. By shedding light on the unique challenges faced by university lecturers in Benin City, the study aims to

foster a more supportive academic environment one that values not only intellectual output but also the personal well-being of its faculty. It is hoped that the findings inform evidence-based policy and encourage higher education institutions to prioritize the holistic well-being of their staff, thus enhancing both individual and institutional productivity in the long term.

1.2 STATEMENT OF THE RESEARCH PROBLEM

University lecturers in Nigeria face a multitude of challenges that significantly impact their ability to maintain a healthy work-life balance (WLB) and safeguard their psychological well-being. The academic profession, by nature, is intellectually demanding and emotionally taxing. Lecturers are expected to balance a range of professional duties, including teaching, research, curriculum development, mentoring students, and administrative responsibilities. These expectations often extend beyond standard working hours, with many lecturers taking work home or engaging in academic commitments during evenings and weekends. In the Nigerian context, these challenges are further compounded by systemic issues such as inadequate infrastructure, overcrowded classrooms, insufficient teaching and research facilities, low remuneration, and limited opportunities for career advancement (Adeyemi & Akpotu, 2008).

The cumulative pressure of these responsibilities without adequate institutional support often leads to high levels of occupational stress, emotional exhaustion, and eventually

burnout. These conditions not only affect the individual's mental and physical health but also compromise their job performance and professional satisfaction. As a result, many lecturers report diminished job engagement, lower morale, and increased intent to leave the profession. These issues underscore the growing concern over the deteriorating work-life conditions in Nigerian higher education institutions and highlight the urgent need for strategic interventions.

Work-life balance is broadly defined as an individual's ability to successfully manage and harmonize the demands of their professional and personal lives in a way that is both sustainable and fulfilling (Clark, 2000). When WLB is compromised, individuals may experience significant psychological strain, including heightened anxiety, chronic fatigue, irritability, and feelings of helplessness. In extreme cases, prolonged imbalance can contribute to clinical mental health disorders such as depression and generalized anxiety disorder. University lecturers, due to the unique nature of their profession, are particularly vulnerable to such imbalances. Unlike many other occupations, academic work is rarely confined to the workplace; it often intrudes into personal time, blurring the boundaries between professional obligations and personal life.

This imbalance not only affects lecturers' mental and emotional well-being but can also strain their interpersonal relationships. Lecturers experiencing poor WLB often struggle to meet family obligations or maintain social connections, which can lead to domestic conflict, social isolation, and diminished support networks. This erosion of personal life

quality further exacerbates psychological distress and reduces overall life satisfaction (Winefield *et al.*, 2003). In a profession that is centered around nurturing minds and building intellectual capacity, the mental wellness of the educators themselves should be a paramount concern.

Despite the growing recognition of these issues globally, there remains a noticeable gap in empirical research focusing on the Nigerian academic environment, especially within specific regions such as Benin City, Edo State. Most existing literature either generalizes the findings across professions or focuses predominantly on Western contexts. This creates a research vacuum regarding the lived experiences of Nigerian university lecturers, particularly in urban centers like Benin City where the academic landscape presents its own distinct challenges and dynamics.

This study aims to address this gap in the literature by examining the relationship between work-life balance and psychological well-being among university lecturers in Benin City, Edo State, Nigeria. Specifically, it assessed the levels of WLB and psychological well-being and explore how specific dimensions of WLB namely, time balance, involvement balance, and satisfaction balance are associated with lecturers' psychological states. Time balance refers to the equitable distribution of time across work and personal activities; involvement balance denotes the mental and emotional investment in both work and non-work roles; and satisfaction balance reflects the subjective contentment with how one's roles are managed and fulfilled.

Through a detailed analysis of these dimensions, the study offered a comprehensive understanding of how Nigerian lecturers perceive and navigate their work and personal lives, as well as the psychological toll that imbalance may exact. Furthermore, the study identified potential coping mechanisms and strategies that lecturers employ to manage stress and achieve some semblance of balance.

The central research problem addressed by this study is the limited understanding of the relationship between work-life balance and psychological well-being among university lecturers in Benin City, Edo State, Nigeria. This knowledge gap poses a significant obstacle for educational institutions seeking to create supportive environments for academic staff. Without reliable data and contextual insights, it becomes difficult for university management and policymakers to implement meaningful changes that can enhance both the personal and professional lives of lecturers.

1.3 RESEARCH QUESTIONS

The research questions for this study are:

- i. What is the relationship between work-life balance and psychological wellbeing among university lecturers in Benin City?
- ii. What is the relationship between work interference with personal life and psychological wellbeing among university lecturers in Benin City?
- iii. What is the relationship between personal life interference with work and psychological wellbeing among university lecturers in Benin City?

- iv. What is the relationship between work/personal life enhancement and psychological wellbeing among university lecturers in Benin City?

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are:

- i. To examine the relationship between work-life balance and psychological wellbeing among university lecturers in Benin City.
- ii. To examine the relationship between work interference with personal life and psychological wellbeing among university lecturers in Benin City.
- iii. To ascertain the relationship between personal life interference with work and psychological wellbeing among university lecturers in Benin City.
- iv. To ascertain the relationship between work/personal life enhancement and psychological wellbeing among university lecturers in Benin City.

1.5 RESEARCH HYPOTHESES

The hypotheses of the study are stated below:

H₀₁: There is no significant relationship between work-life balance and psychological wellbeing among university lecturers in Benin City.

H₀₂: There is no significant relationship between work interference with personal life and psychological wellbeing among university lecturers in Benin City.

H₀₃: There is no significant relationship between personal life interference with work and psychological wellbeing among university lecturers in Benin City.

H₀₄: There is no significant relationship between work/personal life enhancement and psychological wellbeing among university lecturers in Benin City.

1.6 SCOPE OF THE STUDY

This study is focused on examining the interplay between work-life balance (WLB) and psychological well-being among university lecturers in Benin City, Edo State, Nigeria. The scope is deliberately limited to this geographical location in order to provide a contextualized and in-depth understanding of the challenges faced by academic professionals within this environment.

The research primarily investigated lecturers employed in universities including federal, state, and private institutions within Benin City. The decision to focus on university lecturers stems from the complex and demanding nature of their roles, which typically encompass teaching, research, mentoring, and administrative duties, often resulting in significant work-life conflict.

The dimensions of work-life balance to be assessed in this study include:

- **Work Interference with Personal Life:** This happens when demands or stress from work spill over into personal life, making it hard to manage or enjoy personal

time. Examples include working long hours, checking work emails at night, or work stress affecting relationships at home.

- **Personal Life Interference with Work:** This is when personal issues or demands affect performance or focus at work. Examples include dealing with family emergencies during work hours, personal stress impacting productivity, or personal relationships affecting work relationships.
- **Work/Personal Life Enhancement:** This dimension is about how work and personal life can positively influence each other. Examples include skills learned at work helping in personal projects, work relationships leading to personal friendships, or personal life experiences enriching work perspectives.

In addition, the study explored lecturers' psychological well-being, encompassing aspects such as stress levels, emotional health, life satisfaction, and general mental wellness.

This research also examined the relationships between each WLB dimension and psychological well-being, thereby helping to identify which aspects of work-life balance have the most significant influence on lecturers' mental health.

Furthermore, the study included an exploratory component that seeks to identify strategies—whether personal, organizational, or policy-driven—that can be implemented to improve work-life balance and promote the psychological well-being of university lecturers in the region.

The study is limited to:

- Academic staff only, excluding non-teaching and support staff.
- Institutions located within Benin City results may not be generalizable to lecturers in other regions of Nigeria without further comparative studies.
- The time frame of the study, which captures data at a specific point, making it cross-sectional rather than longitudinal.

In terms of methodology, both quantitative and qualitative approaches may be used to ensure a robust understanding of the issue. Data was collected through surveys and, where applicable, interviews or 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 academic well-being in Nigeria's higher education sector.

1.7 SIGNIFICANCE OF THE STUDY

This study is significant for several key reasons, both in its contribution to academic knowledge and in its practical relevance to stakeholders in the higher education sector of Nigeria. The well-being of university lecturers plays a pivotal role in the overall quality and sustainability of higher education, yet the pressures of academic life—especially in developing contexts—are often overlooked. By focusing on the relationship between work-life balance (WLB) and psychological well-being among university lecturers in

Benin City, Edo State, Nigeria, this study addressed a timely and important issue with wide-reaching implications.

1. Contribution to Academic Knowledge

There is a noticeable gap in existing literature concerning the nuanced relationship between work-life balance and psychological well-being, particularly within the Nigerian academic environment. While global research has addressed these themes, very few studies have explored them within the socio-cultural and institutional context of Nigerian universities. This study will add to the growing body of empirical literature by providing context-specific data and insights that can serve as a reference for future research in similar settings.

2. Practical Insights for Lecturers

The findings from this study will be valuable to university lecturers themselves, as it will help them understand how different dimensions of work-life balance—namely time balance, involvement balance, and satisfaction balance—influence their psychological well-being. This knowledge can empower academic staff to make informed decisions about how to manage their time, energy, and emotional investments more effectively. The study may also uncover common stressors and coping strategies currently in use, providing lecturers with practical models for improving their quality of life.

3. Policy Development and Institutional Planning

For university administrators and educational policymakers, this study offers evidence-based insights that can guide the development of institutional policies aimed at improving staff welfare. Recommendations arising from the study can inform the implementation of flexible work arrangements, mental health support services, and professional development programs tailored to lecturers' needs. Ultimately, improving work-life balance among academic staff can lead to enhanced job satisfaction, reduced turnover, increased productivity, and better student outcomes.

4. Support for Human Resource Management in Academia

The study also holds significance for human resource managers in universities. Understanding the interplay between work-life balance and psychological well-being will enable HR units to craft more strategic and holistic staff management frameworks. It may also justify the investment in wellness initiatives, staff engagement programs, or institutional culture reforms that prioritize employee well-being.

5. Socio-Educational Impact

Beyond the university setting, the study has broader social relevance. University lecturers are intellectual leaders and societal role models. Their psychological state influences how they interact with students, engage in research, and contribute to national development. By promoting better work-life balance, the study indirectly contributes to the

development of a more resilient, motivated, and impactful academic community, which is essential for national progress.

6. Strategic Framework for Improvement

Finally, by exploring practical strategies to improve WLB and psychological well-being, the study not only highlighted existing challenges but also provided solutions. These strategies may be applicable to institutions across Nigeria and similar developing countries, especially those facing comparable resource constraints and institutional challenges.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores the concept of work-life balance, including its definition, dimensions, benefits, and key predictors. It also examines the meaning of psychological well-being and the factors influencing it. Furthermore, the chapter reviews relevant theories and presents a theoretical framework for understanding work-life balance. An empirical review is conducted, followed by the identification of research gaps. The chapter concludes with the development of a conceptual framework for the study.

2.2 Meaning of Work-life Balance

Work-life balance (WLB) is a somewhat recent phenomenon, arising from employees' concerns about the demands expected by their work (Guest, 2002). The perceived increase in these demands can be traced to three factors (Guest, 2002):

- Changes in the work environment
- Changes in life
- Changes in individual attitudes

In the 1970s, the concept of WLB was initially framed as one concerning work-family balance (Lockwood, 2003). This was partly due to concerns surrounding women joining the workforce (Fleetwood, 2007). The workforce primarily comprised men, whereas women were often employed informally. However, when women could engage in formal

employment, the result was that they had to juggle both work and family-life responsibilities. However, the concept of WLB doesn't affect women only.

People try to strike a delicate balance between their personal and professional lives, this is known as work-life balance. It entails successfully balancing and managing the demands of both business and personal life without letting one area substantially disrupts the other, claims Clark (2000). Work is simply one aspect of our lives that needs to be considered alongside our home and family lives, our community, and our personal well-being.

See Figure Below:



Figure 2.1: Work-Life Balance

This idea has been thoroughly studied since it is essential to improving organisational success and employee well-being. According to Haar *et al.* (2014), preserving a healthy balance can result in increased life satisfaction, decreased stress, and better job satisfaction. Additionally, work-life balance influences overall life quality by promoting favourable outcomes at home and at work (Greenhaus and Allen, 2011). Furthermore, according to Frone (2003), work-life balance can improve mental health by serving as a protective barrier against burnout and conflict at work. Researchers like Allen, Herst, Bruck, and Sutton (2000) have also discovered that workers who have a better work-life balance are more engaged and dedicated to their companies, and they also report fewer health issues.

In light of this, encouraging work-life balance has emerged as a strategic necessity for both employers and employees in contemporary businesses.

2.3 Dimensions of Work-Life Balance

The idea of work-life balance is complex and includes a number of elements. Research indicates that the following are important aspects of work-life balance: The distribution of time between work and personal life is known as time balance (Greenhaus & Beutell, 1985). Effectively juggling work and personal obligations requires this dimension. The degree of psychological involvement in both job and personal life is referred to as “involvement balance” (Sonnentag & Fritz, 2007). Better work-life balance is typically experienced by those who are able to disengage from work-related activities during non-

work hours. The degree of contentment that comes from both job and personal life is known as satisfaction balance (Kossek *et al.*, 2012). Overall well-being depends on finding fulfilment in both one's personal and professional life.

The extent to which job demands and pressures negatively intrude into personal or family life is known as Work Interference with Personal Life.

The extent to which personal responsibilities or commitments disrupt work performance or attention is Personal Life Interference with Work.

The positive transfer of skills, experiences, or resources between work and personal life that improves functioning in both domains is known as Work/Personal Life Enhancement

An individual's capacity to attain work-life balance is ultimately impacted by these interrelated and mutually reinforcing factors.

2.3.1 Time Balance

One important aspect of work-life balance is time balancing, which is the fair distribution of time between obligations in one's personal and professional lives. The art of time management involves allocating the limited time and energy efficiently across various aspects of the life.

Jackson V. P (2009) examined that mastering the art of time management has become essential to achieving goals, fostering relationships and maintaining wellbeing.

According to Greenhaus and Beutell (1985), work-family conflict can result from pressures that are time-based, strain-based, or behavior-based. Time-based conflict happens when the amount of time spent on one task makes it difficult to engage in another. This fundamental concept emphasises how crucial time management is to lowering role conflict and improving wellbeing.

University professors encounter a distinct set of difficulties that make it difficult to distinguish between their personal and professional lives in the increasingly demanding academic environment of today. Achieving time balance is especially challenging because of these conflicting demands, which frequently result in longer workdays, weekend and evening obligations, and less personal time.

The claim that long workdays and rigid schedules have a detrimental effect on employees' capacity to attain work-life balance is supported by research. According to Grzywacz and Carlson (2007), work-family conflict occurs when obligations at work collide with personal or family obligations, which leads to stress, exhaustion, and a decline in job satisfaction. Reduced engagement, greater burnout, and decreased productivity could result from this imbalance (Gillespie *et al.*, 2001). Instructors who have more control over their schedules typically report higher levels of job satisfaction and psychological well-being. According to Ala-Mursula *et al.* (2005), workers who had autonomy over their work schedules reported feeling better overall and having less mental health issues. Flexibility enables professors to better integrate the work and home

domains by balancing their professional obligations with personal goals (Kelly *et al.*, 2011).

Furthermore, the COVID-19 pandemic increased awareness of time balance issues in academia because of the quick shift to online instruction and the blurring of physical boundaries, which further disrupted work-life boundaries (Sahu, 2020).

These issues can be mitigated by effective time management strategies, such as prioritising tasks according to their importance and urgency (Covey, Merrill, & Merrill, 1994), establishing clear boundaries between work and personal time, and using digital tools for scheduling and task tracking. For example, lecturers can allocate focused time for research, preparation for instruction, and relaxation by using time-blocking techniques and productivity apps (Aeon & Aguinis, 2017).

Additionally, institutions are essential in promoting time balance. Institutional policies that promote flexible working hours, task redistribution, and support for remote work have been associated to enhanced work-life balance and reduced stress levels among academic staff (Tremblay & Genin, 2010). Establishing a supportive culture requires leadership that puts employee well-being first and sets an example of good work-life balance. In the end, attaining time balance helps university professors be more productive, experience less burnout, and live better lives. Supporting academic professionals in efficiently managing their time improves institutional effectiveness as well as individual pleasure.

2.3.2 Involvement Balance

The degree to which people are psychologically involved in both their personal and professional lives, preserving a healthy emotional and mental presence in each without undue overlap, is known as involvement balance (Greenhaus & Allen, 2011). For university lecturers, whose jobs can involve high cognitive and emotional demands spanning teaching, research, supervision, and institutional service tasks, striking a balance between involvement is particularly important (Kinman & Jones, 2008). Impaired recuperation, as defined by Sonnentag and Fritz (2007), can result from an inability to cognitively detach from work during non-working hours, which is harmful to long-term health and psychological well-being.

A key element of healing is psychological disengagement from work, which helps people refuel emotionally and lower stress levels. According to Sonnentag and Fritz (2007), those who are able to psychologically detach themselves from work-related duties during their free time report feeling less worn out, more satisfied with their lives, and having better health. Meta-analytic results show that psychological detachment is positively associated with general well-being and adversely associated with emotional weariness (Bennett *et al.*, 2018). Work-life boundaries may become blurred for lecturers who are overly committed to their academic responsibilities (Demerouti & Bakker, 2018). Since lecturers devote both time and emotional energy to student interactions and collegial collaboration, the phenomena of emotional labour in academia which is frequently

disregarded can make this imbalance in engagement worse (Sabagh, Hall, & Saroyan, 2018).

Setting boundaries between work and home life, planning leisure activities, and using mindfulness-based practices that promote presence in non-work domains are some strategies to attain participation balance (Allen *et al.*, 2014). Exercise, family time, and hobbies are proven to promote psychological healing and mitigate the negative consequences of work-related stress (Taris *et al.*, 2006). Involvement balance has been linked to institutional support, such as laws that support flexible work schedules and mental health services (Ode-Dusseau *et al.*, 2012). In order to feel fulfilled and preserve psychological resilience, university professors must balance their involvement in personal activities in addition to distancing themselves from their jobs. Involvement balance, when properly managed, can foster sustained engagement, improve job satisfaction, and support academic careers over the long run.

2.3.3 Satisfaction Balance

The degree to which people feel fulfilled in both their personal and professional lives is referred to as satisfaction balance. This idea encompasses both the amount of time spent in each domain and the level of happiness that results from it. According to Kossek, Pichler, Bodner, and Hammer (2012), satisfaction balancing highlights how crucial it is to ensure pleasant experiences in both areas in addition to handling conflicting demands, as this promotes psychological functioning. It may be difficult for university lecturers to

strike this balance because they are under pressure to juggle teaching, research, and administrative tasks. But according to Haar, Russo, Suñe, and Ollier-Malaterre (2014), people who are able to find fulfilment in both their personal and professional roles report feeling more satisfied with their jobs, having less burnout, and having higher psychological well-being.

According to research, subjective well-being and overall life satisfaction are significantly predicted by satisfaction in both the job and personal spheres. According to Diener, Sapyta, and Suh (2018), the level of satisfaction one feels in day-to-day interactions and at work has a big impact on subjective well-being, which is a key element of human flourishing. Balanced satisfaction has been associated with favourable results for university professors, including improved motivation, more robust coping strategies, and greater organisational engagement. Professionals who report high levels of pleasure in both domains, for example, are more resilient and less prone to experience emotional weariness, according to Schoorman, Mayer, and Davis (2017). Both professional performance and personal happiness are influenced by this dual-domain satisfaction.

It takes deliberate effort and strategic planning to achieve balance in satisfaction. Whether it's research, mentoring, or interacting with students, lecturers can start by selecting activities that provide intrinsic fulfilment and coupling them with worthwhile personal pursuits like hobbies, family time, or spiritual practices. According to Moen *et al.* (2013), having control over one's work schedule is a major factor in feelings of

balance and fulfilment. According to Locke and Latham's (2002) goal-setting theory, defining clear, achievable objectives in both the personal and professional spheres promotes a feeling of advancement, which raises pleasure. Acknowledging accomplishments, no matter how minor, helps to maintain a balanced and satisfying life experience and strengthens sentiments of effectiveness.

According to Thomas and Ganster (1995) and Crain *et al.* (2014), academic institutions that offer psychological resources, flexible work schedules, and supportive settings can foster a sense of fulfilment in both personal and professional life. To maintain a healthy and effective academic workforce, a culture that prioritises well-being and recognises the connection between the work and life domains is crucial. Such institutional support is essential for university instructors to manage their workloads and preserve their mental health.

2.3.4 Work Interference with Personal Life (WIPL)

Work interference with personal life occurs when the pressures, demands, or commitments of one's job extend beyond the workplace and intrude into personal or family time. This form of conflict arises when work obligations prevent individuals from meeting personal responsibilities or engaging in leisure activities. Common causes include excessive working hours, high job demands, unpredictable schedules, and the expectation to remain accessible outside official working hours. For example, an employee who frequently works late or takes work calls during family gatherings may

find their relationships strained and personal well-being compromised. Over time, this intrusion can reduce recovery opportunities, increase stress levels, and contribute to burnout, ultimately undermining both personal life satisfaction and work performance.

2.3.5 Personal Life Interference with Work (PLIW)

Personal life interference with work represents the reverse pattern, where responsibilities or demands from an individual's personal sphere disrupt their ability to perform effectively in the workplace. This often stems from caregiving obligations, health issues, family emergencies, or other personal commitments that compete with work time and attention. For instance, caring for a sick child, attending medical appointments, or handling urgent household matters may lead to lateness, absenteeism, or reduced focus during work hours. Such interference can result in missed deadlines, diminished productivity, and strained relationships with colleagues or supervisors. In many cases, this form of conflict is heightened when workplaces offer limited flexibility or support for employees managing substantial personal responsibilities.

2.3.6 Work/Personal Life Enhancement (WPLE)

Work/personal life enhancement reflects the positive and mutually beneficial interactions between professional and personal domains. Unlike interference, this dimension recognises that experiences, skills, and emotional resources gained in one sphere can enrich the other. Enhancement can flow in two directions: work-to-life enrichment occurs when competencies such as time management, communication, and problem-solving,

developed at work, improve family life and social interactions; life-to-work enrichment happens when supportive relationships, fulfilling hobbies, or personal achievements boost energy, morale, and productivity in the workplace. This positive spillover can lead to increased job satisfaction, improved mental health, and a stronger overall sense of fulfillment, demonstrating that the work-life relationship is not solely a source of conflict but can also serve as a source of resilience and personal growth.

2.4 Benefits of Work-Life Balance

It is becoming more widely acknowledged that work-life balance is critical to both individual and institutional success. There are many benefits to striking a balance between work and home life for university instructors and other professionals in demanding positions. Among the advantages could be the following:

1. A better state of mental health: A healthy work-life balance is associated with lower levels of anxiety, sadness, and stress. Workers who are able to successfully manage their personal and professional lives report far better mental health results (Haar, Russo, Suñe, & Ollier-Malaterre, 2014). According to Diener, Sapyta, and Suh (2018), preserving this equilibrium also promotes emotional fortitude and a feeling of control over life's circumstances.

2. Increased Job Satisfaction: Workers who have a better work-life balance report feeling more engaged and satisfied with their roles (Kossek, Pichler, Bodner, & Hammer, 2012). This sense of fulfilment often results in greater motivation and loyalty to the organisation.

3. Improved Physical Health: Work-life balance promotes healthier habits like regular exercise and enough sleep and reduces stress-related illnesses (Grzywacz & Carlson, 2007). Workers who have more control over their schedules have fewer chronic health complaints (Ala-Mursula, Vahtera, Pentti, & Kivimäki, 2005).
4. Higher Productivity and Efficiency: Despite the notion that longer hours produce better results, balanced workers are often more productive during work hours due to improved focus, better energy management, and fewer distractions (Ala-Mursula *et al.*, 2005).
5. Lessened Emotional Exhaustion and Burnout: Work-life balance techniques can greatly lessen burnout, which is particularly common in high-stress occupations like academics. According to Demerouti and Bakker (2018), using time for personal interests and relaxation helps people stay engaged and avoid emotional weariness.
6. Better Social Support and Relationships: Having time to keep up social and familial ties strengthens networks of emotional support, which in turn promotes mental health and professional success (Kossek *et al.*, 2012).
7. Higher Life Satisfaction: According to Diener *et al.* (2018), those who are able to successfully balance their personal and professional lives report feeling more satisfied with their lives overall. Subjective well-being is enhanced by a feeling of fulfilment in both areas.

8. Enhanced Innovation and Creativity: By providing the mind with time to recuperate, taking pauses and partaking in non-work-related activities encourages creativity and produce fresh ideas. According to Grzywacz and Carlson (2007), mental renewal is particularly crucial for occupations like research and lecturing that demand constant intellectual activity.

9. Better Time Management Skills: Juggling conflicting obligations makes people more strategic in how they spend their time. More significant achievements are achieved in both personal and professional situations when scheduling and prioritisation are done well (Kossek *et al.*, 2012).

10. Positive Outcomes: According to Kosek *et al.* (2012), universities that support work-life balance see improvements in employee morale, lower turnover rates, and a stronger employer brand in addition to decreased absenteeism. For all employees, this results in a more encouraging and effective work atmosphere.

The significance of work-life balance for university instructors is highlighted by these advantages, which also help student results and institutional efficacy in addition to their own personal well-being.

2.5 PREDICTORS OF WORK-LIFE BALANCE

People frequently struggle to balance fulfilling personal and family responsibilities with achieving workplace expectations in today's fast-paced, extremely demanding work environments. Work-life balance refers to a state of equilibrium where people feel

content and productive in both areas, rather than just the lack of conflict between work and personal responsibilities.

However, the ability to achieve work-life balance varies across groups and is influenced by a number of interrelated factors. Personal features, job characteristics, family dynamics, organisational culture, and broader society conventions are all examples. Understanding the drivers of work-life balance is critical for establishing targeted strategies and interventions to improve employee well-being and performance. By identifying the elements that have the greatest impact on the ability to maintain balance, stakeholders ranging from policymakers and institutional leaders to individuals can take educated efforts to lessen work-life tensions. This section delves into major determinants of work-life balance, focusing on demographic, job-related, and personal characteristics that have been demonstrated to have a considerable impact on the work-life interface.

2.5.1 Demographic Factors

Individuals experience work-life balance differently, and demographic factors play a crucial role in influencing these experiences. Demographic variables such as age, gender, marital status, and income level can either facilitate or hinder an individual's ability to maintain balance. Understanding these factors enables employers, policymakers, and researchers to design more targeted interventions and support mechanisms that acknowledge the diverse needs of the workforce (Greenhaus & Powell, 2006; Voydanoff, 2005).

- Age: Age is defined as a demographic variable representing the length of time an individual has lived, measured in years (APA, 2020). Age is an essential variable that influences work-life balance due to evolving life necessities and obligations. Younger professionals may put more focus on career advancement, while middle-aged workers juggle family and work duties. Older employees may opt out for minimal workloads or flexible hours as they near retirement (Hammer *et al.*, 2005).
- Gender: It can be defined as a demographic variable that refers to the socially constructed roles, behaviors, expressions, and identities of women and men (Gender and Health .n.d.). Gender roles and societal expectations affect work-life balance respectively for men and women. Women, who are oftentimes primary caregivers, experience greater work-family conflict than men. Men may face pressures to prioritize work due to traditional breadwinner roles (Emslie & Hunt, 2009; Williams *et al.*, 2016).
- Income level: This affects access to WLB resources. High income earners may afford childcare and domestic help, reducing personal workload. Conversely, lower-income workers may face longer hours and less flexibility (Voydanoff, 2005). Low income earners might also desire to work more, so as to be entitled to more pay.

- **Family Structure:** Single-parent families and those caring for elderly relatives often experience distinct work-life balance challenges. With sole caregiving responsibilities or limited support, these individuals may find it overwhelming to manage their caregiving duties, leaving little time for work, self-care, or personal activities. The lack of flexibility in their schedules can make it difficult to adjust to work demands or personal needs making them sacrifice personal time and hobbies. The weight of these responsibilities can negatively affect work performance and relationships, emphasising the need for targeted support and resources to help these individuals achieve a better balance between their work and personal life (Allen *et al.*, 2000).
- **Occupation:** Certain occupations, such as health, finance, and law, often involve longer hours and high level of stress, affecting individuals' ability to achieve work-life balance. Frontline and shift-based roles also pose significant challenges (Karatepe & Tekinkus, 2006).
- **Marital status:** Compared to single individuals, married individuals often have more family responsibilities, which can lead to greater conflict between work and family life. In contrast, single individuals tend to have more freedom and flexibility to manage their work and personal life, potentially reducing work-family conflict (Michel *et al.*, 2011).

- Parental status: The presence of children, particularly young ones, introduces significant caregiving responsibilities that can impact work-life balance. Parents often face challenges in balancing their job demands with parental duties, especially in the absence of a supportive work environment (Byron, 2005).
- Educational Level: Individuals with higher educational attainment often secure more prestigious jobs, which can be more demanding. However, these roles typically offer greater autonomy and access to family-friendly benefits, potentially offsetting the increased demands and reducing work-life conflict (Greenhaus & Powell, 2006)

2.5.2 Work Related Factors

This can be broken down into the following variables:

- Workload: According to Okikiola (2022) and Uddin (2021), work stress is a natural reaction to high workloads or working in an unbalanced environment. As a result, work-life balance is compromised, and people may find it difficult to maintain a balance between their personal and professional lives. Therefore, managing work stress is essential to improving balance and making sure that work does not take over all aspects of one's life (Zahra & Fazlurrahman, 2023).
- Flexibility: Flexible work arrangements, such as adjustable working hours, remote work, and flexible scheduling, provide employees with more autonomy and control over their work schedules and locations. This flexibility enables

employees to better balance their work and personal responsibilities, allowing for greater work-life balance (Bukit, 2022). By having more control over their work timing and location, employees can more effectively manage their professional and personal obligations.

- **Support:** Institutional support plays a vital role in shaping work-life balance. When supervisors and colleagues offer understanding, flexibility, and assistance, employees are better equipped to handle work demands while managing personal responsibilities. This support may take various forms, including managerial flexibility, empathetic coworkers, and a generally supportive workplace atmosphere.

Institutional backing, such as family-friendly policies and employee wellness initiatives, can greatly influence work-life balance. When individuals feel supported by their institution, they tend to experience lower stress levels, higher job satisfaction, and enhanced overall well-being.

By fostering a supportive work environment, institutions can enable employees to navigate both professional and personal obligations more effectively, resulting in a healthier work-life balance.

2.5.3 Personal Factors:

Achieving a healthy work-life balance is deeply personal and varies significantly from one individual to another. Several key personal factors play a crucial role in this delicate balance.

- Self-care: Making self-care a priority is crucial because it includes activities that support mental and physical health. Regular exercise, meditation, or hobbies can all greatly improve one's quality of life (Hämmig & Bauer, 2009). For example, physical activity has been demonstrated to lower stress levels and elevate mood, which in turn improves work-life balance (Harris *et al.*, 2006).
- Boundaries: Another crucial element is establishing distinct boundaries between work and personal life. People can maintain a healthier balance by keeping work and personal time separate by creating a clear division (Kossek *et al.*, 2012). This could entail establishing clear work schedules, avoiding job-related activities during leisure time, or setting up a special area for work.
- Coping Strategies: Creating healthy coping mechanisms is also essential for stress management and work-life balance. Emotional regulation, or controlling one's emotional reaction to stress, and problem-focused coping, or tackling the underlying source of stress, are both helpful strategies (Lazarus & Folkman, 1984). People can more effectively manage the pressures of both their personal and professional lives by implementing healthy coping strategies.
- Personal Values: Finding and prioritising one's own values and objectives is essential to striking a work-life balance. People are more likely to feel fulfilled and in balance when they make decisions about their job and personal lives that are consistent with their underlying values (Greenhaus & Powell, 2006). This

could entail making deliberate employment decisions, establishing clear objectives, or modifying one's lifestyle to reflect one's ideals.

- Personal interests: Outside of work, taking part in hobbies and personal interests is crucial for stress relief and recharge. People can enhance their general well-being and detach from work-related stress by engaging in joyful and fulfilling activities (Lyubomirsky *et al.*, 2005). Making time for personal hobbies, such as reading, painting, or spending time with loved ones, can greatly improve work-life balance.

2.6. Meaning of Psychological Wellbeing

A key concept in positive psychology, psychological well-being (PWB) relates to both human flourishing and good psychological functioning. It includes the development and realisation of one's own potential in addition to the existence of pleasant feelings and life pleasure (Diener, Sapyta, & Suh, 2018; Ryff & Keyes, 1995). PWB combines the hedonic and eudaimonic dimensions of well-being, with the former emphasising meaning and self-realization and the latter on happiness and pleasure (Ryff, 1989; Ryff & Singer, 2008).

Concerns regarding the health and wellbeing of teachers have grown in the past decade due to early retirement and permanent exits from the profession, resulting in a shortage of teachers and posing a threat to the quality of the education system. Teachers, compared to other professional groups, consistently report lower levels of psychological wellbeing

(Johnson *et al.*, 2005), higher work-related stress (Smith *et al.*, 2000; Unterbrink *et al.*, 2007), burnout and psychosomatic health complaints (Schaufeli, 2003). These impairments, in addition to structural and organizational factors within schools, greatly affect teacher retention and turnover.

DIMENSIONS OF PSYCHOLOGICAL WELLBEING

2.6.1. LIFE SATISFACTION

Life satisfaction is a subjective measure of well-being that encompasses an individual's cognitive evaluations and emotional responses to various aspects of their life, such as personal achievements, social relationships, daily experiences, and overall sense of fulfillment (Proctor *et al.*, 2017). It reflects how individuals perceive the quality of their lives based on their own standards, goals, and expectations. When individuals report high life satisfaction, they are typically more content with their current life circumstances and future prospects, which in turn enhances their psychological resilience and emotional stability.

Research has consistently shown that individuals who are satisfied with their lives are more adept at managing life's challenges and stressors. This is because life satisfaction is closely linked with positive coping mechanisms, emotional regulation, and a sense of control over one's environment. As a result, such individuals tend to experience lower levels of stress and anxiety (Milas *et al.*, 2021), which contributes to improved mental health and overall well-being (Ojha & Kumar, 2017).

Moreover, life satisfaction, along with the ability to cope with stress and the practice of mindfulness, functions as a crucial protective factor in the face of adversity. These attributes enable individuals to navigate complex and difficult life situations more effectively, maintaining psychological balance and promoting adaptive functioning. Mindfulness, in particular, enhances self-awareness and emotional regulation, allowing individuals to stay grounded in the present moment and reduce the impact of negative emotions. When combined, these factors not only protect against mental health challenges but also foster personal growth, resilience, and a sustained sense of well-being over time.

2.6.2. Happiness

Happiness refers to a state of being happy, where “happy” means feeling or showing pleasure, contentment, or joy. It is commonly defined as a positive emotional state characterized by feelings of satisfaction, well-being, and enjoyment of life. Happiness is widely acknowledged as a key factor in people’s mental health and life satisfaction, and as a substantial predictor of psychological well-being. The idea that happiness is both a cause and an effect of well-being is continuously supported by empirical study. A meta-analysis by Lyubomirsky, King, and Diener (2005) found a high link between happiness and a number of psychological functioning variables, such as improved coping mechanisms, increased resilience, and more fulfilling interpersonal relationships. According to their findings, those who are happy typically possess greater resources for

stress management and emotional equilibrium, two essential elements of psychological well-being.

Moreover, Fredrickson's (2001) broaden-and-build theory of positive emotions posits that positive emotions, which are central to happiness, expand an individual's momentary thought-action repertoire and build enduring personal resources. This expansion and accumulation of psychological resources lead to enhanced well-being over time.

Happiness also predicts reduced levels of anxiety and depression, which are inversely correlated with psychological well-being, according to studies. For example, Keyes (2002) reinforced the predictive importance of happiness in general psychological health by showing that people who had higher levels of emotional well-being (a component of happiness) were much less likely to meet the criteria for mental illness.

In conclusion, happiness's effects on emotional control, social interaction, and mental health resilience make it a strong predictor of psychological well-being. Developing therapies to improve well-being requires an understanding of this link.

2.7. Predictors of Psychological Wellbeing

Understanding the predictors of psychological well-being is crucial for promoting mental health, resilience, and overall quality of life. Research has identified several key factors that contribute to an individual's psychological well-being, including personal characteristics, social relationships, work-life balance, and environmental factors. These

factors can be grouped into; individual differences, social support and work-related factors.

2.7.1. Individual Differences

Individual differences refer to the distinct variations in personality, emotional traits, cognitive styles, and behaviors that make each person unique. These differences significantly influence how people perceive and respond to life experiences, which in turn affects their psychological well-being. Essentially, the way individuals think, feel, and cope with stress can either enhance or hinder their mental health.

One of the most researched individual differences associated with psychological well-being is personality features. People with high levels of conscientiousness and extraversion, for instance, typically report lower levels of sadness and higher levels of life satisfaction. In contrast, persons with high degrees of neuroticism are more prone to worry and emotional instability, which can negatively effect their well-being (Steel, Schmidt, & Shultz, 2008). Furthermore, emotional control and coping mechanisms are important. According to Carver, Scheier, and Weintraub (1989), those who use constructive coping strategies like problem-solving and reaching out for social assistance have better psychological well-being than those who use denial. Similarly, people who have a high level of self-efficacy the conviction that they can overcome obstacles in life are more likely to experience emotional and psychological well-being (Bandura, 1997).

A person's perception of well-being can be influenced by biological and genetic variables as well. For example, some people can overcome misfortune more readily because they are inherently more resilient or cheerful.

A significant portion of the human experience is made up of unpleasant life events, crises, difficulties, and stressful circumstances, many of which are inevitable. Adversity's effects on many people's physical and mental health are often linked to deficits in their ability to function in social, educational, and occupational contexts (e.g., Price *et al.*, 2002; Springer *et al.*, 2007; Scott *et al.*, 2011).

Individual differences impact not only our personalities but also our ability to manage stress, form relationships, and, ultimately, feel content and psychologically well in life. It is essential to comprehend these distinctions in order to support psychological well-being.

2.7.2. Social Support

Social support, is typically measured in terms of either the structure (number of relationships) or the functions (like informational, instrumental, and emotional) of social networks (Wills, 1991). Perceived support, the perception of available help, often has a more significant impact on mental health than received support (Kessler and McLeod, 1985; Thoits, 1985; Wethington and Kessler, 1986). Research also shows that social support can stem from various sources like family, friends, or pets (Allen *et al.*, 2002; Ford *et al.*, 2007), and can benefit mental and physical health in both stressful and non-stressful times (Cohen and Wills, 1985).

Lazarus and Folkman's stress and coping theory provides a framework to understand the pivotal role of social support in mental health. It implies that our perception and management of stress are greatly influenced by social support. It influences our stress levels and is an essential tool for dealing with difficulties. Stress tends to lessen when we feel empowered and supported. Therefore, the perceived stress of an event is not entirely intrinsic; rather, our assessment of it, which is shaped in large part by our perceived social support, plays a significant role. The overwhelming nature of certain occurrences can be lessened with a strong support network. Consequently, there is a greater chance that boosting social support may reduce perceived stress. In conclusion, research continuously shows that better mental health outcomes are positively correlated with increased social support. Additionally, prior research has demonstrated that social support improves mental health by reducing perceived stress.

2.7.3. Work-related factors:

Work is more than just a way to pay the bills; it's a part of who we are. The hours we spend at our jobs, the relationships we build there, and the meaning we find (or don't find) in our tasks shapes our psychological wellbeing in ways both subtle and profound.

Work gives many people structure, meaning, and a feeling of achievement. A rewarding career can be a source of pride, a place to develop talents, and a place where coworker companionship relieves the stresses of everyday life. We develop confidence that lasts the rest of our life when we feel appreciated, and our efforts are acknowledged. A

supportive remark from a supervisor, the accomplishment of resolving a challenging issue, or the awareness that our efforts benefit others can all be effective remedies for worry and self-doubt.

However, the converse occurs when employment turns into a source of constant pressure, loneliness, or futility. In addition to making people unhappy, toxic workplaces that foster bullying, irrational demands, or a lack of control over one's activities can weaken mental fortitude. Overwork-related chronic stress can cause physical symptoms like headaches and fatigue, as well as sleepless nights and a persistent sense of dread.

Furthermore, there is little time for rest, happiness, or the connections that keep us going when work takes over our personal lives. Quiet despair can be fostered by jobs that seem pointless and where effort is not tied to impact. Without that, motivation withers, and disengagement sets in. On the other hand, jobs that challenge us just enough, without overwhelming us, can create a sense of growth, keeping the mind engaged and curious.

Perhaps most crucially, work influences wellbeing through the people we share it with. Colleagues who are supportive can act as lifelines, making a challenging job bearable or even enjoyable. But even a well-paying job might feel like a daily struggle if there is conflict or loneliness at work. Our mental and emotional worlds are shaped by the circumstances in which we work, the respect we receive (or don't receive), and the purpose we derive from our work. While a poor job can depress us, a good one can uplift us.

Acknowledging this goes beyond simply improving working conditions; it also involves respecting the close relationship between our lives and our livelihoods.

2.8. Theories of Work Life Balance and Psychological Wellbeing:

This study is guided by the following theories:

- Conservation of resources (COD) theory
- Self-determination theory (Deci & Ryan, 2000)
- Job Demand- Resources (JD-R) model
- Spillover theory
- Broaden and build theory
- Effort-Reward Imbalance model
- Role theory

2.8.1 Conservation of Resources Theory

A stress theory known as the Conservation of Resources (COR) Theory explains why people are motivated to preserve their existing resources as well as seek for additional ones. Dr. Stevan E. Hobfoll put forth this notion in 1989 in an effort to broaden the body of research on stress as a concept.

Three situations, according to Hobfoll, were associated with psychological stress: a danger of resource loss, a real net loss of resources, and a lack of resources earned after making a substantial effort or expending resources. According to this viewpoint,

resources are anything that one values, particularly things, states, and circumstances. According to COR, people will experience varying degrees of stress if these kinds of resources are lost.

Two fundamental ideas about preventing the loss of resources are covered by COR. The Primacy of Resource Loss is the first principle. According to this theory, people damage themselves more when they lose resources than when they obtain them. This implies that a pay decrease will be more detrimental than a pay increase that would have been beneficial.

Resource Investment is the name of the second principle. According to this COR concept, people would often invest resources to gain resources, recoup from losses, and guard against resource loss. In order to avoid future resource losses, people would invest resources in the framework of coping. The 2018 Annual Review of Organisational Psychology and Organisational Behaviour lists “health, well-being, family, self-esteem, and a sense of purpose or meaning in life” as examples of resources.

From these two principles, COR has suggested a number of corollaries that can be applied to resource changes. They are as follows:

- Individuals with higher resources will be set up for gains in resources. Similarly, individuals with fewer resources are more likely to experience resource losses.
- Initial resource loss will lead to resource loss in the future.
- Initial resource gains will lead to resource gains in the future.

- A lack of resources will invariably lead to defensive attempts to conserve the remaining resources.

The fact that COR theory offers a thorough framework for comprehending stress and coping mechanisms in a variety of contexts is one of its advantages. The idea incorporates environmental, societal, and individual aspects that affect resource management and availability. The usefulness of COR theory for treatments and prevention initiatives is another asset. According to COR theory, interventions that support the development and preservation of resources may enhance wellbeing and avert stress and burnout.

COR theory does have certain drawbacks, though. One drawback is that it might not adequately take individual and cultural variations in resource management into consideration. For instance, social resources could be valued more highly in some societies than individual resources. Furthermore, various people may have different ideals and objectives when it comes to resource management. The fact that COR theory ignores the possible drawbacks of resource accumulation, such as resource hoarding, resource depletion, and resource conflict, is another drawback.

In conclusion, by highlighting the significance of resource investment and preservation, the Conservation of Resources (COR) Theory provides a useful lens through which to view the dynamics of stress and coping. Its all-encompassing approach incorporates environmental, social, and personal aspects, which makes it very pertinent for creating

successful stress management and intervention plans. Though the theory offers a strong framework, its shortcomings such as its disregard for cultural variation and the possible drawbacks of excessive resource accumulation highlight the need for additional study and modification. All things considered, COR theory continues to be a fundamental idea in stress studies, providing important insights into how people deal with difficulties and preserve their wellbeing.

2.8.2. Self-Determination Theory (Deci & Ryan, 2000):

Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan, is a widely influential macro-theory of human motivation that focuses on the fulfillment of intrinsic psychological needs as the foundation of well-being, engagement, and optimal functioning (Deci & Ryan, 2000). Initially applied in educational and athletic settings, SDT has since been extended to diverse domains including organizational psychology, healthcare, and research on work-life balance.

Central to SDT is the assertion that human flourishing depends on the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the sense of volition and self-endorsement in one's actions; competence involves feeling effective and capable in one's activities; and relatedness pertains to forming meaningful and supportive connections with others (Deci & Ryan, 2000). These needs are considered universal and innate, essential to psychological growth and motivation.

SDT also distinguishes between different types of motivation, emphasizing the spectrum from extrinsic to intrinsic motivation. Intrinsic motivation involves engaging in an activity for its inherent satisfaction, such as pursuing work out of passion or curiosity. In contrast, extrinsic motivation is driven by external rewards or pressures. However, SDT further differentiates extrinsic motivation into four levels of internalization: external regulation (e.g., acting to gain rewards or avoid punishment), introjected regulation (e.g., acting out of guilt or ego), identified regulation (e.g., pursuing goals one personally values), and integrated regulation (e.g., when behavior fully aligns with one's sense of self) (Ryan & Deci, 2000). These types of motivation are positioned along a continuum of autonomy, ranging from a motivation a lack of intention or drive to fully self-determined intrinsic motivation. Well-being is generally higher when motivations are more autonomous (Deci & Ryan, 2008).

The theory has been particularly Influential in examining work-life balance. According to SDT, work environments that support autonomy, competence, and relatedness tend to foster higher job satisfaction and lower work-life conflict. In contrast, controlling or micromanaged workplaces can frustrate these needs, leading to stress, disengagement, and greater negative spillover between work and personal life (Gagné & Deci, 2005; Ryan & Deci, 2017).

SDT's strengths are well-documented. It is empirically robust, with over four decades of research validating its principles across cultures and settings. For instance, Chen *et al.*

(2015) found support for the universality of SDT's three needs across both Western and non-Western societies. Similarly, Van den Broeck *et al.* (2016) conducted a meta-analysis confirming the positive link between need satisfaction and psychological well-being. SDT also offers a comprehensive and integrative model of motivation that unifies both intrinsic and extrinsic forms, advancing beyond earlier models such as Maslow's hierarchy of needs (Ryan & Deci, 2000).

Furthermore, the theory has significant practical utility. In organizational contexts, SDT informs interventions such as autonomy-supportive leadership, participatory decision-making, and the promotion of relatedness through inclusive cultures and mentorship. These practices have been shown to enhance engagement, reduce turnover, and improve overall employee well-being (Deci, Olafsen, & Ryan, 2017). In terms of work-life dynamics, giving employees autonomy over their work schedules, such as flexible hours or remote work options, has been associated with improved work-life balance and lower stress (Haar *et al.*, 2014).

Despite its strengths, SDT is not without criticism. One limitation concerns cultural variability. While autonomy is central to SDT, its relative importance may differ across cultures. In collectivist societies, for instance, relatedness may play a more dominant role in well-being (Markus & Kitayama, 1991). Additionally, critics have noted conceptual overlap between the needs particularly between autonomy and competence which can complicate empirical testing (Vansteenkiste, Ryan, & Soenens, 2020).

SDT has also been critiqued for insufficiently accounting for structural constraints. The theory tends to emphasize individual-environment interaction but may underplay systemic barriers, such as those faced by low-wage workers with limited job autonomy or rigid schedules (Weinstein & Ryan, 2011). Another challenge is the measurement of need satisfaction. Standardized tools like the Basic Psychological Need Satisfaction Scale may not fully capture contextual nuances particularly in novel work environments like remote or hybrid settings (Schüler *et al.*, 2019).

In recent years, SDT has evolved to better address these complexities. For example, in the context of hybrid or remote work, studies have shown that autonomy in work setting choices enhances perceptions of competence, while the lack of social interaction can undermine relatedness (Allen *et al.*, 2021). SDT-informed institutional practices include offering flexibility (autonomy), providing skill-development opportunities (competence), and fostering inclusive, collaborative work environments (relatedness).

2.8.3. Job Demand- Resources Model

The Job Demands-Resources model, which was developed by academics Arnold Bakker and Evangelia Demerouti in their groundbreaking work in the early 2000s, is a prominent theoretical framework in organisational psychology. With its basic duality of job demands and job resources, this model skillfully depicts the dynamic interaction between workplace features and employee health. Its foundation is the understanding that every job has a unique set of demands, whether they are organisational, social, psychological,

or physical, those call for consistent work and have the ability to deplete an employee's vitality when they are too great. Role conflicts, emotional labour, quantitative workloads, and the cognitive strain of sophisticated decision-making are all examples of these demands.

On the other hand, the model defines job resources as those important aspects of the workplace that have either functional or motivational functions. These resources could take the form of real support networks, chances for career advancement, or the intangible but essential feeling of independence in one's work. The model's ability to articulate two parallel psychological processes that occur in the workplace is what makes it so intriguing. The process of health impairment describes how unmanaged work demands can lead to long-term stress, burnout, and poor organisational outcomes. Concurrently, the motivating process demonstrates how a wealth of job resources can support positive performance, engagement, and job happiness.

The model's strength is its exceptional versatility in a wide range of professional contexts, allowing it to shed light on workplace dynamics in places as different as corporate offices, hospitals, and educational institutions. When it comes to preventing burnout and fostering engagement, its dual-process architecture gives organisations diagnostic clarity. Nevertheless, there are some restrictions associated with this very universality. The broad strokes of the model occasionally ignore cultural subtleties that influence how various populations perceive and react to resources and demands in the workplace.

Furthermore, the dynamic character of contemporary work contexts, where demands and resources may change significantly over time, is difficult for its comparatively static structure to reflect.

This theory continues to evolve as researchers explore its intersections with individual differences, and the changing nature of work in the technological age. While not without its constraints, the Job Demands-Resources model offers institutions an insight through which to examine and enhance the delicate balance between workplace challenges and supports, between what is asked of employees and what is provided to sustain them.

2.8.4. Spillover Theory:

The spillover theory provides a thorough knowledge of how behaviours, feelings, and experiences from one area of life flow into another, especially when comparing work and family environments. According to this hypothesis, a person's experiences in one setting might influence their behaviours and attitudes in another, indicating that the lines separating their personal and professional lives are permeable. A university instructor who is overworked and under administrative pressure, for example, may bring this stress into their personal life, resulting in strained relationships or a decrease in the quality of their personal time. On the other hand, a productive day at work that includes achievements and praise may improve the person's disposition and relationships at home. Therefore, depending on the type of experience being conveyed, the spillover may be either good or negative.

Early role theory and organisational psychology are where spillover theory got its start. Its development was influenced by a number of theorists, but Robert Kahn and his associates established a substantial foundation in the 1960s with their research on role conflict and organisational stress. But in the 1980s, the term “spillover” itself and its use as a separate theoretical idea acquired popularity. Notably, Staines (1980) was instrumental in formalising the concept, contending that experiences in one area of life, like the workplace, might affect well-being, performance, and attitudes in another area, like the family. This framework made it possible for researchers to look at the complex relationship between work and home in a methodical and quantifiable manner.

Practically speaking, the spillover idea has been applied in a variety of disciplines, including education, psychology, sociology, and organisational behaviour. It is frequently used to look into work-family conflict and enrichment, where workplace satisfaction may improve family life or job stress may have a detrimental impact. The theory becomes especially significant in the context of education, especially among university teachers in areas like Benin City, Edo State, Nigeria. Lecturers frequently deal with heavy workloads, looming deadlines, administrative demands, and productivity standards for their research. Their emotional health, family relationships, and general psychological well-being are all negatively impacted by these work-related stressors, which typically carry over into their personal lives. In these situations, the theory aids in clarifying the processes via which stress at work affects mental health and overall life happiness.

The ability of spillover theory to realistically and relatably describe these cross-domain impacts is its main strength. It recognises that people's lives are not compartmentalised and that behavioural and emotional cross-overs between domains are normal and expected. The theory is a versatile instrument for comprehending a range of human experiences since it also takes into account both good and negative results. Numerous studies from a variety of backgrounds, occupations, and demographic groups attest to its empirical soundness. By proposing the idea of work-family enrichment, researchers like Greenhaus and Powell (2006) have developed the concept further, showing that good experiences at work can also enhance life at home

A linear spillover model may not always sufficiently depict the dynamic ways in which life domains influence one another. Furthermore, the theory is unable to describe the precise mechanisms by which feelings and actions are transferred between domains. For instance, it falls short in explaining why, despite being exposed to similar work situations, some people have strong spillover effects while others do not. Furthermore, although they greatly influence the experience and effects of spillover, contextual elements including gender expectations, cultural norms, and socioeconomic circumstances are frequently overlooked. For example, social norms around gender roles and family duties may make work-to-home spillover even more stressful, especially for female professors who frequently balance both job and home obligations at the same time and vice versa.

The spillover theory is nonetheless an essential foundation for comprehending how work and home life are intertwined, despite these drawbacks. It offers insightful information about how work-related pressures might impact relationships, emotional health, and general life pleasure outside of the job. The idea not only describes the difficulties faced by university professors and other professionals working in demanding situations, but it also suggests measures that may enhance their mental health and work-life balance. The spillover theory's continued applicability emphasises the necessity of laws and procedures that promote holistic well-being and acknowledge the close ties between personal and professional lives.

2.8.5. Broaden and Build Theory

Barbara Fredrickson created the Broaden-and-Build Theory of Positive Emotions in the late 1990s, and it provides a revolutionary viewpoint on how emotions affect psychological health and human growth. In contrast to conventional perspectives that mainly focused on the survival purposes of negative emotions for example, fear eliciting a fight-or-flight reaction Fredrickson's hypothesis suggests that pleasant emotions help to expand a person's fleeting thought-action repertoire. In other words, people become more creative, more receptive to new experiences, and more inclined to experiment with new tactics or investigate their surroundings when they feel emotions like joy, interest, contentment, or love. This expanding effect improves receptivity to others, cognitive flexibility, and openness to information.

It is thought that these expanded behaviours gradually develop long-lasting personal resources, such as cognitive, social, psychological, and physical capacities. For example, happiness may encourage playfulness, which can foster the growth of interpersonal relationships and teamwork. In a similar vein, curiosity may motivate research, which in turn may result in the acquisition of information or abilities. Once cultivated, these assets support a person's capacity to flourish and overcome hardship, serving as a crucial mechanism for resilience and sustained psychological development.

The empirical basis of the broaden-and-build theory is one of its main advantages. People who consistently feel good emotions are more likely to have stronger social relationships, be happier, and be in better health, according to numerous research. The hypothesis has significant ramifications for employment and education, including among university instructors. Teachers are more likely to be involved, productive, and creative when they are in settings that foster positive affect. Furthermore, their capacity to develop relational and psychological resources enables them to manage work-related stress more skillfully, improving their lifespan and general well-being.

Another notable strength is that the theory challenges the deficit-focused orientation of traditional psychology. Rather than merely addressing dysfunction or distress, the broaden-and-build theory emphasizes growth, flourishing, and proactive development. It provides a framework for interventions that not only reduce negative outcomes but also cultivate positive experiences that buffer against future stress and promote mental health.

The theory is not without its detractors, though. It may understate the complexity of emotional life, especially the simultaneous experiencing of both happy and negative emotions, which is typical in real-world situations. This is one of its major limitations. Without necessarily taking into consideration contextual factors that can alter emotional impact, the theory has a tendency to romanticise the benefits of positivity. For instance, the ability to feel and maintain pleasant emotions may be severely reduced in settings with ongoing stress or scarce resources, such as underfunded institutions in underdeveloped nations. This calls into doubt the theory's applicability in various socioeconomic and cultural circumstances.

Moreover, some critics contend that the theory is vague about the processes via which constructive emotions result in the development of tangible resources. Although the expanded thought-action repertoire is an intriguing concept, empirical research has occasionally had difficulty defining precisely how these transient shifts result in long-term resource growth. Additionally, the theory is also criticised for depending too much on self-reported emotional states, which can be biased and may not accurately reflect the behavioural and physiological aspects of emotion.

The broaden-and-build hypothesis is nevertheless regarded as a foundational work in positive psychology in spite of these difficulties. It moves the emphasis from only treating dysfunction to actively fostering well-being, providing a means for people to develop enduring qualities through transient moments of optimism. The notion

emphasises the significance of creating conditions that support emotional resilience and long-term well-being, particularly in occupations like academics that are characterised by emotional labour and stress. The broaden-and-build principle can be used by both individuals and organisations to promote both professional performance and personal development by giving priority to activities that evoke and intensify pleasant feelings, such as mindfulness, gratitude, and meaningful social connections.

2.8.6. EFFORT REWARD IMBALANCE MODEL

The Effort-Reward Imbalance (ERI) Model, developed by Johannes Siegrist in the 1990s, is a prominent theory in occupational health psychology that explains the relationship between work-related stress and employee well-being. The ERI model's fundamental tenet is that stress and the detrimental health effects it causes result from an imbalance between an individual's work-related efforts and their compensation. The demands and responsibilities of the job, such as workload, time constraints, responsibilities, and emotional or physical engagement, are referred to in this model as effort. Conversely, reward includes monetary remuneration (e.g., pay), respect (recognition and respect), and career chances or job security. Psychological stress which, if it persists, can result in burnout, depression, cardiovascular issues, and decreased job satisfaction occurs when workers believe that their hard work is not being rewarded.

The Idea of over commitment is one of the ERI model's most crucial elements. This is a personal characteristic that is typified by a difficulty to abdicate job commitments, a

strong need for approval, and excessive effort. Even in less demanding settings, those with high levels of over commitment are more likely to experience imbalance and adverse health impacts. In other words, the model acknowledges both the internal, personality-driven elements that might affect how people experience and manage job demands, in addition to the external parts of work stress.

The ERI model's simplicity and predictive validity are its main advantages. It has been extensively validated in a wide range of work environments, cultural and economic contexts, and has demonstrated efficacy in determining risk factors for outcomes related to physical and mental health. For example, heavy workloads coupled with little opportunity for professional advancement, little recognition, and low pay frequently result in the classic conditions of effort-reward imbalance in occupations like university lecturing, particularly in under-resourced environments like portions of Nigeria. Despite their intellectual and emotional commitment to students and research, lecturers may feel underappreciated, which can cause ongoing stress and discontent.

Another advantage of the ERI model is its practical relevance for organizational policy and intervention. By highlighting the importance of fair compensation, recognition, and support systems, the model provides a framework for improving work environments. Interventions might include better feedback systems, opportunities for career advancement, and strategies to help employees manage over commitment and work-related expectations.

The ERI paradigm does have certain drawbacks. One criticism is that by concentrating on just three reward categories, it may oversimplify complicated work experiences while possibly ignoring other important elements like intrinsic drive, workplace relationships, and organisational justice. Furthermore, compared to more comprehensive frameworks like spillover theory, the model is less successful at explaining how work stress interacts with personal life or societal pressures because it is solely focused on the workplace.

The ERI model is nonetheless a useful resource for comprehending the negative effects of occupational stress on health in spite of these drawbacks. It highlights the value of reciprocity in the workplace, emphasising that long-term productivity and well-being rely on both employee dedication and the sufficiency and fairness of the compensation they get.

2.8.7. ROLE CONFLICT THEORY (Khan, 1964)

Role Conflict Theory, as developed by Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), offers a foundational perspective for understanding how conflicting role demands contribute to occupational stress and diminished psychological well-being. Emerging from organizational psychology, the theory posits that individuals often occupy multiple social roles (e.g., employee, parent, spouse), which may exert incompatible demands. This misalignment can lead to psychological strain and decreased job satisfaction, particularly when role expectations become contradictory or overwhelming.

At the core of Role Conflict Theory are several critical constructs. First, role conflict itself is conceptualized as a situation in which incompatible expectations arise from multiple roles. This conflict manifests in various forms: inter-role conflict, which occurs when work responsibilities interfere with family or personal commitments (e.g., working overtime at the expense of family time); intra-role conflict, where contradictory demands emerge within a single role (e.g., a lecturer being asked to produce research publications while also handling excessive administrative duties); and person-role conflict, which arises when role expectations conflict with an individual's personal values or beliefs (Kahn *et al.*, 1964).

A related concept is role ambiguity, which refers to a lack of clarity regarding one's duties or expectations within a role. This uncertainty contributes to heightened anxiety and reduced job performance, as individuals struggle to define success or prioritize tasks (Rizzo, House, & Lirtzman, 1970). Role overload is another dimension that has gained prominence, particularly in professions like academia. It describes a state where the demands of multiple roles exceed the individual's capacity, both in terms of time and psychological energy (Coverman, 1989).

One of the notable strengths of Role Conflict Theory is its extensive empirical support. Numerous studies have confirmed the association between role conflict and negative outcomes such as burnout, emotional exhaustion, and decreased life satisfaction (Allen, Herst, Bruck, & Sutton, 2000). Specifically, the concept has been instrumental in the

development of Work-Family Conflict Theory, which classifies conflicts into time-based, strain-based, and behavior-based categories (Greenhaus & Beutell, 1985). This refinement allows for a more nuanced understanding of how work-life tensions emerge and impact psychological well-being.

Moreover, the theory has broad applicability across professions, cultures, and demographic groups. It has been adapted into models such as the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) and the Conservation of Resources (COR) Theory (Hobfoll, 1989), both of which highlight the importance of balancing demands with available personal and institutional resources.

However, Role Conflict Theory is not without limitations. One major criticism is its predominant focus on negative outcomes such as stress and burnout, with limited attention given to how individuals can experience role enrichment or positive spillover between work and personal life (Greenhaus & Powell, 2006). It also tends to treat roles as fixed and static, whereas more contemporary theories like Boundary Theory emphasize the fluid and dynamic nature of role management, where individuals actively shape their work-life boundaries (Ashforth, Kreiner, & Fugate, 2000).

Additionally, the theory has been critiqued for insufficiently accounting for individual differences in coping ability, resilience, and personal values. It largely assumes a one-size-fits-all model that does not reflect the diverse strategies people use to manage role conflict. Gender and cultural biases are also evident in early applications of the theory,

which often failed to recognize that women, especially in collectivist cultures, may experience higher levels of role conflict due to traditional societal expectations surrounding caregiving and domestic responsibilities (Cinamon & Rich, 2005).

Despite these limitations, the practical relevance of Role Conflict Theory remains significant. For institutions such as universities, the theory provides a strong rationale for implementing interventions like flexible work schedules, clear job descriptions, and support services (e.g., mental health counseling and family care support). On an individual level, it underscores the importance of personal boundary-setting, role prioritization, and stress management strategies such as mindfulness and delegation.

In conclusion, while Role Conflict Theory may not capture all the complexities of modern work-life integration, it continues to serve as a valuable framework for exploring the psychological challenges associated with role multiplicity. It lays the groundwork for more nuanced models that integrate personal agency, cultural context, and positive dimensions of role engagement making it particularly relevant in high-demand professions such as academia, where the pressure to balance competing expectations remains intense.

2.9. Theoretical Framework

This study is grounded in the understanding of how professional responsibilities and personal life intersect to influence individual psychological well-being. At the core of this framework is the recognition that human functioning is dynamic and context-sensitive,

particularly for individuals who occupy demanding professional roles such as university lecturers.

The Idea is based on the notion that people live in a number of overlapping domains, such as social, familial, professional, and personal, and that experiences in one area often spill over into other areas. People's capacity to manage demands in various domains has a significant impact on their emotional and psychological states. When these criteria are met, people are more likely to experience general pleasure, reduced stress, and excellent psychological functioning. On the other hand, psychological strain is likely to manifest as symptoms like anxiety, depression, and burnout when an imbalance occurs due to high job demands, a lack of autonomy, a lack of organisational support, or a lack of personal time.

This method recognises the role of external organisational structures as well as interior psychological processes. External factors including workload, reward programs, institutional regulations, and opportunities for job progression interact with personal traits like emotional control, resilience, and coping methods. The way these factors interact determines whether people see a conflict or an enrichment between their work and life worlds.

Furthermore, according to the paradigm, positive experiences whether they manifest as fulfilling personal relationships, fulfilling work, or supportive colleagues can enhance emotional well-being by broadening people's cognitive and behavioural capacities.

These positive experiences facilitate the development of psychological resources that enhance long-term flexibility and stress management. The framework also emphasises the importance of perceived justice, reciprocity, and acknowledgement in the workplace. When people feel their efforts are not being sufficiently acknowledged or appreciated, a sense of unfairness may emerge, which heightens emotional tension. This discrepancy is particularly relevant in academic contexts, where staff workers are often expected to perform well despite minimal institutional assistance.

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These conceptual components are extremely relevant to Benin City university professors. In universities that may be underfunded or structurally limited, lecturers usually oversee a range of duties, such as teaching, research, administration, and mentorship. Juggling these responsibilities with social expectations, personal health, and family life becomes a significant psychological challenge. The paradigm takes into consideration the sociocultural and institutional realities unique to the Nigerian academic context while acknowledging that broader environmental factors, such as economic instability,

inconsistent policies, and inadequate infrastructure, may further complicate the work-life interface.

To sum up, this theoretical framework provides a thorough and integrated viewpoint for understanding the impact of work-life balance on the mental health of university instructors. It acknowledges the complex interrelationships among social supports, role expectations, institutional frameworks, emotional experiences, and personal preferences. By situating the individual within a broader ecological system of pressures, the framework offers a comprehensive basis for assessing the challenges and potential solutions that can enhance psychological health in academic situations.

2.10. Empirical Review

The rigorous nature of academic life, especially in developing nations like Nigeria, frequently makes it difficult to achieve work-life balance (WLB), which in turn affects university lecturers' psychological health. This review looks at the empirical data that is currently available, with a particular focus on lecturers in Benin City. It highlights important stresses, their impacts, and real-world instances from research and journal publications.

WORK LIFE BALANCE CHALLENGES AND THEIR IMPACT

Empirical studies from Benin City and other parts of Nigeria consistently reveal a strong link between work-life imbalance and negative psychological outcomes for university lecturers.

Workload as a Primary Stressor: According to a study conducted on lecturers at the University of Benin (UNIBEN), the main causes of occupational stress that result in burnout and psychological distress are heavy workloads, time constraints, and role ambiguity (Aideyan, 2023; Nigerian Journal of Management Studies, n.d.). This is consistent with larger research from Nigerian universities, which shows that a heavy workload is the main cause of stress and poor performance (Olagunju & Adedayo, 2024; IIARD, n.d.).

Mental Health Implications: The inability to balance work and personal life has been linked to various mental health issues, including:

Negative Emotions, Depression, Low Energy, Pessimism, Fatigue, and Sleep Disorders: Research indicates that work-life imbalance can lead to these issues in both male and female academics (grossarchive.com.ng, n.d.).

Burnout: The relentless demands and perceived lack of control over work contribute to symptoms of burnout, including emotional exhaustion, cynicism, and a sense of poor personal accomplishment (ARC Journals, n.d.).

Increased Stress Levels: Studies on academic staff in public universities in Nigeria consistently find that academic workload, student-related issues, research and career development pressures, and administrative issues are significantly associated with stress (Covenant Journals, n.d.).

Physical Health Consequences: The long hours and intense pressure associated with academic work can also manifest in physical health problems such as musculoskeletal pain from prolonged sitting or standing, and even more serious conditions like cardiac arrest and hypertension due to chronic stress (Aideyan, 2023; ARC Journals, n.d.).

Reduced Job Performance and Satisfaction: Work-life imbalance has a considerable influence on job performance, with studies showing a negative correlation between high workload and lecturer productivity in the long run (Nigerian Journal of Management Studies, n.d.; Olagunju & Adedayo, 2024). A lack of work-life balance is also associated with lower job satisfaction (RSIS International, n.d.).

Challenges in Utilizing WLB Programs: While some universities, like the University of Benin, may have work-life balance programs, employees often face barriers to their effective utilization. These barriers and the resulting work-life imbalance contribute to employee dissatisfaction and poor performance (grossarchive.com.ng, n.d.).

While specific individual narratives are not always directly quoted in research, the aggregated findings paint a clear picture of the lived experiences of lecturers in Benin City:

The “Always On” Lecturer: Many lecturers feel the pressure to work “throughout all hours of the day,” attending to teaching, project supervision, administrative roles, and research. This implies a lack of clear boundaries between work and personal life, leading to the feeling of being “always on.” (GSAR Publishers, n.d.)

The Lecturer Sacrificing Family Time for Research: The compulsion to publish and attend conferences, often without adequate financial support, forces lecturers to dedicate significant personal time, including evenings and weekends, to research and writing. This can lead to family conflicts, particularly for female academics who also bear primary caregiving responsibilities. (IRJEMS, n.d.)

The Stressed and Demotivated Academic: The combination of heavy workload, financial strain, and inadequate support can lead to significant stress and demotivation. Research points to “frustration,” “emotional exhaustion,” and “cynicism” as common experiences. This can manifest in behaviors like lateness, absenteeism, poor decision-making, and even physical violence in extreme cases (ARC Journals, n.d.).

The Female Lecturer Missing Lectures Due to Childcare: Female lecturers, in particular, face significant challenges in balancing their academic careers with family responsibilities. A study on female lecturers (though not explicitly in Benin City, it reflects a common Nigerian context) revealed challenges like “missing lectures because of child care,” highlighting the pervasive work-family conflict. (TERAS, n.d.)

The Lecturer Overwhelmed by Multiple Roles: Many lecturers are burdened with a myriad of responsibilities beyond just teaching. This can include being a course advisor, head of department, committee member, and examiner, all while trying to meet publication quotas. This “multiple roles” phenomenon contributes to the feeling of being overwhelmed and impacts psychological well-being. (IBBU JOURNALS, n.d.)

The Lecturer with Health Issues Linked to Work Stress: The high levels of stress from academic workload are directly linked to lecturers experiencing physical and mental health issues. While specific cases aren't named, the prevalence of "sicknesses and deaths... among university lecturers" is attributed to "stressful situations arising from workload" (ARC Journals, n.d.).

Fatima and Sahibzada (2012) investigated the impact of work and life imbalance of male and female university lecturers and concluded that the WLB is positively correlated among partner support, colleague support and job opportunities, while excessive feedback at work is inversely related with the quality of life.

Adebayo (2016) examined the WLB of academics in the university of Lagos and concluded they had poor WLB and uncertainty about their position in their job and the university did not have a good policy to address the WLB issues.

According to the empirical data, university instructors in Benin City have a difficult time striking a work-life balance, which has a negative effect on their mental health. The main causes of stress, depression, burnout, and physical health problems are heavy workloads, pressure to be published and promoted, a lack of resources, financial strain, and the widespread work-family conflict. Fostering a better and more productive academic environment in Benin City colleges requires addressing these concerns through institutional support, more transparent workload management, flexible work schedules, and easily available mental health services.

2.10.1. Research Gap

The research gap of this study stands on the following premises:

- **Limited Focus on Nigerian University Lecturers:**

Omonijo, Nnedum, and Fadugba (2014) contend that Nigerian lecturers frequently face unique challenges such as infrastructural deficiencies, irregular salaries, political instability, and lack of research funding, which intensify work-related stress. A large portion of the current literature focusses on Western academia, where institutional frameworks, resources, and cultural dynamics differ markedly from those in Nigeria. Although studies like those of Kinman and Jones (2008) and Watts and Robertson (2011) offer foundational insights, they offer limited relevance to Nigerian realities.

- **Cultural and Contextual Influences:**

Work-life interactions are significantly shaped by cultural values. The collectivist culture of Nigeria places a strong emphasis on religious participation, extended family duties, and communal obligations, all of which make juggling work and personal obligations more difficult (Hofstede, 2010; Aina, 2018). Individualist societies, where professional and personal liberty are more prominent, stand in stark contrast to this.

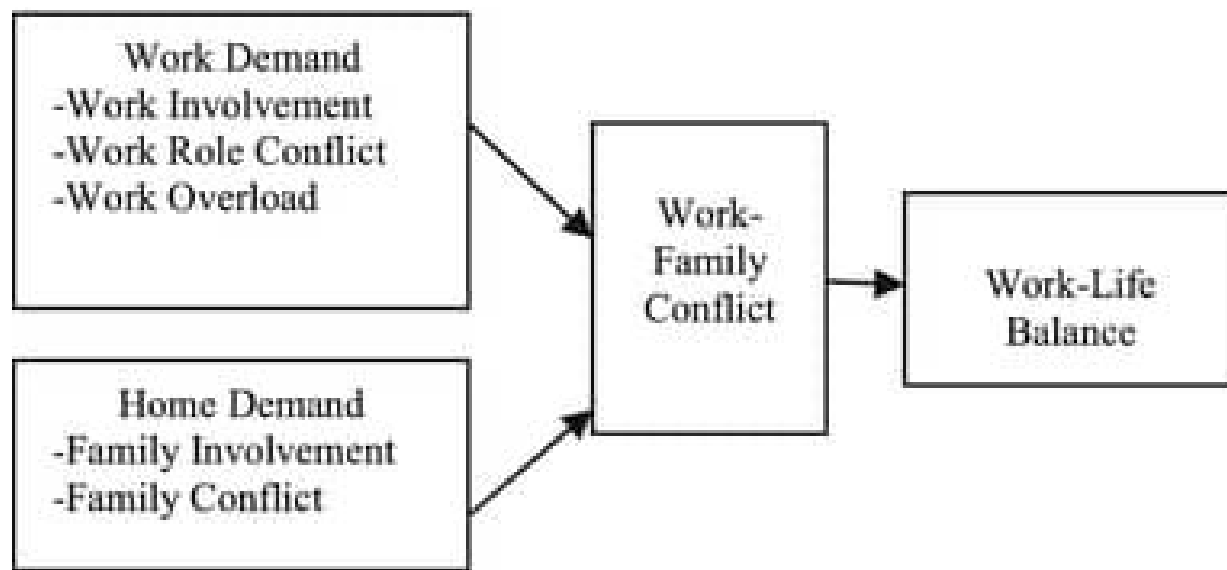
- **Policy and Institutional Intervention Gap:**

Many Nigerian universities lack official policies addressing WLB and mental health, in contrast to those in wealthy nations. Few provide flexible work schedules, wellness initiatives, or counselling (Ololube, 2015). Many lecturers are left to deal with stress and

burnout on their own due to institutional indifference and budget limitations that impede the development of staff welfare initiatives.

The significance of WLB in fostering university professors' psychological wellbeing is highlighted by this expanded review. It draws attention to a definite and steady link between poor WLB and detrimental effects on mental health. But there is a big knowledge vacuum about these dynamics in Nigerian academia, especially in Benin City, Edo State. Context-specific research is urgently needed because of the interaction of cultural expectations, institutional constraints, and economic hardship. By investigating the impact of WLB on PWB among university instructors in this area and providing policy recommendations specific to Nigeria's distinct sociocultural context, this study seeks to add to the body of literature.

2.11. Conceptual Framework



According to this concept, the demands of the home and work environments and the ultimate psychological well-being (PWB) of Benin City university teachers are mediated by work-life balance (WLB). The primary mechanism by which these demands impact balance and, in turn, well-being is Work-Family Conflict (WFC). The study's conceptual framework is based on the idea that psychological well-being (PWB) is greatly impacted by work-life balance (WLB), especially for university teachers who face demanding work schedules and few support networks. Maintaining emotional well-being, life satisfaction, and efficient psychological functioning all depend on striking a healthy balance between work and personal life (Greenhaus, Collins, & Shaw, 2003; Ryff & Keyes, 1995). This framework seeks to examine the relationships among WLB, PWB, and several moderating and mediating variables, drawing on empirical literature and established psychological theories.

Core Constructs and Their Application to Lecturers in Benin City:

Work Demand:

Definition: The aggregate of pressures, responsibilities, and challenges stemming from the lecturer's professional role.

Sub-elements (as per diagram, adapted for context):

Work Involvement: The psychological identification with and importance of one's academic role. For lecturers in Benin City, this can be high due to a sense of purpose,

passion for teaching/research, and societal respect for the profession. However, it can also lead to over-commitment.

Work Role Conflict: Incompatibility between the different duties a lecturer undertakes (e.g., researcher, teacher, administrator, student supervisor, community service).

Significant role conflict results from professors in Nigerian universities sometimes juggling a lot of teaching, administrative work, severe pressure to conduct research (particularly for promotions), and occasionally outside engagements for extra cash.

Work Overload: The feeling of having too much work to do in the available time, or lacking sufficient resources to meet job demands. This is highly prevalent for lecturers in Benin City due to:

Large class sizes and high student-to-lecturer ratios.

Pressure for publications and grants.

Numerous administrative committee assignments.

Frequent industrial actions (strikes) leading to compressed academic calendars and increased demands upon resumption.

Inadequate supporting staff and infrastructure (e.g., unreliable power, internet).

Home Demand:

Definition: The pressures, responsibilities, and challenges originating from the lecturer's non-work (family and personal) life.

Sub-elements (as per diagram, adapted for context):

Family Involvement: The degree of psychological and physical engagement in family roles (e.g., spouse, parent, child to elderly parents, extended family member). In Benin City/Nigerian context, this often involves:

Extensive extended family obligations (financial, social, emotional support).

Childcare responsibilities (often without readily available formal support systems).

Community and religious engagements that demand significant time.

Social events (weddings, funerals, ceremonies) that require mandatory attendance.

Family Conflict: Disagreements, tension, or incompatibility within the family unit. This can arise from:

Financial strain impacting family stability.

Disputes over resource allocation or decision-making.

Traditional gender role expectations, especially for female lecturers, leading to disproportionate domestic burdens.

Lack of quality time due to work commitments leading to resentment from family members.

Work-Family Conflict (WFC):

Definition: A form of inter-role conflict where the demands from the work domain and the family/home domain are mutually incompatible, such that participation in one role makes it difficult to participate in the other.

Types (implicitly driven by Work & Home Demands):

Time-Based Conflict: Time spent on work demands prevents fulfilling home demands, and vice versa (e.g., late work hours preventing childcare, family emergencies disrupting teaching).

Strain-Based Conflict: Stress, tension, and fatigue from one domain spill over and negatively affect performance or mood in the other (e.g., work-related frustration leading to irritability at home, family worries impacting concentration at work).

Behavior-Based Conflict: Behaviors required in one domain are incompatible with behaviors required in the other (e.g., strict, authoritative demeanor from lecturing is inappropriate in family interactions).

Mechanism: High Work Demand and high Home Demand are expected to directly increase the likelihood and intensity of Work-Family Conflict.

Work-Life Balance (WLB):

Definition: The individual's subjective perception of how effectively they manage their multiple work and non-work roles, and the sense of satisfaction and equilibrium achieved

between these competing demands. It is the outcome of effectively navigating Work-Family Conflict.

Mechanism: Lower levels of Work-Family Conflict are expected to lead to higher perceived Work-Life Balance. Conversely, higher Work-Family Conflict will diminish WLB.

Psychological Well-being (PWB):

Definition: A state of positive mental health characterized by positive functioning, including emotional stability, life satisfaction, absence of distress (anxiety, depression), and a sense of purpose and self-fulfillment.

Mechanism: Work-Life Balance is a crucial antecedent to Psychological Well-being. Lecturers who perceive a better balance between their work and non-work lives are likely to experience higher levels of psychological well-being. When Work-Life Balance is poor due to high Work-Family Conflict, it is expected to negatively impact PWB.

Conceptual Flow / Relationships:

Work Demand → Work-Family Conflict

(e.g., High Work Overload for a lecturer directly increases their Work-Family Conflict)

Home Demand → Work-Family Conflict

(e.g., High Family Involvement and numerous family conflicts for a lecturer directly increase their Work-Family Conflict)

Work-Family Conflict → Work-Life Balance

(e.g., The more Work-Family Conflict experienced by a lecturer, the lower their perceived Work-Life Balance)

Work-Life Balance → Psychological Well-being

(e.g., Lecturers with a higher sense of Work-Life Balance will exhibit higher levels of Psychological Well-being)

PRACTICAL STRATEGIES FOR INTERVENTION

1. Time Management Strategies (TMS)

Training in task prioritization, scheduling, and delegation helps lecturers balance responsibilities more effectively (Allen *et al.*, 2013).

2. Boundary Setting Strategies (BSS)

Encouraging lecturers to set firm boundaries between professional and personal time can reduce spillover effects (Clark, 2000)

3. Support Systems (SS)

Creating a supportive institutional culture with peer networks, administrative support, and mental health services can mitigate stress (Watts & Robertson, 2011)

4. Self-Care Strategies (SCS)

Engagement in physical exercise, hobbies, mindfulness, and rest improves resilience and psychological functioning (Quick *et al.*, 2013).

This framework provides an organised approach to examining the relationship between work-life balance and psychological health among university instructors in Benin City, Edo State. It offers specific tactics for both institutional and personal development and takes into account important moderating and mediating factors. The framework helps create evidence-based interventions by contextualising the Nigerian academic experience and adhering to international best practices.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter details the systematic approach undertaken to meet the study's objectives. It provides a comprehensive explanation of the study's methodology. It details the research design employed, describes the target population and the sampling technique used to select participants, explains the operationalisation and measurement of variables, outlines the research instrument developed for data collection, and presents the method of data analysis applied to interpret the findings.

3.2 Research Design

This study employed a cross-sectional survey design to investigate the relationship between work-life balance and psychological wellbeing among university lecturers in Benin City, Nigeria. The design facilitated efficient data collection at a single point in time while ensuring respondent anonymity, a critical ethical consideration for research involving sensitive psychosocial variables (Spector, 2019).

Data was collected through in-person administration of structured questionnaires across faculties/colleges in Benin city, Edo state. The instrument comprised three sections.

Section A captured bio-demographic variables (sex, age, marital status, years of service, academic rank, and faculty/college) using categorical response options.

Section B measured Work-Life Balance (WLB) using a 12-item scale adapted from Carlson, Kacmar, and Williams' (2000) multidimensional framework, assessing three dimensions: Work Interference with Personal Life (4 items; e.g., "My job makes it difficult to maintain the kind of personal life I would like"), Personal Life Interference with Work (4 items; e.g., "I struggle to perform effectively at work because of issues at home"), and Work/Personal Life Enhancement (4 items; e.g., "My personal life gives me energy to do my job well"). Responses used a 5-point Likert scale (Strongly Agree to Strongly Disagree).

Section C assessed Psychological Wellbeing (PWB) using the 18-item version of Ryff's Psychological Wellbeing Scales (Ryff, 1989; Ryff & Keyes, 1995). This instrument measured six dimensions: Autonomy (e.g., "I judge myself by what I think is important"), Environmental Mastery (e.g., "I am good at juggling my time"), Personal Growth (e.g., "Life has been a continuous process of learning"), Positive Relations (e.g., "I enjoy conversations with people I care about"), Purpose in Life (e.g., "I enjoy making plans for the future"), and Self-Acceptance (e.g., "I feel confident and positive about myself"). Reverse-coded items followed standard scoring protocols (Ryff, 2014). Psychological Contract Breach was assessed using Robinson and Morrison's (2000) 5-item global scale (e.g., "My employer has broken promises to me").

Participation was voluntary and questionnaires were distributed and collected exclusively through in-person visits to academic departments to ensure accessibility, maximize

response rates, and allow immediate clarification of queries. All responses were anonymized to uphold confidentiality per ethical guidelines (American Psychological Association, 2017).

Data analysis included descriptive statistics (frequencies/percentages) for demographic profiling, Cronbach's alpha reliability tests for all scales, Pearson correlations to examine associations between WLB dimensions and PWB domains, and hierarchical regression analysis to test the moderating role of demographic variables.

3.3 The Population and Sampling

The target population for this study comprised full-time academic staff from three universities in Benin City, Edo State: the University of Benin (UNIBEN), Benson Idahosa University (BIU), and Wellspring University. Based on institutional records and National Universities Commission (NUC) estimates (2023), these universities collectively employ approximately 1,700 lecturers.

Taro Yamane's (1967) formula was applied to determine the minimum representative sample size:

$$n = N \div 1 + N(e^2)$$

Where $N = 1,700$ (estimated population) and $e = 0.05$ (level of significance).

$$n = 1700 \div 1 + 1700(0.05^2) = 324$$

This calculation indicated a statistically ideal sample of 324 lecturers. However, due to resource constraints and accessibility limitations inherent in in-person data collection, a reduced sample of 100 lecturers was pragmatically adopted. This adjusted sample aligns with minimum thresholds for correlational analyses in organizational research (Hair *et al.*, 2019).

A stratified convenience sampling approach was implemented for participant selection. Questionnaires were distributed proportionally across institutions to reflect their estimated academic staff populations: 70 questionnaires (70%) at UNIBEN (the largest institution), 20 (20%) at BIU, and 10 (10%) at Wellspring University. Departments across all faculties during scheduled faculty meetings, inviting voluntary participation from lecturers while ensuring diversity across academic ranks (Assistant Lecturer to Professor), disciplines, gender, and years of service were visited. Written informed consent was obtained using APA-approved protocols, with anonymity maintained through coded questionnaires and secure data storage.

This approach prioritized UNIBEN due to its demographic dominance ($\approx 78\%$ of Benin City's academic workforce) while retaining comparative insights from private institutions. Though convenience sampling limits broad generalizability, the stratified distribution across institutions and disciplines ensures contextual validity for exploratory analysis of work-life dynamics in Benin City's academic community.

3.4 Operationalisation and Measurement of Variables

The study utilised one independent variable (work-life balance) and one dependent variable (psychological wellbeing). The variables were operationalised and measured through their respective dimensions. All scale items used a 5-point Likert response format.

The Dependent Variable

Psychological wellbeing: Psychological Wellbeing (PWB) was operationalised as the dependent variable using the 18-item short form of Ryff's Psychological Wellbeing Scales (Ryff, 1989; Ryff & Keyes, 1995). This instrument measures six theoretically grounded dimensions of eudaimonic wellbeing:

1. Autonomy assessed self-determination and independence, exemplified by items such as "I am confident in my opinions, even if they are contrary to the general consensus" and "I judge myself by what I think is important, not by the values of others".
2. Environmental Mastery evaluated competence in managing daily responsibilities, including "I am good at juggling my time to accomplish everything that needs to be done" and the reverse-coded R item "I have difficulty arranging my life in a way that is satisfying to me".

3. Personal Growth captured openness to new experiences and self-improvement, with items like “For me, life has been a continuous process of learning, changing, and growth” and the reverse-coded “I don’t enjoy trying out new ways of doing things” R

4. Positive Relations with Others measured the quality of interpersonal connections, reflected in statements such as “I enjoy personal and mutual conversations with people I care about” and the reverse-coded “I often feel lonely because I have few close friends” R.

5. Purpose in Life gauged goal-directedness and meaning, illustrated by “I enjoy making plans for the future and working to make them a reality” and the reverse-coded “I sometimes feel as if I’ve done all there is to do in life” R.

6. Self-Acceptance appraised positive self-regard, using items like “In general, I feel confident and positive about myself” and the reverse-coded “I feel disappointed about my achievements in life” R.

All items employed a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Reverse-coded items were inverted during scoring to ensure higher scores consistently indicated greater wellbeing. The scale demonstrates robust psychometric properties, with Cronbach’s alpha reliabilities ranging from 0.83 to 0.91 for the full scale and 0.78–0.88 for subscales in prior occupational studies (Ryff, 2014; Abbott *et al.*, 2006). Its validity is well-established through significant correlations with

life satisfaction measures ($r = .52$) and negative associations with psychological distress ($r = -.63$) (Ryff & Singer, 2006).

This multidimensional framework was selected for its capacity to holistically evaluate lecturers' psychological health beyond transient emotional states, aligning with the study's focus on sustainable wellbeing in high-demand academic environments.

The Independent Variables

Work-life Balance: Work-life balance (WLB) was measured as the independent variable using a 12-item scale adapted from established frameworks (Carlson *et al.*, 2000; Greenhaus *et al.*, 2003). This instrument assessed three key dimensions of how work and personal life interact:

1. Work Interference with Personal Life (WIPL) measured how job demands negatively affect personal time. Example items included: "My job makes it difficult to maintain the kind of personal life I would like" and "I often miss personal activities because of work responsibilities".
2. Personal Life Interference with Work (PLIW) evaluated how personal responsibilities disrupt work performance. Sample items were: "I struggle to perform effectively at work because of issues at home" and "I find it hard to concentrate on work due to personal matters".

3. Work/Personal Life Enhancement (WPLE) captured positive connections between work and personal life. Items included: “My personal life gives me energy to do my job well” and “My work helps me grow as a person”.

Responses used a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores for WIPL and PLIW indicated greater conflict, while higher WPLE scores reflected stronger positive interaction between work and personal life.

The scale demonstrated strong measurement properties. Reliability tests from previous studies consistently showed high internal consistency (typically between 0.84 and 0.90) across all three dimensions. Validity was established through predictable relationships with other measures: the scale correlated negatively with job stress and positively with life satisfaction, confirming it accurately captures work-life balance experiences.

This three-part framework was particularly suitable for studying university lecturers, whose demanding roles often blur boundaries between professional duties and personal life. Its prior validation in similar professional contexts ensures relevance to Benin City’s academic environment.

3.5 Source of Data

This study employed primary data, which was collected using a structured questionnaire administered to respondents from three universities in Benin City, Edo State: the University of Benin, Benson Idahosa University, and Wellspring University.

3.6 The Research Instrument

A structured questionnaire was used for data collection. The instrument comprised 36 structured items, to which respondents were required to indicate their answers by ticking the appropriate boxes. It was divided into two sections: Section A and Section B. Section A gathered demographic information such as sex, age, marital status, years of service, academic rank, and faculty/college of the respondents. Section B contained items designed to measure work-life balance and psychological well-being. All items in Section B were rated on a five-point Likert scale ranging from 1 to 5, where higher scores indicated greater endorsement of the construct, except for reverse-coded items, where lower scores indicated greater endorsement.

3.7 Field Work

Copies of the questionnaires were distributed to respondents in the selected universities. Participants were encouraged to complete the questionnaire immediately to allow for on-the-spot collection, thereby minimizing the number of invalid responses. In cases where immediate retrieval was not possible, respondents were asked to complete and return the questionnaire within three (3) working days. The entire process of distribution and retrieval was completed within 30 working days.

3.8 Method of Data Analysis

The data were analyzed using both descriptive statistics (frequency tables, percentages, means) and inferential statistics (independent t-tests, ANOVA). Furthermore, the research model was estimated via Structural Equation Modelling (SEM) using AMOS version 24.0. The adequacy of this SEM model was assessed using absolute, incremental, and parsimony fit indices. SPSS version 24.0 was also utilized for specific statistical analyses as required.

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 analysis was conducted to test the stated hypothesis.

A total of one hundred (100) copies of the questionnaire were distributed by the researcher to academic staff at the University of Benin, Benin City, Edo State, to gather data on the subject of study. Out of the copies distributed, a total of 94 copies were retrieved. 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 rank/status 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	48	51.1
	Female	46	48.9
2.	Age		
	Less than 25 years	4	4.3
	25-35 years	14	14.9
	36-46 years	48	51.1
	47 years and above	28	29.8
3.	Marital Status		
	Single	28	29.8
	Married	46	48.9
	Divorced/Separated	18	19.1
	Widowed	2	2.1
4.	Work Experience		
	5 years and below	10	10.6
	6-10 years	21	22.3
	11-15 years	28	29.8
	16-20 years	24	25.5
	21 years and above	11	11.7
6.	Rank		
	Graduate Assistant	7	7.4
	Assistant Lecturer	14	14.9
	Lecturer I	11	11.7
	Lecturer II	22	23.4
	Senior Lecturer	20	21.3
	Associate Prof	8	8.5
	Prof	12	12.8
	Total	94	100.0

Source: Author's Field Work, 2025

Gender Distribution

The gender distribution reveals near-parity between male and female respondents. Specifically, male academics constitute 51.1% (48) of the sample, while 48.9% (46) are female. This relatively balanced representation suggests that both genders are fairly engaged in the academic workforce within the study context, aligning with recent efforts toward gender inclusion in higher education environments.

Age Distribution

The respondents span a broad age range, reflecting a diverse academic workforce at different career stages. Only 4.3% (4) are below 25 years, suggesting limited representation of very early-career academics. A small proportion, 14.9% (14), fall within the 25-35 bracket, indicating that a moderate number of young professionals are entering academia. The largest proportion, 51.1% (48), are aged 36-46 years, representing mid-career academics who are likely to be more experienced and actively involved in teaching, research, and administrative responsibilities. Additionally, 29.8% (28) are aged 47 years and above, indicating a significant presence of senior academics nearing the peak or latter phase of their careers.

Marital Status

Marital status data indicate that nearly half of the respondents, 48.9% (46), are married, while 29.8% (28) are single. Additionally, 19.1% (18) are divorced or separated, and 2.1% (2) are widowed. The predominance of married academics suggests that family

responsibilities may play a role in influencing wellbeing and job satisfaction, particularly in relation to work-life balance considerations.

Years of Work Experience

Work experience shows a wide span, indicating a mixture of new, mid-career, and long-term academics. About 10.6% (10) have 5 years or less experience, while 22.3% (21) have served 6-10 years. The largest proportion, 29.8% (28), have 11-15 years of experience, followed closely by 25.5% (24) with 16-20 years. Only 11.7% (11) have more than 21 years of service. This pattern suggests a predominance of mid-tenure academics, implying a stable workforce with significant institutional knowledge and professional maturity.

Academic Rank

The distribution across academic ranks highlights a balanced academic structure, reflecting the hierarchical nature of universities. Graduate Assistants constitute 7.4% (7) and Assistant Lecturers 14.9% (14), indicating an active pipeline of early-career academics. Lecturer II and Lecturer I positions account for 23.4% (22) and 11.7% (11) respectively. Senior Lecturers form 21.3% (20) of the sample, suggesting a strong mid-level academic presence. Additionally, 8.5% (8) are Associate Professors and 12.8% (12) are full Professors, reflecting a reasonable representation of senior-level academics with advanced scholarly experience.

4.3 Descriptive Analysis of Work-life Balance

This section presents a descriptive analysis of work-life balance among lecturers in the University of Benin measured along three dimensions (work interference with personal life, personal life interference with work, and work/personal life enhancement). It aims to provide a statistical analysis of the extent to which the diverse dimensions influence employees' level work-life balance. The statistical descriptive mean, simple frequency counts, and percentages are utilized in analysis and interpreting the data; and results are tabulated for clarity.

Table 4.2: Descriptive Analysis of Work-life Balance

S/N	Statement	SD	D	NS	A	SA	Mean	Std-dev	Remark
Work Interference with Personal Life									
1.	My job makes it difficult to maintain the kind of personal life I would like	19 (20.2%)	36 (38.3%)	1 (1.1%)	25 (26.6%)	13 (13.8%)	2.76	1.404	Disagree
2.	I often miss personal activities because of work responsibilities	25 (26.6%)	26 (27.7%)	2 (2.1%)	27 (28.7%)	14 (14.9%)	2.78	1.482	Disagree
3.	After work, I am too tired to enjoy activities outside of work	20 (21.3%)	34 (36.2%)	3 (3.2%)	10 (10.6%)	27 (28.7%)	2.71	1.365	Disagree
4.	My work demands affect hours with my family or personal time	19 (20.2%)	34 (36.2%)	9 (9.6%)	22 (23.4%)	10 (10.6%)	2.68	1.322	Disagree
	Total	20.7	32.5	3.8	21.0	16	2.73	1.326	Low
Personal Life Interference with Work									
5.	I have to make changes to my work schedule due to family or personal demands	23 (24.5%)	37 (39.4%)	4 (4.3%)	22 (23.4%)	8 (8.5%)	2.06	1.27	Disagree
6.	I find it hard to concentrate on work because of personal matters	23 (24.5%)	46 (48.9%)	10 (10.6%)	10 (10.6%)	5 (5.3%)	4.09	1.02	Agree
7.	I am often late for work due to personal or family responsibilities	26 (27.7%)	52 (55.3%)	4 (4.3%)	8 (8.5%)	4 (4.3%)	1.97	1.15	Disagree
8.	I struggle to perform effectively at work because of issues at home	28 (29.8%)	44 (46.8%)	10 (10.6%)	8 (8.5%)	4 (4.3%)	4.45	.67	Agree
	Total	25.0	44.7	7.0	12.0	5.3	3.38	0.99	High
Work Personal Life Enhancement									
7	My personal life gives me energy to do my job well	1 (1.1%)	4 (4.3%)	6 (6.4%)	47 (50.0%)	36 (38.3%)	4.20	.824	Agreed
8	I feel that the support I get outside of work helps me perform better at work	1 (1.1%)	5 (5.3%)	5 (5.3%)	43 (45.7%)	40 (42.6%)	4.23	.860	Agreed
9	My work helps me grow as a person in my personal life.	-	3 (3.2%)	2 (2.1%)	48 (51.1%)	41 (43.6%)	4.35	.683	Agreed
10	The things I do at work help me handle personal responsibilities more effectively	-	2 (2.1%)	3 (3.2%)	50 (53.2%)	39 (41.5%)	4.34	.648	Agreed

	Total	0.5	3.5	4.0	47.0	39	4.28	.587	High
1	Work Interference with Personal Life						2.73	1.326	Low
2	Personal Life Interference with Work						3.38	0.99	High
3	Work Personal Life Enhancement						4.28	0.587	High
	Grand mean						3.46	0.968	High

Author's estimation from SPSS 2025

4.3 Descriptive Analysis of Work-Life Balance

Table 4.2 presents the descriptive analysis of responses on the construct of work-life balance among the sampled university academics. The variable was assessed across three key dimensions: Work Interference with Personal Life, Personal Life Interference with Work, and Workp-Personal Life Enhancement. Each dimension captures how professional and personal responsibilities interact, either in conflict or in mutual reinforcement. Responses were measured on a 5-point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA), and the mean and standard deviation values were used to determine the overall trend of responses.

Work Interference with Personal Life

This dimension explores the extent to which job responsibilities interfere with academics' personal and family life. The results show low mean scores across all four statements, with a cluster mean of 2.73 and a standard deviation of 1.326, indicating an overall low level of work interference.

Specifically, most respondents disagreed that their job makes it difficult to maintain a desired personal life (Mean = 2.76), that they often miss personal activities because of work (Mean = 2.78), or that they are too tired after work to enjoy personal engagements (Mean = 2.71). Likewise, disagreement was recorded regarding work demands affecting family or personal time (Mean = 2.68). These findings suggest that, generally, respondents are able to manage their work obligations without significant encroachment on their personal lives. The low mean values imply that universities may have structured workloads or flexible systems that allow staff to maintain balance between professional and personal domains.

Personal Life Interference with Work

This subscale examines whether personal or family responsibilities impede the respondents' ability to perform their work roles effectively. The overall mean score for this category was 3.38, with a standard deviation of 0.99, indicating a moderate to high level of interference.

While most respondents disagreed that they frequently alter work schedules due to family demands (Mean = 2.06) or that they arrive late to work because of personal responsibilities (Mean = 1.97), agreement was expressed regarding difficulty concentrating on work due to personal matters (Mean = 4.09) and struggling to perform effectively at work because of home-related issues (Mean = 4.45). These high means for specific items indicate that personal or domestic stressors sometimes spill over into the workplace, potentially affecting concentration and productivity. This may reflect the

socio-cultural realities of combining professional roles with family obligations, especially in contexts where academics juggle multiple responsibilities outside their primary employment.

Work-Personal Life Enhancement

The third dimension assesses the positive interaction between work and personal life — that is, the extent to which experiences in one domain enhance performance or satisfaction in the other. This aspect recorded the highest overall mean of 4.28 with a standard deviation of 0.587, reflecting a high level of work-life enrichment among the respondents.

Most respondents agreed that their personal life gives them energy to perform well at work (Mean = 4.20) and that the support they receive outside work enhances their job performance (Mean = 4.23). Similarly, many acknowledged that their work contributes positively to their personal growth (Mean = 4.35) and helps them handle personal responsibilities more effectively (Mean = 4.34). These findings imply a reciprocal relationship where both personal and professional domains reinforce each other, promoting overall wellbeing and job satisfaction. It suggests that academics derive emotional, intellectual, and psychological fulfillment from their jobs, which in turn benefits their personal life.

The composite analysis across the three dimensions reveals a grand mean of 3.46 with a standard deviation of 0.968, signifying an overall high level of work-life balance among

the respondents. In essence, while some degree of personal-life interference with work was observed, the general trend indicates that the academics experience more positive than negative interactions between their work and personal lives. The strong presence of work-life enhancement factors suggests that the respondents view their jobs not merely as professional duties but as sources of growth and fulfillment that complement their personal existence.

This balance could be attributed to adaptive coping strategies, supportive institutional environments, or the intrinsic satisfaction derived from academic roles. Consequently, maintaining such harmony between professional and personal domains can be seen as a critical factor sustaining job satisfaction and wellbeing among university academics.

4.4 Descriptive Analysis of Psychological Well-being

This section presents a descriptive analysis of the psychological well-being of lecturers in the University of Benin. It aims to provide a statistical analysis of which dimension of psychological well-being is strongest among lecturers in the university. 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

S/N	Statement	SD	D	NS	A	SA	Mean	Std-dev	Remark
Autonomy									
1.	I tend to be influenced by people with strong opinions	6 (6.4%)	21 (22.3%)	6 (6.4%)	38 (40.4%)	23 (24.5%)	3.54	1.25 9	Agreed
2.	I am confident in my opinions, even if they are contrary to the general consensus	2 (2.1%)	19 (20.2%)	3 (3.2%)	45 (47.9%)	25 (26.6%)	3.77	1.12 1	Agreed
3.	I engage myself in what I think is important, not by the values of others	1 (1.1%)	13 (13.8%)	12 (12.8%)	36 (38.8%)	32 (34.0%)	3.90	1.05 8	Agreed
	Total	3	17.7	7.0	39.7	26.7	3.74	1.14 6	Low
Environmental Mastery									
4.	I am quite good at managing the responsibilities of my daily life	1 (1.1%)	7 (7.4%)	7 (7.4%)	47 (50.0%)	34 (34.0%)	4.09	.900	Agreed
5.	I have difficulty arranging my life in a way that is satisfying to me.	5 (5.3%)	23 (24.5%)	8 (8.5%)	37 (39.4%)	21 (22.3%)	3.49	1.23 3	Agreed
6.	I am good at juggling my time to accomplish everything that needs to be done	-	9 (9.6%)	15 (16.0%)	47 (50.0%)	23 (24.5%)	3.89	.886	Agreed
	Total	2.0	13.0	10.0	43.7	26.0	3.82	1.00 6	High
Personal Growth									
7.	I think it is important to have new experiences that challenge how I think	-	5 (5.3%)	5 (5.3%)	46 (48.9%)	38 (40.4%)	4.24	.785	Agreed
8.	I don't enjoy trying out new ways of doing things	6 (6.4%)	21 (22.3%)	3 (3.2%)	41 (43.6%)	23 (24.5%)	3.57	1.25 7	Agreed
9.	For me, life has been a continuous process of learning, changing, and	-	2 (2.1%)	1 (1.1%)	50 (53.2%)	41 (43.6%)	4.38	.624	Agreed

	growth:								
	Total	2.0	9.3	3.0	45.7	34.0	4.06	0.887	Low
	Positive Relations with Others								
10.	People would describe me as a giving person, willing to share my time with others	4 (4.3%)	10 (10.6%)	10 (10.6%)	37 (39.4%)	33 (35.1%)	3.90	1.127	Agreed
11.	I often feel lonely because I have few close friends	6 (6.4%)	15 (16.0%)	9 (9.6%)	36 (38.3%)	28 (29.8%)	3.69	1.236	Agreed
12.	I enjoy personal and mutual conversations with people i care about	-	-	3 (3.2%)	47 (50.0%)	44 (46.8%)	4.44	.560	Agreed
	Total	3.33	5.0	7.3	40.0	35.0	4.01	0.974	Low
	Purpose in Life								
13.	I enjoy making plans for the hours and working to make them a reality	1 (1.1%)	-	1 (1.1%)	42 (44.7%)	50 (53.2%)	4.49	.635	Agreed
14.	I sometimes feel as if I've done all there is to do in life.	5 (5.3%)	11 (11.7%)	6 (6.4%)	35 (37.2%)	37 (39.4%)	3.94	1.190	Agreed
15.	I have a sense of direction and purpose in life.	-	-	2 (2.1%)	50 (53.2%)	42 (44.7%)	4.43	.539	Agreed
	Total	2.0	3.7	3.0	42.3	43	4.29	0.788	Low
	Self-Acceptance								
16.	When I look at the story of my life, I am pleased with how things have turned out	1 (1.1%)	3 (3.2%)	10 (10.6%)	45 (47.9%)	35 (37.2%)	4.17	.825	Agreed
17.	In general, I feel confident and positive about myself	-	1 (1.1%)	4 (4.3%)	41 (43.6%)	48 (51.1%)	4.45	.633	Agreed
18.	I feel disappointed about my achievements in life	16 (17.0%)	6 (6.4%)	5 (5.3%)	32 (34.0)	35 (37.2%)	3.68	1.461	Agreed
	Total	5.7	3.3	6.3	39.3	39.4	4.1	0.973	Low
	Autonomy						3.74	1.14	High

				6	
	Environmental Mastery		3.82	1.00 6	High
	Personal Growth		4.06	0.88 7	High
	Positive Relations with Others		4.01	0.97 4	High
	Purpose in Life		4.29	0.78 8	High
	Self-Acceptance		4.10	0.97 3	High
	Grand Total		4.00	0.96 2	High

Author's estimation from SPSS

Table 4.3 presents the descriptive statistics on the psychological well-being of respondents. The construct was measured across six major dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance, derived from Ryff's (1989) multidimensional model of psychological well-being. Each dimension was assessed through a series of statements rated on a five-point Likert scale. The mean and standard deviation values provide insight into the general pattern of agreement and the respondents' perceived psychological health.

Autonomy

The autonomy subscale recorded a mean score of 3.74 and a standard deviation of 1.146, indicating a high level of autonomy among respondents. This suggests that most academics are confident in their decisions, able to express independent opinions, and not easily swayed by external pressures. For instance, respondents agreed that they engage in activities they personally value (Mean = 3.90) and remain confident in their opinions

even when contrary to others (Mean = 3.77). This result implies that the respondents demonstrate a strong sense of self-direction and independence, which are essential qualities in academic environments that value critical thinking and intellectual freedom.

Environmental Mastery

Environmental mastery recorded a mean of 3.82 and a standard deviation of 1.006, also indicating a high level of mastery. Respondents generally agreed that they manage their daily responsibilities effectively (Mean = 4.09) and are good at juggling multiple tasks (Mean = 3.89). Although some reported minor difficulty arranging life in a fully satisfying way (Mean = 3.49), the overall result points to an ability to manage personal and professional responsibilities efficiently. This suggests that the respondents are adaptable and capable of organizing their lives in ways that foster competence and control over their environments.

Personal Growth

The personal growth dimension had a mean of 4.06 and standard deviation of 0.887, reflecting a high level of personal development and learning orientation. Respondents strongly agreed that life is a continuous process of learning and change (Mean = 4.38) and that they value new experiences that challenge their thinking (Mean = 4.24). This implies that the academics in this study possess a growth mindset, open to innovation and self-improvement attributes that are vital for sustaining professional excellence and adaptability in academia.

Positive Relations with Others

Positive relations with others recorded a mean of 4.01 and standard deviation of 0.974, indicating a high level of interpersonal connectedness. Respondents described themselves as giving and supportive (Mean = 3.90) and reported enjoyment in close, mutual relationships (Mean = 4.44). Although a few indicated occasional feelings of loneliness (Mean = 3.69), the majority maintained positive social interactions. This finding implies that respondents generally possess strong social and emotional skills, which contribute to psychological stability and collegial harmony in the academic environment.

Purpose in Life

Among all the subscales, purpose in life recorded the highest mean score (Mean = 4.29, SD = 0.788), indicating that this is the most dominant dimension of psychological well-being among the respondents. Most participants agreed that they enjoy setting and pursuing goals (Mean = 4.49) and that they have a clear sense of direction and purpose in life (Mean = 4.43). This suggests that the academics in the study are purpose-driven individuals with a deep sense of meaning in their professional and personal lives. The high mean implies strong motivation, optimism, and goal orientation, attributes that are often linked to higher job satisfaction and resilience.

Self-Acceptance

Self-acceptance also showed a high mean of 4.10 with a standard deviation of 0.973, suggesting that respondents have a generally positive self-concept. They expressed confidence in themselves (Mean = 4.45) and satisfaction with the trajectory of their lives

(Mean = 4.17), though some admitted occasional disappointment with personal achievements (Mean = 3.68). The implication is that most respondents exhibit high self-esteem and emotional balance, both of which are critical indicators of overall psychological health.

Across all six dimensions, the mean values ranged from 3.74 to 4.29, with an overall grand mean of 4.00 and a standard deviation of 0.962, denoting a high level of psychological well-being among the respondents.

The “Purpose in Life” subscale recorded the highest mean (4.29), implying that a strong sense of direction and meaning constitutes the most prominent feature of the respondents’ psychological wellness. In contrast, “Autonomy” had the lowest mean (3.74), suggesting that although respondents are generally independent, they may still experience some social influence or pressure in decision-making.

The high grand mean shows that the academics possess sound psychological functioning characterized by confidence, motivation, emotional stability, and social connectedness. These attributes are essential for effective teaching, research productivity, and sustained job satisfaction. The results collectively suggest that the respondents derive substantial psychological fulfillment from their academic roles, which likely enhances their overall wellbeing and work engagement.

4.5 Relationship between Work-life Balance and Psychological Well-being of Lecturers in the University of Benin

This section presents an inferential statistical analysis of the relationship between work-life balance and the psychological well-being of lecturers 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 Square	R Std. Error of the Estimate	Durbin-Watson
1	.505 ^a	.255	.231	.48329	2.10

a. Predictors: (Constant), Work Personal Life Enhancement, Personal Life Interference with Work, Work Interference with Personal Life

b. Dependent Variable: Psychological Well-being

Table 4.4 presents the model summary of the regression analysis showing the overall strength and explanatory power of the relationship between work-life balance dimensions and the psychological well-being of lecturers at the University of Benin.

The correlation coefficient ($R = 0.505$) indicates a moderate positive relationship between the combined work-life balance variables: *work interference with personal life*, *personal life interference with work*, and *work personal life enhancement*, and the psychological well-being of lecturers. This means that as work-life balance improves, the psychological well-being of lecturers also tends to improve correspondingly.

The coefficient of determination ($R^2 = 0.255$) shows that approximately 25.5% of the variation in psychological well-being can be explained by the three components of work-

life balance included in the model. The remaining 74.5% of the variation is due to other factors not captured in this analysis, such as personal values, institutional culture, workload, or social support outside work.

The adjusted R^2 value of 0.231 confirms that even after adjusting for the number of predictors, about 23.1% of the variance in psychological well-being is still accounted for by the model. This suggests a fairly good explanatory strength, especially considering the complexity of human behavior and psychological factors.

The standard error of estimate (0.48329) represents the average distance that the observed values fall from the regression line. The relatively low value indicates that the predicted values of psychological well-being are close to the actual observed values, showing that the model fits the data reasonably well.

Lastly, the Durbin-Watson statistic of 2.10 lies within the acceptable range (1.5-2.5), indicating that there is no significant autocorrelation in the residuals. This means the model's assumptions are valid and the results are statistically reliable.

Table 4.5 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.212	3	2.404	10.292	.000 ^b
Residual	21.022	90	.234		
Total	28.233	93			

a. Dependent Variable: Psychological Well-being

b. Predictors: (Constant), Work Personal Life Enhancement, Personal Life Interference with Work, Work Interference with Personal Life

The Analysis of Variance (ANOVA) result in Table 4.5 shows how well the overall regression model fits the data. In simple terms, it helps determine whether the combination of work-life balance dimensions: *work interference with personal life*, *personal life interference with work*, and *work personal life enhancement*, significantly influences the psychological well-being of lecturers at the University of Benin.

From the table, the regression sum of squares (7.212) represents the variation in psychological well-being that can be explained by these work-life balance factors. The residual sum of squares (21.022) reflects the portion that cannot be explained by the model, while the total sum of squares (28.233) captures the overall variation in the data.

The F-value of 10.292 and the corresponding significance level (Sig. = .000) indicate that the model is statistically significant. In other words, the combination of the three dimensions of work-life balance has a meaningful and reliable effect on lecturers' psychological well-being. This suggests that how lecturers manage the intersection between their professional duties and personal lives plays an important role in shaping their mental and emotional health.

Put simply, the result confirms that work-life balance matters. Lecturers who can maintain a healthy boundary between their work and personal responsibilities are more likely to enjoy better psychological well-being. This reinforces the idea that university management should continue to create an enabling environment that supports flexibility,

reduces work pressure, and encourages personal development alongside professional growth.

Table 4.6 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.060	.414		7.398	.000
1 Work Interference with Personal Life	-.112	.050	-.269	-2.233	.028
Personal Life Interference with Work	-.040	.064	-.074	-.628	.532
Work Personal Life Enhancement	.312	.088	.333	3.570	.001

a. Dependent Variable: Psychological Well-being

Table 4.6 presents the coefficients of the regression model, showing how each dimension of work-life balance influences the psychological well-being of lecturers at the University of Benin. The model includes three predictors: *work interference with personal life*, *personal life interference with work*, and *work personal life enhancement*.

The constant value of 3.060 represents the baseline level of psychological well-being when all the predictors are held constant. This serves as a reference point for understanding the effect of each variable.

The result shows that work interference with personal life has a negative and significant effect on psychological well-being ($B = -0.112$, $t = -2.233$, $p = 0.028$). This means that as work increasingly intrudes into personal life, such as through long hours, job stress, or limited personal time, the psychological well-being of lecturers tends to decline. In other words, when lecturers struggle to separate work responsibilities from their private lives, it takes a toll on their mental and emotional health.

Similarly, personal life interference with work has a negative but insignificant effect ($B = -0.040$, $t = -0.628$, $p = 0.532$). Although the direction of influence is negative, the result implies that personal or family issues do not significantly affect lecturers' psychological well-being within this sample. This could suggest that most lecturers are able to manage personal challenges in ways that do not severely disrupt their mental balance or work performance.

On the other hand, work personal life enhancement shows a positive and significant relationship with psychological well-being ($B = 0.312$, $t = 3.570$, $p = 0.001$). This indicates that when work experiences enrich personal life, for example, through opportunities for growth, fulfillment, or skill development, it leads to improved psychological well-being. Lecturers who derive personal satisfaction and a sense of accomplishment from their work tend to feel more balanced, confident, and mentally healthy.

The results suggest that while work-life balance factors collectively influence psychological well-being, the most impactful dimensions are the negative effects of work intrusion and the positive effects of work-related personal growth. Hence, minimizing work interference in lecturers' personal lives while encouraging enriching work experiences can significantly boost their overall psychological health and job satisfaction.

4.6 Correlation Matrix: Work-life Balance and Psychological Well-being of Lecturers in the University of Benin

Variables	<i>Mean</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Psychological Well-being	4.00	.551	1						
2. Work Interference with Personal Life	2.73	1.326	-.386**	1					
3. Personal Life Interference with Work	2.23	1.019	-.273**	.636**	1				
4. Work Personal Life Enhancement	4.28	.587	.395**	-.210*	-.084	1			

Note: N=133; *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 shows the correlation coefficients among the major variables in the study: psychological well-being, work interference with personal life, personal life interference with work, and work–personal life enhancement. Correlation coefficients (r) indicate both

the strength and direction of relationships between variables, where positive values show direct relationships and negative values indicate inverse relationships.

The result reveals a significant negative correlation between psychological well-being and work interference with personal life ($r = -0.386$, $p < 0.01$). This implies that as work increasingly intrudes into personal or family time, employees' psychological well-being tends to decline. In essence, lecturers who frequently experience work demands spilling over into their personal lives are more likely to feel stressed, fatigued, or emotionally drained, which in turn reduces their overall mental well-being.

Similarly, psychological well-being has a significant negative correlation with personal life interference with work ($r = -0.273$, $p < 0.01$). This indicates that when personal issues, such as family responsibilities or emotional concerns, interfere with work duties, psychological well-being also suffers. However, the magnitude of this relationship is weaker than that of work interference with personal life, suggesting that work-related interference poses a greater threat to well-being than personal life interference does.

On the other hand, psychological well-being is positively and significantly related to work–personal life enhancement ($r = 0.395$, $p < 0.01$). This finding suggests that when work provides satisfaction, learning, or personal growth opportunities that enrich other areas of life, it enhances employees' psychological well-being. In other words, when lecturers perceive their work as fulfilling and supportive of their broader life goals, their sense of happiness and mental balance increases.

Furthermore, there is a strong positive and significant correlation between work interference with personal life and personal life interference with work ($r = 0.636$, $p < 0.01$). This means that the two constructs are closely linked, employees who often find work disrupting their personal lives are also likely to experience personal issues spilling into their work. This mutual interference reflects the interconnected nature of work and personal domains; strain in one area tends to create tension in the other.

Moreover, work-personal life enhancement shows a weak negative relationship with both work interference with personal life ($r = -0.210$, $p < 0.05$) and personal life interference with work ($r = -0.084$, $p > 0.05$). Although the latter is not statistically significant, these trends suggest that as interference between work and personal life increases, the perceived positive spillover from work to life tends to decline.

4.7 Test of Hypotheses

This section presents the test of hypotheses based on the multiple regression results obtained from the analysis. The decision rule states that: If the p-value is less than 0.05 ($p < 0.05$), the null hypothesis is rejected, indicating a significant relationship between the variables. Conversely, if the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted, implying no significant relationship.

Hypothesis One

H₀₁: There is no significant relationship between work-life balance and psychological well-being among university lecturers in Benin City.

The overall regression model (Table 4.5) produced an F-value of 10.292 with a p-value of 0.000, which is statistically significant at the 5% level. This indicates that the combined dimensions of work-life balance (work interference with personal life, personal life interference with work, and work-personal life enhancement) significantly predict psychological well-being among lecturers.

Decision: Since $p < 0.05$, we reject the null hypothesis and conclude that work-life balance significantly influences the psychological well-being of lecturers in the University of Benin.

Hypothesis Two

H₀₂: There is no significant relationship between work interference with personal life and psychological well-being among university lecturers in Benin City.

The regression coefficient in Table 4.6 shows that *work interference with personal life* has a p-value of 0.028, which is statistically significant at the 5% level. This implies that when work demands intrude into personal or family time, the psychological well-being of lecturers tends to decline.

Decision: Since $p < 0.05$, we reject the null hypothesis and conclude that a significant

negative relationship exists between work interference with personal life and psychological well-being among lecturers.

Hypothesis Three

H₀₃: There is no significant relationship between personal life interference with work and psychological well-being among university lecturers in Benin City.

From the regression result (Table 4.6), *personal life interference with work* has a p-value of 0.532, which is not significant at the 5% level. This suggests that when personal or family issues interfere with work, it does not significantly affect the overall psychological well-being of lecturers.

Decision: Since $p > 0.05$, we accept the null hypothesis and conclude that there is no significant relationship between personal life interference with work and psychological well-being among lecturers.

Hypothesis Four

H₀₄: There is no significant relationship between work-personal life enhancement and psychological well-being among university lecturers in Benin City.

The regression coefficient (Table 4.6) shows that *work-personal life enhancement* has a p-value of 0.001, which is statistically significant at the 5% level. This indicates that when work enriches or positively influences personal life, it enhances the psychological well-being of lecturers.

Decision: Since $p < 0.05$, we reject the null hypothesis and conclude that a significant positive relationship exists between work-personal life enhancement and psychological well-being among lecturers.

Summary of Hypothesis Tests

Hypothesis	Variable	p-value	Decision	Interpretation
H ₀₁	Work-life balance (overall)	0.000	Rejected	Significant relationship exists
H ₀₂	Work interference with personal life	0.028	Rejected	Significant negative relationship
H ₀₃	Personal life interference with work	0.532	Accepted	No significant relationship
H ₀₄	Work-personal life enhancement	0.001	Rejected	Significant positive relationship

Author's Construction

4.8 Discussion of Findings

The results indicate the extent to which dimensions of work-life balance, specifically, work interference with personal life, personal life interference with work, and work-personal life enhancement, collectively and individually, predict the psychological well-being of lecturers at the University of Benin. The findings reveal that psychological well-being among academic staff is moderately high ($M = 4.00$, $SD = 0.96$), suggesting that despite notable work pressures, many lecturers still exhibit a fair sense of purpose, resilience, and satisfaction in their professional and personal lives. However, the regression analysis highlights that the balance between work and personal life significantly influences their overall well-being.

From the descriptive analysis, among the dimensions of psychological well-being, purpose in life ($M = 4.29$, $SD = 0.79$) recorded the highest mean, followed by self-acceptance ($M = 4.10$, $SD = 0.97$) and personal growth ($M = 4.06$, $SD = 0.89$). This suggests that lecturers generally find meaning and direction in their academic work and derive personal fulfillment from contributing to research, teaching, and societal development. These results align with the findings of Ryff (1995), who emphasized that individuals with a strong sense of purpose and personal growth tend to maintain higher levels of psychological well-being even in challenging work environments. Conversely, autonomy ($M = 3.74$, $SD = 1.15$) recorded the lowest mean, indicating that some lecturers feel constrained by institutional policies, workload expectations, or administrative influences that limit independent decision-making. This reflects the

hierarchical nature of university systems in Nigeria, where academic freedom often coexists with bureaucratic control.

The regression results further revealed a moderate positive relationship between work-life balance and psychological well-being ($R = 0.505$, $R^2 = 0.255$), implying that approximately 25.5% of the variations in lecturers' well-being are explained by the combined influence of the three dimensions of work-life balance. Among these predictors, work interference with personal life had a negative and statistically significant effect on psychological well-being ($\beta = -0.112$, $p = 0.028$), suggesting that lecturers whose work demands frequently encroach upon their family or personal time experience lower levels of emotional stability and life satisfaction. This outcome supports the work-family conflict theory of Greenhaus and Beutell (1985), which posits that excessive role conflict between work and personal life leads to emotional exhaustion, stress, and reduced well-being. It also echoes the findings of Adisa, Gbadamosi, and Osabutey (2017), who found that excessive workload and administrative pressure are major sources of psychological strain among Nigerian academics.

On the other hand, personal life interference with work showed no significant relationship with psychological well-being ($\beta = -0.040$, $p = 0.532$), implying that personal or family issues do not substantially hinder lecturers' professional functioning or emotional state. This may suggest that many lecturers have adapted coping strategies that allow them to compartmentalize personal challenges and maintain professionalism at

work. It also reflects the cultural expectation within academia that prioritizes institutional obligations over personal concerns. This observation is consistent with Ojo, Salau, and Falola (2020), who found that lecturers often downplay personal stressors in order to meet institutional demands and academic expectations.

In contrast, work–personal life enhancement exhibited a strong and positive relationship with psychological well-being ($\beta = 0.312$, $p = 0.001$), indicating that when lecturers perceive their work as enriching their personal lives, by providing meaning, self-worth, and fulfillment, their mental health and emotional balance improve significantly. This finding aligns with the positive spillover theory, which suggests that satisfaction and experiences from one domain can positively influence another (Carls-n *et al.*, 2010). In the context of this study, academic work that promotes self-development, recognition, and purpose also contributes to enhanced psychological well-being.

Taken together, these findings demonstrate that the relationship between work and personal life among university lecturers is both complex and dynamic. While excessive workload and administrative pressure can undermine well-being, meaningful and enriching work experiences can strengthen it. The results point out the need for institutional policies that promote balance, such as flexible schedules, reduced administrative burden, and mental health support programs, to foster healthier and more productive academic environments.

These observations are consistent with the Job Demands-Resources (JD-R) Model proposed by Demerouti *et al.* (2001), which asserts that while job demands (like heavy workload and time pressure) can lead to strain, the presence of adequate resources (such as recognition, autonomy, and work flexibility) can enhance motivation and well-being.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations of the study on *Work-Life Balance and Psychological Well-being among University Lecturers in Benin City*. It encapsulates the major findings, highlights the study's contribution to knowledge, and offers practical recommendations that could enhance the psychological well-being of lecturers. Suggestions for future research are also discussed. The study sought to examine how different dimensions of work-life balance, specifically work interference with personal life, personal life interference with work, and work/personal life enhancement, affect the psychological well-being of lecturers within the University of Benin.

5.2 Summary of Findings

The study explored the extent to which work-life balance influences the psychological well-being of lecturers in the University of Benin. Data collected from one hundred and thirty-three lecturers revealed that respondents generally experienced a moderate level of psychological well-being, suggesting that although many lecturers maintain a reasonable sense of fulfillment and mental stability, work-related pressures remain a significant concern. Among the dimensions of work-life balance examined, work/personal life enhancement recorded the highest mean score, indicating that many lecturers perceive their work as enriching and fulfilling, with positive spillover effects on their personal lives. On the other hand, personal life interference with work recorded the lowest mean

score, showing that personal responsibilities rarely hinder work performance among the respondents.

The correlation analysis showed a positive relationship between psychological well-being and work/personal life enhancement, meaning that lecturers who experience higher levels of enrichment between their work and personal lives tend to have better psychological health. Conversely, psychological well-being was negatively related to both work interference with personal life and personal life interference with work, implying that when work or personal demands overlap excessively, lecturers experience psychological strain, fatigue, and reduced satisfaction.

Further analysis through multiple regression revealed that work-life balance dimensions jointly have a significant influence on psychological well-being, explaining about 25.5% of the total variance. This indicates that the extent to which lecturers can balance work and personal responsibilities meaningfully contributes to their mental and emotional health. Among the predictors, work/personal life enhancement emerged as the most significant positive determinant of psychological well-being, while work interference with personal life was found to negatively affect it. The result thus demonstrates that lecturers' well-being improves when their work environments are supportive and when their professional experiences contribute positively to their personal lives.

The findings affirm that lecturers who experience supportive, flexible, and enriching work environments tend to maintain better psychological well-being, while those facing

excessive workload demands or lack of work-life harmony are more susceptible to psychological stress.

5.3 Contribution to Knowledge

This study makes a valuable contribution to the understanding of work-life balance and psychological well-being within the Nigerian academic setting. It provides empirical evidence that validates existing theoretical frameworks, particularly those of Greenhaus and Beutell (1985) and Ryff (1995), by demonstrating how the balance between work and personal life significantly affects lecturers' mental health and satisfaction. The findings bring to light the dual nature of academic work: while demanding, it can also be deeply enriching when supported by institutional flexibility and recognition. This insight contributes to a more nuanced understanding of academic life, moving beyond the narrative of stress and overwork to acknowledge the potential for fulfillment and growth within the profession.

Furthermore, the study advances local knowledge by situating the discussion of work-life balance within the Nigerian university system, where resource constraints, administrative bottlenecks, and workload pressures are prevalent. By emphasizing that work/personal life enhancement has the most substantial influence on well-being, the study offers evidence that meaningful institutional support, mentoring, and opportunities for personal development can transform academic work into a source of personal enrichment. In practical terms, the research highlights the importance of designing academic policies

that prioritize flexibility, employee assistance programs, and professional development opportunities as mechanisms for promoting well-being among university staff.

5.4 Conclusion

From the results of this study, it can be concluded that work-life balance is an important determinant of psychological well-being among university lecturers in Benin City. Lecturers who experience enrichment and balance between their professional and personal lives tend to enjoy higher levels of emotional stability, motivation, and life satisfaction. Conversely, those whose work obligations constantly interfere with their personal lives experience stress and diminished psychological health. The findings make it clear that the relationship between work-life balance and psychological well-being is dynamic and context-dependent, shaped by both individual coping strategies and the institutional environment in which lecturers operate.

It is evident that while university work offers intellectual stimulation and fulfillment, the increasing demands of teaching, research, and administrative duties can become overwhelming when not properly managed. Consequently, the capacity of lecturers to maintain psychological well-being depends largely on the level of institutional support, workload management, and opportunities for professional growth available to them. A healthy work-life balance is therefore not merely a personal concern but an organizational responsibility that directly influences the effectiveness, creativity, and overall productivity of academic staff.

5.5 Recommendations

Based on the outcomes of this research, it is recommended that universities in Benin City and similar contexts develop more flexible work arrangements that allow lecturers to harmonize professional responsibilities with personal life. This could include flexible lecture schedules, virtual teaching opportunities, and consideration of family obligations in planning academic calendars. Additionally, efforts should be made to reduce excessive workload by equitably distributing teaching, research, and administrative assignments, as sustained overburdening tends to compromise psychological well-being and productivity.

There is also a need for institutions to promote counseling and mental health support services within the university system. Such initiatives would help lecturers manage stress, enhance emotional resilience, and maintain overall psychological stability. Creating a positive and supportive work culture that values collaboration, recognition, and mutual respect will further strengthen the sense of belonging and job satisfaction among academic staff. Universities should also ensure that opportunities for professional development, mentorship, and career advancement are readily available, as these promote work/personal life enhancement and contribute significantly to well-being.

5.6 Suggestions for Further Studies

While this study has provided valuable insights, future research could extend its scope by exploring the long-term effects of work-life balance interventions on lecturers' psychological health using a longitudinal design. Comparative studies between public and private universities could also reveal how institutional cultures shape work-life balance experiences differently. Furthermore, qualitative approaches such as interviews and focus group discussions could offer richer perspectives on the personal experiences and coping mechanisms lecturers employ to manage competing life demands. Lastly, examining gender-specific experiences may uncover important differences in how male and female lecturers navigate the complexities of work and family life within the academic environment.

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APPENDIX

QUESTIONNAIRE: WORKLIFE BALANCE AND PSYCHOLOGICAL WELLBEING AMONG UNIVERSITY LECTURERS IN BENIN CITY

SECTION A: Bio-data

1. Sex of Respondent: Male ☐ Female ☐
2. Age of respondent: Less than 25yrs ☐ 25yrs-35yrs ☐ 36yrs-46yrs ☐ 47yrs and above ☐.
3. Marital Status: Single ☐ Married ☐ Divorced/Separated ☐ Widowed ☐
4. Years of Service: 5yrs and below ☐ 6-10yrs ☐ 11-15yrs ☐ 16-20yrs ☐ 21yrs and above ☐
5. Academic Rank: Graduate Assistant ☐ Assistant Lecturer ☐ Lecturer II ☐ Lecturer I ☐ Senior Lecturer ☐ Associate Professor ☐ Professor ☐
6. Faculty/College _____ of _____ Respondent:

SECTION B: WORKLIFE BALANCE

Instructions for Respondents: Please indicate how much you agree or disagree with each statement about your university.

SA= Strongly Agree , A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	U	D	SD
	Work Interference with Personal Life (WIPL)					
7	My job makes it difficult to maintain the kind of personal life I would like.					
8	I often miss personal activities because of work responsibilities.					
9	After work, I am too tired to enjoy activities outside of					

S/N	STATEMENT	SA	A	U	D	SD
	work.					
10	My work demands interfere with my family or personal time.					
	Personal Life Interference with Work (PLIW)					
11	I have to make changes to my work schedule due to family or personal demands.					
12	I find it hard to concentrate on work because of personal matters.					
13	I am often late for work due to personal or family responsibilities.					
14	I struggle to perform effectively at work because of issues at home.					
	Work/Personal Life Enhancement (WPLE)					
15	My personal life gives me energy to do my job well.					
16	I feel that the support I get outside of work helps me perform better at work.					
17	My work helps me grow as a person in my personal life.					
18	The things I do at work help me handle personal responsibilities more effectively.					

SECTION B: PSYCHOLOGICAL WELL-BEING

Instructions for Respondents: Please indicate how much you agree or disagree with each statement about your university.

SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	U	D	SD
	Autonomy					
19	I tend to be influenced by people with strong opinions. (R)					
20	I am confident in my opinions, even if they are contrary to the general consensus.					
21	I judge myself by what I think is important, not by the values of others.					
	Environmental Mastery					

S/N	STATEMENT	SA	A	U	D	SD
22	I am quite good at managing the responsibilities of my daily life.					
23	I have difficulty arranging my life in a way that is satisfying to me. (R)					
24	I am good at juggling my time to accomplish everything that needs to be done.					
	Personal Growth					
25	I think it is important to have new experiences that challenge how I think.					
26	I don't enjoy trying out new ways of doing things. (R)					
27	For me, life has been a continuous process of learning, changing, and growth.					
	Positive Relations with Others					
28	People would describe me as a giving person, willing to share my time with others.					
29	I often feel lonely because I have few close friends. (R)					
30	I enjoy personal and mutual conversations with people I care about.					
	Purpose in Life					
31	I enjoy making plans for the future and working to make them a reality.					
32	I sometimes feel as if I've done all there is to do in life. (R)					
33	I have a sense of direction and purpose in life.					
	Self-Acceptance					
34	When I look at the story of my life, I am pleased with how things have turned out.					
35	In general, I feel confident and positive about myself.					
36	I feel disappointed about my achievements in life. (R)					