

**WORK-LIFE PRACTICES AS CORRELATE OF JOB
PERFORMANCE OF BUSINESS EDUCATORS IN TERTIARY
INSTITUTIONS IN SOUTH EAST, NIGERIA**

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ABSTRACT

This study examined work-life practices as correlate of job performance of business educators in tertiary institutions in South-East, Nigeria. One research question and one null hypothesis guided the study. The study adopted a correlational research design. It was conducted in South-East Nigeria. The population of the study consisted of 262 business educators in federal and state tertiary institutions offering Business Education programmes in the region. Since the population was manageable, census sampling procedure was employed. Data were collected using two structured questionnaires namely: Work-life Practices Questionnaire (WPQ) and Business Educators' Job Performance Questionnaire (BEJPQ). The instruments were validated by three experts, while reliability was established using Cronbach Alpha, yielding coefficients of 0.85 for WPQ and 0.78 for BEJPQ. Out of 262 copies of the questionnaires distributed, 253 copies representing 97% were retrieved and used for analysis. Pearson Product Moment Correlation Coefficient was used to answer the research question and test the null hypothesis at 0.05 level of significance using SPSS version 25. Findings revealed a very weak positive relationship between work-life practices and the job performance of business educators in tertiary institutions in South-East, Nigeria. It was also revealed that work-life practices did not significantly predict the job performance of business educators. The study concluded that work-life practices have only minimal influence on the job performance of business educators and are not strong determinants of performance within the study area. The study recommended that administrators of tertiary institutions should improve work-life practices through flexible work schedules, manageable workloads, and supportive leave policies to reduce work-related stress and improve educators' effectiveness.

Keywords: Work-life Practices, Job Performance, Business Educators, Institutional Support, Tertiary Institutions,

Introduction

Tertiary institutions are critical to human capital development and national growth because they contribute to economic, scientific, and technological advancement through teaching, research, and community service. In Nigeria, tertiary institutions also play important roles in reducing unemployment and promoting sustainable national development. Ogunode and Ayeni (2024) observed that the quality of tertiary education reflects a nation's commitment to achieving the Sustainable Development Goals (SDGs), thereby increasing stakeholders' interest in the effectiveness of

Nigerian tertiary institutions. Consequently, the effectiveness of tertiary education largely depends on the quality of academic delivery within institutions. Abubakar et al. (2024) noted that improved instructional delivery enhances graduates' employability, strengthens global competitiveness, and reduces the increasing trend of educational migration and brain drain among Nigerian youths.

Within tertiary institutions, educators constitute a vital category of human resources responsible for equipping students with knowledge and skills needed for employment, entrepreneurship, and self-reliance (Ng et al., 2024). Among these educators, business educators occupy a strategic position because they are expected to develop students' entrepreneurial competencies, managerial abilities, and vocational skills necessary for the world of work. Consequently, the success of business education programmes in Nigerian tertiary institutions depends greatly on the job performance of business educators measured by their quality of teaching, research, mentoring, assessment, and administrative responsibilities.

Job performance is therefore an important factor in achieving educational goals and improving institutional outcomes. Performance generally refers to the successful execution of assigned tasks in line with established standards and objectives. Basuki et al. (2022) described performance as the manner in which duties are carried out and the results achieved based on organizational goals. In the educational context, job performance refers to the extent to which educators effectively discharge their instructional and institutional responsibilities. Oladimeji and Adebayo (2020) noted that job performance includes work quality, task completion, efficiency, and adherence to institutional standards. In this study, job performance refers to the ability of business educators to effectively prepare instructional materials, deliver engaging lessons, assess students' progress, conduct research, and contribute to institutional development.

Despite the importance of business educators, the demanding nature of their responsibilities often exposes them to significant work-related challenges. Business educators are expected to teach, supervise students, conduct research, publish scholarly works, mentor learners, and participate in community service activities (Shaibu & Ebenezer-Nwokeji, 2024). However, inadequate funding, poor infrastructure, excessive workloads, low motivation, and insufficient institutional support may negatively affect their effectiveness and productivity (Atah, 2019). Ukah and Atah (2021) further observed that some business educators experience difficulties in lecture preparation, classroom delivery, and students' evaluation, leading to absenteeism, tardiness, and reduced effectiveness in achieving educational objectives.

These challenges have increased the need for supportive work environments and effective work-life practices within tertiary institutions. Work-life practices refer to institutional policies, programmes, and support systems designed to help academic and non-academic staff balance work responsibilities with personal and social life demands. Such practices include

flexible work arrangements, leave policies, staff welfare programmes, supportive work environments, employee assistance programmes, and professional development opportunities. Barokah et al. (2025) explained that work-life balance involves an individual's ability to effectively organize work and personal responsibilities in a manner that ensures equilibrium between both domains. Similarly, Mesimo-Ogunsanya (2017) identified supportive work-life culture and job autonomy as important institutional support strategies capable of enhancing employee well-being and productivity.

The importance of work-life practices has gained increasing attention because educators now seek healthier balance between professional responsibilities and personal life demands. The Job Demands–Resources (JD-R) Theory explains that employees tend to perform better when organizational resources are available to reduce work pressures and support growth and development (Scholze & Hecker, 2024). Job resources such as social support, autonomy, flexible work arrangements, and development opportunities can reduce stress and improve productivity. In the same vein, Social Exchange Theory posits that employees tend to reciprocate institutional support with positive attitudes, commitment, and improved performance (Hojops et al., 2024). Falola et al. (2020) defined institutional support as the encouragement and assistance provided through policies and practices that motivate employees to perform effectively

Empirical studies have consistently shown that work-life practices positively influence employee performance. Sudirman et al. (2022) and Subarto and Solihin (2025) found that work-life practice significantly improves employee engagement, psychological well-being, and job performance. Similarly, Udin (2023) reported that work-life practices enhance performance through job satisfaction and affective commitment. Alnagbi et al. (2025) and Oguh and Adamu (2025) further emphasized that work-life practices indirectly improve performance by reducing stress, enhancing engagement, and promoting employee well-being. Flexible work arrangements have also been associated with increased productivity and reduced burnout among employees. In addition, Babatunde et al. (2020) found that flexible work structures and conducive work environments significantly improved the performance of academic staff in tertiary institutions. Similarly, Chana et al. (2022) reported that work-life balance significantly influenced job performance and job satisfaction among Business Studies teachers. Madogwhe and Omogero (2023) also revealed a significant positive relationship between leave policies, flexible work arrangements, and employee performance. Furthermore, Ihua-Jonathan and Dike (2024) found that work-life balance strongly influenced the productivity of Business educators.

In South-East Nigeria, business educators are expected to continuously update their knowledge and skills to meet evolving educational and labour market demands. However, maintaining high job performance may depend not only on personal commitment but also on the availability of

effective work-life practices such as flexible work schedules, supportive welfare policies, professional development opportunities, and positive working environments. These practices may help reduce stress, improve job satisfaction, strengthen commitment, and enhance the overall job performance of business educators in tertiary institutions. Despite the growing recognition of work-life practices in organizations, empirical evidence on their relationship with the job performance of business educators in tertiary institutions in South-East Nigeria remains limited. This study therefore examined work-life practices as correlate of job performance of business educators in tertiary institutions in South-East, Nigeria.

Statement of the Problem

Business educators in tertiary institutions play an important role in developing students' employability skills for self-reliance. Their ability to perform effectively, however, may be influenced by the extent to which work-life practices within institutions support their personal and professional responsibilities. Work-life practices such as flexible work arrangements, workload management, leave policies, family support initiatives, and welfare provisions are expected to help educators maintain a balance between their work demands and personal lives, thereby enhancing commitment and productivity. However, in many tertiary institutions in Nigeria, business educators often experience excessive workloads, pressure to meet teaching and research expectations, and limited opportunities for balancing family and professional obligations. These challenges may result to reduced motivation and declining commitment to academic responsibilities by business educators which may ultimately affect their job performance.

The tertiary institution environment in South-East Nigeria presents a combination of increasing job demands and persistent institutional constraints that may further intensify work-life challenges among educators. Despite efforts by educational authorities and management of tertiary institutions to improve staff welfare and working conditions, many business educators still face challenges associated with poor work-life integration. The researchers are particularly concerned that if this unfortunate situation is not adequately addressed, it may result in reduced teaching effectiveness, poor research output, low job satisfaction, declining productivity, and weakened student learning outcomes. In the long term, it could also contribute to increased staff turnover, loss of experienced business educators, and reduced quality of business education graduates required for national development and economic growth. Although studies have examined factors influencing lecturers' performance, empirical evidence on how work-life practices correlate job performance of business educators in tertiary institutions in South-East Nigeria remains limited. This gap therefore necessitated this study to specifically examine work-life practices as correlate of job performance of business educators in tertiary institutions in South-East Nigeria.

Research question

The following research question guided this study;

1. What is the relationship between work-life practices and the job performance of business educators in tertiary institutions in South East, Nigeria?

Research Hypothesis

The following null Hypothesis was tested at 0.05 level of significance;

1. There is no significant relationship between work-life practices and the job performance of business educators in tertiary institutions in South East, Nigeria.

Methods

The study adopted correlational research design. It was conducted in South-East Nigeria using a population of 262 business educators in both federal and state tertiary institutions in South East, Nigeria that offer business education programme. There are five Federal Universities with 93 business educators, four State universities with 35 business educators, three Federal Collages of Education with 113 business educators and four State Colleges of education with 58 business educators. (Source: Academic Planning Unit of these institutions as at 16th May, 2025). The sample size consisted of the entire 262 business educators. The researchers did not sample the population since it was considered manageable and accessible. Therefore, census sampling was employed for the study. The instrument for data collection consisted of two questionnaires namely, Work-life Practices Questionnaire (WPQ) and Business Educators' Job Performance Questionnaire (BEJPQ). The WPQ had three sections A and B. Section A contained information on personal data of the respondents such as type of institution, ownership of institution and years of experience. Section B contained 10 items on work-life practices. The BEJPQ contained 15 items in section C. The two instruments (WPQ and BEJPQ) were structured on a four point rating scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4.

The face and content validity of the instrument were determined using three expert judgments. Two of the experts were in Business Education and one expert in Measurement and Evaluation. The reliability of the two instruments was ascertained using trial testing, and data collected analyzed using Cronbach Alpha with coefficient value of 0.85 obtained for WPQ, while coefficient value of 0.78 was obtained for BEJPQ. The researchers and six research assistants administered copies of the questionnaires to the respondents. Of the 262 copies of the questionnaire distributed, 253 (97%) copies retrieved and found useful for data analysis. Pearson product moment correlation co-efficient was used to answer the research question and test the null hypothesis. the size of the correlation was interpreted using the interpretation of a correlation co-efficient by Bryman and Bell (2011): The null hypotheses were tested at 0.05 level of significance. In testing the null

hypotheses, when p-value is less than or equal to 0.05 ($P < 0.05$), the null hypothesis was rejected otherwise, the null hypothesis was accepted. The computations were done using Special package for Social Sciences (SPSS) version 25.

Results

Table 1

Pearson Product Moment Correlation (PPMC) between Work-life Practices and the Job Performance of Business Educators

Variables	N	r	Remarks
Work-life Practices (X)			
	253	0.10	Weak Positive Relationship
Job Performance (Y)			

Table 1 shows that the Pearson correlation coefficient (r) is 0.10, indicating weak positive relationship between work-life practices and job performance of business educators. This suggests that work-life practices have a minimal influence on the job performance of business educators in tertiary institutions in South East, Nigeria.

Table 2

Significance of Pearson Product Moment Correlation on Work-life Practices Predicting the Job Performance of Business Educators

Variables	N	r	Sig. (2-tailed)	Decision
Work-life Practices	253			
		0.10**	0.519	Not Significant
Job Performance of Business Educators	253			

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

Table 2 shows that the Pearson Product Moment Correlation coefficient between work-life practices and the job performance of business educators is $r = 0.10$ with a p-value of 0.519 at 0.05 level of significance. Since the p-value is greater than the alpha level ($p > 0.05$), the null hypothesis is therefore accepted. This means that work-life practices did not significantly predict the job performance of business educators in tertiary institutions in South East, Nigeria.

Discussion of Findings

Findings of the study showed a very weak positive relationship between work-life practices and the job performance of business educators in tertiary institutions in South-East, Nigeria. This implies that work-life practices exert minimal influence on job performance within the context of this study. The finding agrees with Shaari et al. (2022) who reported a weak relationship between work-life practices and employee performance. Similarly, Kabui (2023) observed that poor work-life practices negatively

affect performance due to lack of flexible schedules and structured leave policies. A possible explanation for this weak relationship is that work–life practices in many Nigerian tertiary institutions are poorly institutionalized. Although policies may exist on paper, they are often weakly implemented. As a result, business educators continue to face heavy teaching workloads, administrative responsibilities, and rigid academic schedules that limit the practical benefits of work–life initiatives. In addition, stronger factors such as funding, instructional resources, motivation, and professional competence may exert greater influence on job performance than work–life practices.

The analysis of hypothesis further revealed that work–life practices did not significantly predict the job performance of business educators in tertiary institutions in South-East, Nigeria. This finding may be due to inadequate implementation of work-life policies, heavy academic and administrative workloads, and the influence of stronger factors such as remuneration, institutional support, professional development opportunities, and job autonomy. It is also possible that work-life practices affect performance indirectly through mediating factors such as job satisfaction, employee engagement, and well-being rather than through a direct relationship. Additionally, limited utilization of available practices, institutional constraints, and individual coping strategies among business educators may have reduced the impact of work-life practices on job performance. This finding is consistent with Madogwhe and Omogero (2023) and Ufoaroh et al. (2023), who reported no significant relationship between work–life balance and lecturers’ performance in higher institutions. In contrast, Subarto and Solihin (2025) found that work-life practices significantly improved employee performance.

Conclusion

Based on the findings of the study, it was concluded that work-life practices have only a minimal relationship with the job performance of business educators in tertiary institutions in South-East, Nigeria and do not significantly predict their performance. This means that although work-life practices may contribute slightly to business educators’ effectiveness, they are not strong determinants of job performance within the study area. Therefore, improving work-life practices alone may not be sufficient to achieve substantial improvement in business educators’ performance without addressing broader institutional and work-related factors.

Recommendations

Based on the findings of this study, the following recommendation was made:

1. Administrators of tertiary institutions in Nigeria should improve work–life practices by introducing flexible work schedules, manageable workloads, and supportive leave policies. These measures will help reduce work-related stress and burnout, which currently limit the job

performance of business educators, as indicated by the weak and non-significant relationship of existing practices.

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