# Work-Life Balance as Predictor of Business Studies Teachers' Task and Contextual Performance in Esan West, Edo State

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**Abstract:** In a society that is filled with conflict of responsibility and obligations towards personal lives, family values and aging work force, work-life balance (WLB) becomes a vital programme worthy of research. The present study was on work-life balance as predictors of business studies teachers' task and contextual performance in Esan West, Edo State. Three research questions were raised to guide the study. Two hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational survey research design. The population of the study comprised all business studies' teachers in Esan West numbering 42 business studies' teachers. The instrument used was a questionnaire titled 'Work-Life Balance and Performance Questionnaire (WLBAPQ).' The instrument was validated by two experts. The cronbach alpha was used in ascertaining the reliability of the instrument and it yielded a reliability coefficient of .81 after administering the instrument to 10 business studies' teachers in Egor, Edo State. The data collected from the respondents were analyzed using Pearson product moment correlation coefficient and simple linear regression analysis. The findings revealed that work-life balance is a significant positive predictor of business studies teachers' perceived task performance ($R^2$ = .158, F (1, 40) = 7.517, P <. 05). The findings also revealed that work-life balance is a significant positive predictor of business studies teachers perceived contextual performance ($R^2$ = .002, F (1, 40) = .097, P >. 05). Based on the findings, it was recommended that institutions/schools should continue to put in place more work-life balance programmes that will enhance the performance of business studies' teachers.

**Keywords:** Work life balance, task performance, contextual performance, business studies teachers

## 1. Introduction

In a society that is filled with conflict of responsibility and obligations towards personal lives, family values and aging work force, work-life balance (WLB) issues have become serious consideration at the workplace (Norzita, Arrominy, Zurraini, Jati, Norlelawati, & Yusman, 2020). As a result, research on work-life balance is becoming more and more popular. There is no universal agreement on what work-life balance means. Different terms have been used to define work-life balance. Work-life balance practices are intentional organizational adjustments made to programs or organizational culture with the goal of reducing work-life conflict and enhancing employees' performance in both their current jobs and future ones. (Lazar, Osoian, & Ratiu, 2010). Work-life balance, as defined by Wheatley (2012), is the capacity of people, regardless of their age or sexual orientation, to effectively juggle work and family obligations. Abioro, Oladejo and Ashogbon (2018) emphasized that the total amount of time a person spends working compared to the total amount of time spent engaging with relationships and other people. Additionally, it is the process of regulating work arrangements to allow employees to combine work with other responsibilities like caring for children or elderly family members. (Upadhaya, Munir, & Blount, 2014).

In the 1980s, the term "work-life balance" was first used in the United States to refer to the propensity for people to put their professional lives before their personal ones. Emslie, Hunt, and Oyiolo (2009); Oyiolo (2018). The two components are constantly at odds with one another. When competing needs coexist, conflict eventually results,

creating an unbalanced relationship between work and life. 2018 (Oyiolo). The two domains of the balance encroach on one another, resulting in two conflicts: obligations in one's personal life conflict with obligations in one's professional life, and vice versa (Frone, Russell, & Cooper, 1992; Oyiolo, 2018). Of these distractions, work-life conflict is the one that is most likely to occur (Anderson, Coffey, & Byerly, 2002). In a similar spirit, this disagreement was referred to be a conflict by Mendis and Weerakkody (2014).

To motivate employees, human resource managers must develop rules that resolve the tension between work and personal obligations. Greenhaus and Allen (2006) emphasized that among the typical work-life balance policies that human resource managers should develop are leave policies, flexible work schedules, welfare policies, and family obligations. Human resource managers must develop policies that address the tension between work and personal life in order to motivate employees. This is similar to how flexible working arrangements (home working, compressed hours), leave arrangements (annual leave, parental leave), dependent care assistance (childcare arrangements and crèche), and general services can all be broadly categorized under the heading of work-life balance initiatives (employment assistant programmes). De Cieri, Bardoel, & Orogbu (2009); Onyeizugbe, Chukwuemeke, & Onyeibu (2015). How well these work-life programmes are working.

Employees' work and home (family) environments play a significant role in how well they perform at work. Individual performance, according to Mendis and Weerakkody (2014), is the ability of a person to carry out their responsibilities in a way that aids the business and the employee in achieving their mutual goals and objectives. Teachers of business studies exhibit a variety of performance in both their attitudes and actions. Employee performance falls into two primary categories: actions that are particular to a given job (task performance) and actions that apply to all positions within the business (contextual performance). Task performance is included in the job's in-role requirements, which are specified in the employee's job description (Hetzler, 2007). The main goal of the school is to ensure that the individuals who teach business studies do a good job. To achieve this, employees are required to perform extra duties that might not technically fit under their job description but are essential to realizing the broader goals of the institution. This kind of performance is referred to as contextual performance. An employee's extra role that can help the organization achieve its goals is referred to as contextual performance (Ediagbonya & Ezeani, 2021). They are less specifically defined by role and more ambiguous in nature because they are not specifically stated in the job description for the person. They support the organizational, social, and psychological foundation required for task performance. Volitional variables related to individual differences in motivational characteristics and predisposition, or person-organization fit, are probably better at predicting behaviors like volunteering, helping, persisting, and so on (Kalia & Bhardwaj, 2019). These areas are increasingly attracting research by scholars.

Work-life balance has been the subject of numerous studies. In 2008, Welford carried out a study on work-life balance in Hong Kong. The author found that employee health was negatively impacted by the workplace. Among the respondents, 82.5% said they were under stress, followed by 75.4% who said they were inactive, 46.4% who said they ate poorly, and 45.6% who said they were exhausted from work. Additionally, 27% of those questioned took sick days to recuperate from their long workweeks. The likelihood is that these health conditions reduce employees' productivity. An investigation on the connection between work-life balance and employees' job performance was done by Thevanes and Mangaleswaran (2018). The authors found that work-life balance significantly predicts job performance. The studies by Abdulkadir (2018) revealed that there was a positive relationship. Orogbu, Onyeizugbe and Chukwuemeke (2015) also found a significant relationship between work-life balance and employee performance. Similarly, Abioro, Oladejo and Ashogbon (2018) established a significant effect of work-life balance on employee productivity. In the West (developed countries), work-life balance has received a lot of attention; but, in Nigeria, it has received much less attention (Tamunomiebi & Oyibo, 2020). The majority of study in this field has been on how work-life balance affects overall performance. But the current study's main objective is to determine how task and contextual performance are related to work-life balance. According to the review, there isn't much research that links task and contextual performance with work-life balance. This study has filled a significant gap in the literature.

## 2. Methods

Since the main purpose of this study was to investigate the relationship between work-life balance and the task and contextual performance of business studies teachers in Edo State, it used a correlational survey design. All business studies teachers in Esan West, Edo State, make up the study's population. There were 42 people in total. The study included the entire population. There was no sampling method because the entire population was used. A structured questionnaire was used as the study's instrument. The questionnaire was used in eliciting information from the respondents and it was titled: Work Life Balance and Performance Questionnaire (WLBAPQ). It was divided into two parts – A and B. Part A was made up of the demographic variables of the respondents such as sex and institution; while Part B was made up of twenty (20) opinion statements designed in a 4-Point Rating Scale showing: Strongly Agree (SA). Agree (A), Disagree (D), and Strongly Disagree (SD) weighed 4, 3, 2, 1 respectively. The work-life balance component was adapted from Wu, Rusyidi, Claiborne, and McCarthy (2013) while the task and contextual performance components were adapted from Koopmans, Bernaards, Hilderbradt, & Buuren, Beek, van der vet, (2014).

The test's face and content validity were examined. It was given to business education specialists, and the final questionnaire incorporated their feedback on the draft instrument. After giving the test to 10 business studies teachers

in Egor, Edo State, the cronbach alpha was used to determine the reliability of the instrument, and it produced a coefficient of.81. For data collection, the researchers used the face-to-face method. A total of 42 questionnaires, or 100% of the population, were collected by the researcher from the respondents. The analysis made use of SPSS version 25.0, the Statistical Package for Social Sciences. Using Pearson Product Moment Correlation, research question 1 was addressed, whereas hypotheses 1 and 2 were tested using Simple Linear Regression Analysis.

## 3. Results and Discussion

**Research Question One:** What is the relationship between work-life balance and business studies teachers' task and contextual performance in Esan West, Edo States?

**Table 1** *Correlation between Work-Life Balance and Business Studies Teachers' Task and Contextual Performance (N=42)*

|  |  | Work Life Balance | Task Performance | Contextual Performance |
|---|---|---|---|---|
| Work-Life Balance | Pearson Correlation | 1 | .398** | .049 |
|  | Sig. (2-tailed) |  | .009 | .757 |
|  | N | 42 | 42 | 42 |
| Task Performance | Pearson Correlation | .398** | 1 | .211 |
|  | Sig. (2-tailed) | .009 |  | .180 |
|  | N | 42 | 42 | 42 |
| Contextual Performance | Pearson Correlation | .049 | .211 | 1 |
|  | Sig. (2-tailed) | .757 | .180 |  |
|  | N | 42 | 42 | 42 |

**. Correlation is significant at the 0.01 level (2-tailed).
*Source: Researcher's Field work (2022)*

The data presented in Table 1 shows the correlation coefficients between the work-life balance and business studies teachers' perceived task and contextual performance. The correlation coefficients range from .049 to .398 among the variables. There was a moderate positive relationship between work-life balance and business studies teachers' task performance (r=.398, n=42). There was a weak positive relationship between work-life balance and business studies teachers' task performance (r=.049, n=42).

**Hypothesis One:** Work-life balance is not a significant predictor of business studies teachers' task performance in Esan West, Edo State
The result of this hypothesis analysis is presented in Table 2.

**Table 2** *Work-Life Balance Predicting Task Performance of Business Studies Teachers*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 18.432 | 2.368 | | 7.783 | .000 |
| | Work-Life Balance | .225 | .082 | .398 | 2.742 | .009 |

a. Dependent Variable: Task Performance

*Note: $R^2 = .158$, F = 7.517, P < .05, Df = 1, 40*
*Source: Researcher's Field work (2022)*

The results of the regression on Table 2 indicated that work-life balance explained 15.8% of the variance ($R^2 = .158$, $F_{(1, 40)} = 7.517$, P <. 05). The result from hypothesis one revealed that work-life balance is a significant predictor of business studies teachers' task performance.

**Hypothesis Two:** Work-life balance is not a significant predictor of business studies teachers' contextual performance in Edo State.

The result of this hypothesis analysis is presented in Table 3.

**Table 3** *Work-Life Balance Predicting Contextual Performance of Business Studies Teachers*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 28.689 | 2.942 | | 9.753 | .000 |
| | Work-Life Balance | .032 | .102 | .049 | .311 | .757 |

a. Dependent Variable: Contextual Performance

*Note: $R^2 = .002$, F = .097, P > .05, Df = 1, 40*
*Source: Researcher's Field work (2022)*

The results of the regression on Table 2 indicated that work-life balance explained 0.2% of the variance ($R^2 = .002$, $F_{(1, 40)} = .097$, P >. 05). The result from hypothesis two revealed that work-life balance is not a significant predictor of business studies teachers' contextual performance.

The findings from research question one revealed that there was a positive relationship among work-life balance, task and contextual performance of business studies teachers in Edo States. It means that when there is proper work-life balance programme in place, there will be a tendency or a likelihood for there to be better performances from the business studies teachers which have overall positive impact on the nation's educational sub-sector.

The analysis of hypothesis one revealed that work-life balance is a significant predictor of business studies teachers' task. It therefore implies that proper implementation of work-life balance programme can enhance the performance of business studies teachers. This finding corroborates the findings by Orogbu, Onyeizugbe and Chukwuemeke (2015), Thevanes and Mangaleswaran (2018), Abdulkadir (2018), and Abioro, Oladejo and Ashogbon (2018) who found that work-life balance significantly predicts job performance. The analysis of hypothesis two revealed that work-life balance is not a significant predictor of business studies teachers' contextual performance.

## 4. Conclusion

Based on the findings, it can be concluded that work-life balance is a significant predictor of business studies teachers' task performance in Esan West, Edo States. It therefore implies that when there is effective implementation of work-life balance programme in schools, there will be improved performances from the business studies' teachers. It is therefore recommended that institutions/schools should continue to put in place more work-life balance programmes that will enhance the performance of business studies' teachers.

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