VOL. 13 NO. 2,
AUGUST, 2026
E-ISSN 3027-1533
P-ISSN 3026-8648

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of African Innovation & Advanced Studies (JAIAS)

Work-Life Balance and Teachers' Effectiveness in Private Secondary Schools in Abuja Municipal Area Council

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DOI: https://doi.org/10.70382/ajaias.v13i2.0118

Abstract

This study examined the relationship between work-life balance and teachers' effectiveness in private secondary schools in Abuja Municipal Area Council (AMAC), Federal Capital Territory, Nigeria. The growth of private secondary education in the Federal Capital Territory has placed increasing demands on teachers, and many of these teachers report difficulty in balancing their professional duties with their personal and family responsibilities. Guided by Clark's (2000) work/family border theory, the study adopted a descriptive correlational survey design. A sample of 300 teachers was drawn from an estimated population of 1,200 teachers in registered private secondary schools in AMAC, using Taro Yamane's (1967) formula and a proportionate stratified random sampling technique. A structured questionnaire, the Work-Life Balance and Teachers' Effectiveness Questionnaire (WLBTEQ), adapted in part from Hayman (2005), was used for data collection. Two hundred and seventy (270) copies of the questionnaire were found valid for analysis, representing a 90% response rate. Data were analysed using mean, standard deviation, Pearson Product-Moment Correlation, independent samples t-test, and simple linear regression, all tested at the 0.05 level of significance. The findings revealed that private secondary school teachers in AMAC generally reported a low-to-moderate level of work-life balance, while they rated their own teaching effectiveness as moderate-to-high. A statistically significant, moderate, and positive relationship was found between work-life balance and teachers' effectiveness ($r = .421$, $p < .05$). Work-life balance was also found to significantly predict teachers' effectiveness, accounting for approximately 17.7% of the variance in effectiveness scores. In addition, female teachers reported significantly lower work-life balance than their male counterparts. The study concluded that work-life balance is a meaningful, though not the only, contributor to teachers' effectiveness in private secondary schools in AMAC. It was recommended that private school proprietors and education policymakers in the Federal Capital Territory should design and enforce clear workload and welfare policies that protect teachers' personal time, as this may, in turn, improve classroom effectiveness.

Keywords: Work-life balance, teachers' effectiveness, private secondary schools, work-family border theory, Abuja Municipal Area Council

Introduction

Work and family are two of the most important parts of adult life, and the way a person manages both areas affects not only the person but also the organisation where the person works (Greenhaus & Beutell, 1985). In the last thirty years, the concept of work-life balance has received growing attention from researchers, managers, and policymakers across the world. This is mainly because employees are finding it harder to meet the demands of their jobs while still meeting the needs of their families and personal lives (Guest, 2002). In simple terms, work-life balance can be understood as a state in which a person is able to manage the demands of work and the demands of personal or family life without one area seriously harming the other (Clark, 2000). When this balance is missing, employees may experience stress, tiredness, and reduced commitment to their job, which can, in turn, affect the quality of the work they produce (Greenhaus & Powell, 2006).

The teaching profession is one of the occupations in which the question of work-life balance is especially important. Teachers do not only teach inside the classroom; they also plan lessons, mark scripts, write reports, attend meetings, supervise extracurricular activities, and, in many cases, take on additional administrative duties (Onaolapo et al., 2021). These multiple demands often extend teachers' working hours beyond the official closing time of the school day, leaving many teachers with little time and energy for their families, their rest, and their own personal growth (Obasi & Adieme, 2021). In private secondary schools, especially in developing countries like Nigeria, this problem tends to be more serious because private school owners, who are driven by the need to remain competitive and profitable, often place heavy workloads and long working hours on their teaching staff without corresponding welfare support (Obasi & Adieme, 2021; Iyala et al., 2023).

On the other hand, teachers' effectiveness refers to a teacher's ability to successfully carry out the core duties of the teaching profession, including proper lesson preparation, effective delivery of instruction, sound classroom management, regular assessment of learners, and the building of positive relationships with students (Stronge, 2007; Danielson, 2007). An effective teacher can be described as one whose classroom practices are consistently associated with improved learning outcomes for their students (Darling-Hammond, 2000). Because teachers are central to the success of any school system, their level of effectiveness has a direct bearing on the quality of education that learners receive (Onaolapo et al., 2021). It is therefore not out of place to expect that anything that affects a teacher's wellbeing, including the balance between work and personal life, may also affect how effectively that teacher performs in the classroom.

In Nigeria, the private secondary education sector has expanded rapidly in recent years, particularly in the Federal Capital Territory, Abuja. Many parents now prefer private schools to public schools because of concerns about the quality, safety, and consistency of instruction in public schools (Dailytrust, 2026). A recent report indicated that there are well over two thousand private schools spread across the six area councils of the Federal Capital Territory, a number that now exceeds the combined total of public primary and secondary schools in the same area (Dailytrust, 2026). Abuja Municipal Area Council (AMAC), being the most urbanised and populous of the six area councils, is home to a large share of these private secondary schools. The rapid growth of the private school sub-sector in AMAC has raised concerns about how well private school owners are managing the welfare of their teaching staff, especially with regard to workload and working hours (Obasi & Adieme, 2021).

Several studies conducted in other parts of Nigeria have investigated the relationship between work-life balance and teachers' outcomes. For instance, Onaolapo et al. (2021), in

a study of public secondary school teachers in Ekiti State, found that teachers generally experienced a moderate level of work-life balance, and that work-life balance had a strong positive relationship with teachers' job performance. In a related study, Obasi and Adieme (2021) examined private senior secondary school teachers in Rivers State and found that work-life balance significantly predicted teacher engagement, although the size of the prediction was small. These findings suggest that the relationship between work-life balance and teacher outcomes may not be the same across different states, school types, and regions of the country. To date, there appears to be limited research attention on this relationship among teachers in private secondary schools specifically within Abuja Municipal Area Council. This gap forms the basis for the present study.

Statement of the Problem

Private secondary school teachers in Abuja Municipal Area Council are often required to work long hours that extend well beyond the official closing time of the school day. Many of these teachers are involved in the preparation of lesson notes, the marking of continuous assessment scripts, the supervision of extracurricular and boarding activities, and the coaching of students for external examinations, all of which take up time that would otherwise be spent on personal or family matters (Obasi & Adieme, 2021). Because private schools in Nigeria operate as profit-oriented businesses, school owners may place a strong emphasis on academic results and student enrolment, sometimes with limited attention to teachers' welfare, workload regulation, or leave entitlements (Maiya & Bagali, 2014, as cited in Obasi & Adieme, 2021).

When teachers are unable to properly balance their work and personal responsibilities, they may experience fatigue, stress, and reduced job commitment, all of which can lower the quality of instruction they provide (Fapohunda, 2014). Poor work-life balance among teachers has also been associated with absenteeism, high staff turnover, and a general decline in teaching standards (Akanji, 2012). If this problem is left unaddressed, it may continue to weaken the overall effectiveness of private secondary education in the Federal Capital Territory, at a time when private schools are educating an increasingly large share of Nigerian secondary school students (Ikechukwu et al., 2025).

Despite the seriousness of this problem, there is limited empirical evidence that directly examines the relationship between work-life balance and teachers' effectiveness among private secondary school teachers in Abuja Municipal Area Council. Most of the available Nigerian studies on this subject have focused on other states, such as Ekiti State (Onaolapo et al., 2021) and Rivers State (Obasi & Adieme, 2021), or on public rather than private schools. Without location-specific evidence, school administrators and education policymakers in AMAC may find it difficult to design appropriate welfare policies for their teaching staff. It is this gap in knowledge that the present study sought to address.

Objectives of the Study

The main purpose of this study was to examine the relationship between work-life balance and teachers' effectiveness in private secondary schools in Abuja Municipal Area Council. Specifically, the study sought to:

i. determine the level of work-life balance among teachers in private secondary schools in AMAC;
ii. determine the level of teachers' effectiveness in private secondary schools in AMAC;
iii. examine the relationship between work-life balance and teachers' effectiveness in private secondary schools in AMAC;

iv. find out whether there is a significant difference between the work-life balance of male and female teachers in private secondary schools in AMAC; and
v. determine the extent to which work-life balance predicts teachers' effectiveness in private secondary schools in AMAC.

Research Questions

The study was guided by the following research questions:

i. What is the level of work-life balance among teachers in private secondary schools in AMAC?
ii. What is the level of teachers' effectiveness in private secondary schools in AMAC?
iii. What is the relationship between work-life balance and teachers' effectiveness in private secondary schools in AMAC?
iv. Is there a significant difference between the work-life balance of male and female teachers in private secondary schools in AMAC?
v. To what extent does work-life balance predict teachers' effectiveness in private secondary schools in AMAC?

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at the 0.05 level of significance:

HO1: There is no significant relationship between work-life balance and teachers' effectiveness in private secondary schools in AMAC.
HO2: There is no significant difference between the work-life balance of male and female teachers in private secondary schools in AMAC.
HO3: Work-life balance does not significantly predict teachers' effectiveness in private secondary schools in AMAC.

Conceptual and Theoretical Review

Work-life balance refers to the extent to which a person is able to meet the demands of work and the demands of personal life without one area seriously harming the other (Clark, 2000). Early studies, such as Greenhaus and Beutell (1985), viewed work-life balance mainly as a form of conflict, arising when the time, strain, or behaviour required by one role makes it difficult to meet the demands of another role. Later research showed a more positive side to this relationship, in which the skills and energy gained in one domain can enrich the other (Greenhaus & Powell, 2006; Okoli & Iyala, 2015). In Nigeria, employees generally find it difficult to balance work and family life because of long working hours, heavy workloads, and limited organisational support (Akanji, 2012; Fapohunda, 2014). Teachers' effectiveness, the outcome variable of this study, refers to a teacher's ability to plan lessons, deliver instruction, manage the classroom, assess learners, and build positive relationships with students (Stronge, 2007; Danielson, 2007; Yusuf & Iyala, 2024)). This matters because teacher quality is closely linked to student achievement (Darling-Hammond, 2000), which means that anything affecting teachers, including their work-life balance, is also likely to affect their students.

This study was anchored on Clark's (2000) work/family border theory, which describes work and family as two separate domains that individuals cross daily, and holds that balance is achieved when the border between these domains is well managed and respected by both employers and family members. The study was further supported by role theory (Kahn et al., 1964), which explains the stress that results when the demands of different roles compete for a person's time and attention, and by conservation of

resources theory (Hobfoll, 1989), which explains how the continuous loss of personal resources, such as time and energy, without adequate replacement, can gradually reduce effectiveness. Together, these theories provide a strong basis for expecting that teachers' work-life balance is meaningfully related to their classroom effectiveness (Bakwaph et al., 2025)

Empirical Review and Gap in Literature

In Nigeria, employees across several sectors have been found to experience considerable work-family conflict, often due to long working hours, weak labour regulation, and strong cultural expectations around family responsibility (Akanji, 2012; Adisa et al., 2021), although organisational support and personal coping strategies can improve outcomes (Amazue & Onyishi, 2016). Two Nigerian studies on teachers are especially relevant to the present research. Onaolapo et al. (2021), studying public secondary school teachers in Ekiti State, found a strong, positive, and significant relationship between work-life balance and job performance ($r = .595$, $p < .05$). Obasi and Adieme (2021), studying private senior secondary school teachers in Rivers State, found that work-life balance significantly predicted teacher engagement, though the relationship was considerably weaker ($R^2 = .094$). Read together, these studies suggest that the strength of the relationship between work-life balance and teacher outcomes may depend on both the outcome measured and the type of school involved. Gender differences have also been documented, with women often carrying a heavier share of domestic responsibility that affects their work-life balance (Akanji et al., 2020), although this pattern is not always consistent across occupations (Amazue & Onyishi, 2016).

However, neither Onaolapo et al. (2021) nor Obasi and Adieme (2021) focused on private secondary school teachers in Abuja Municipal Area Council, and neither examined teachers' effectiveness specifically as an outcome. Given the rapid growth of private secondary education in the Federal Capital Territory (Dailytrust, 2026), this gap in the literature provided the basis for the present study.

Research Design

This study adopted a descriptive correlational survey design. The descriptive aspect of the design was used to determine the level of work-life balance and the level of teachers' effectiveness among the respondents, while the correlational aspect was used to examine the relationship between the two variables. This design was considered appropriate because the study did not seek to manipulate any variable, but rather to describe and measure the naturally occurring relationship between work-life balance and teachers' effectiveness, in line with similar Nigerian studies on this subject (Onaolapo et al., 2021; Obasi & Adieme, 2021).

Population of the Study

The population of the study comprised all teachers in registered private secondary schools in Abuja Municipal Area Council (AMAC), Federal Capital Territory, Nigeria. Since no single record lists all private secondary school teachers in AMAC, the population was established in two stages, using the most recent verifiable records available. A list of registered private secondary schools in AMAC was obtained from the Department of Quality Assurance, FCT Education Secretariat (FCT Education Secretariat, n.d.). Schools that had closed, operated at the primary level only, or had incomplete registration records were excluded, leaving 48 eligible private secondary schools. This list formed the accessible population of schools for the study. The principal or administrator of each of the 48 schools was contacted by telephone to confirm the current number of teaching staff. Across all 48 schools, a total of 1,224 teachers were reported. This figure was rounded down to N = 1,200 for sample size

calculation, a conservative estimate consistent with the broader growth of private schools reported for the Federal Capital Territory (Dailytrust, 2026). The figure of 1,200 represents the accessible population of teachers for the study.

Sample Size and Sampling Technique

The sample size was determined using Yamane's (1967) formula:

$n = N / (1 + N(e)^2)$

where n is the sample size, N is the population (1,200), and e is the margin of error, set at 0.05. Substituting these values:

$n = 1,200 / (1 + 1,200(0.05)^2) = 1,200 / (1 + 3.00) = 1,200 / 4.00 = 300$

This gave a minimum sample size of 300 teachers.

A proportionate stratified random sampling technique was used to ensure fair representation across AMAC. First, the 48 schools were grouped by district (Garki, Wuse, Maitama, Asokoro, Gwarinpa, and others). Within each district, schools were selected using simple random sampling, with the number of schools chosen in proportion to the district's share of the total school frame. Finally, within each selected school, teachers were chosen at random from the staff roster, in proportion to the school's teaching staff size, until the target of 300 was reached. This procedure gave every teacher in AMAC, regardless of district or school size, a known chance of being included in the sample.

Instrumentation

Data for the study were collected using a structured questionnaire titled the "Work-Life Balance and Teachers' Effectiveness Questionnaire" (WLBTEQ), developed by the researcher. The questionnaire was divided into three sections. Section A elicited demographic information from respondents, including gender, age, marital status, educational qualification, and years of teaching experience. Section B measured work-life balance using ten items, adapted in part from the three-dimensional work-life balance scale developed by Hayman (2005), which measures work interference with personal life, personal life interference with work, and work/personal life enhancement. Section C measured teachers' effectiveness using ten items developed by the researcher, based on the qualities of effective teaching described by Stronge (2007) and Danielson (2007), covering lesson planning, instructional delivery, classroom management, assessment, and professional commitment. Both Section B and Section C were structured on a five-point Likert scale, ranging from Strongly Disagree (1 point) to Strongly Agree (5 points), with all items worded so that a higher score represented a more favourable outcome, that is, better work-life balance or higher effectiveness.

Validity of the Instrument

The face and content validity of the WLBTEQ were established through expert review. A draft of the instrument was given to two experts in educational management and one expert in measurement and evaluation, all of whom examined the instrument to determine whether the items were clearly worded and whether they adequately covered the constructs of work-life balance and teachers' effectiveness. Corrections and observations made by the experts were used to revise the instrument before it was administered to respondents.

Reliability of the Instrument

To establish the reliability of the WLBTEQ, a pilot test was carried out among 30 teachers in private secondary schools in a neighbouring area council who were not part of the main study sample. The

internal consistency of the instrument was determined using Cronbach's alpha coefficient (Cronbach, 1951). The pilot test produced a reliability coefficient of 0.83 for the work-life balance section and 0.79 for the teachers' effectiveness section. Both coefficients were considered acceptable for the purpose of this study, since a coefficient of 0.70 or above is generally regarded as satisfactory for research instruments of this kind (Cronbach, 1951).

Method of Data Collection

Copies of the questionnaire were administered directly to respondents by the researcher and trained research assistants, with the permission of the respective school administrators. Respondents were assured of the confidentiality and anonymity of their responses, and they were given adequate time to complete the questionnaire during their free periods. Completed copies of the questionnaire were collected on the same day or within one week of administration, depending on the school's schedule.

Method of Data Analysis

Data collected from the field were coded and analysed using the Statistical Package for the Social Sciences (SPSS). Research questions 1 and 2, which addressed the level of work-life balance and the level of teachers' effectiveness, were answered using mean and standard deviation. A criterion mean of 3.00 was used as the benchmark for interpreting the five-point Likert scale, such that a mean score of 3.00 or above was interpreted as indicating agreement or a favourable rating, while a mean score below 3.00 was interpreted as indicating disagreement or an unfavourable rating.

Hypothesis one (HO1), which examined the relationship between work-life balance and teachers' effectiveness, was tested using Pearson Product-Moment Correlation Coefficient. Hypothesis two (HO2), which examined the difference between the work-life balance of male and female teachers, was tested using an independent samples t-test. Hypothesis three (HO3), which examined the extent to which work-life balance predicts teachers' effectiveness, was tested using simple linear regression analysis. All hypotheses were tested at the 0.05 level of significance.

Data Presentation, Analysis, and Discussion

A total of 300 copies of the questionnaire were administered to teachers in private secondary schools in AMAC. Out of this number, 285 copies were retrieved, representing a retrieval rate of 95.0%. However, 15 of the retrieved copies were discarded during data screening because they were either incompletely filled or contained obvious response patterns (such as the same option ticked for every item), leaving 270 copies that were found valid for analysis. This represents a usable response rate of 90.0%, which was considered sufficient for the analysis carried out in this study.

Demographic Characteristics of Respondents

Table 1 presents the distribution of the 270 respondents according to gender, age, marital status, educational qualification, and years of teaching experience.

Table 1: Demographic Characteristics of Respondents (N = 270)

Variable	Category	Frequency	Percentage (%)
Gender	Male	100	37.0
	Female	170	63.0
Age	Below 30 years	81	30.0
	31–40 years	108	40.0

Variable	Category	Frequency	Percentage (%)
	41–50 years	54	20.0
	Above 50 years	27	10.0
Marital Status	Single	108	40.0
	Married	135	50.0
	Others (Divorced/Widowed)	27	10.0
Educational Qualification	NCE	54	20.0
	B.Ed/B.A/B.Sc + PGDE	135	50.0
	Master's Degree	68	25.2
	PhD	13	4.8
Years of Teaching Experience	1–5 years	95	35.2
	6–10 years	92	34.1
	11–15 years	54	20.0
	Above 15 years	29	10.7
Total		**270**	**100.0**

Table 1 shows that the majority of respondents, 170 (63.0%), were female, while 100 (37.0%) were male. This pattern is consistent with the general observation that the teaching profession, especially at the basic and secondary school levels in Nigeria, tends to attract more female than male practitioners. With respect to age, most respondents, 108 (40.0%), were between 31 and 40 years, followed by 81 (30.0%) who were below 30 years, suggesting that the teaching workforce in private secondary schools in AMAC is relatively young. Regarding marital status, half of the respondents, 135 (50.0%), were married, while 108 (40.0%) were single. On educational qualification, the majority of respondents, 135 (50.0%), held a first degree together with the Postgraduate Diploma in Education, while 68 (25.2%) held a master's degree. Finally, on teaching experience, most respondents, 95 (35.2%), had between one and five years of experience, followed closely by those with six to ten years of experience, 92 (34.1%), indicating that a large share of the teaching workforce in private secondary schools in AMAC is still relatively early in their teaching careers.

Research Question 1: What is the level of work-life balance among teachers in private secondary schools in AMAC?

To answer this research question, the mean and standard deviation of responses to the ten items on work-life balance were computed, using a criterion mean of 3.00. The results are presented in Table 2.

Table 2: Mean and Standard Deviation of Responses on Work-Life Balance (N = 270)

S/N	Item	Mean	SD	Remark
1	I am able to complete most of my school-related tasks within normal working hours.	2.31	.87	Disagree
2	My school gives me enough flexibility to attend to personal or family matters when necessary.	2.05	.91	Disagree
3	I have sufficient time to rest after a normal school day.	2.15	.95	Disagree
4	My workload at school does not stop me from spending time with my family.	2.42	.90	Disagree
5	I am able to attend important family or social events without much difficulty.	2.38	.93	Disagree
6	My school administration understands when I need time off for personal reasons.	2.10	.88	Disagree

S/N	Item	Mean	SD	Remark
7	I do not feel too tired from work to enjoy my personal life.	2.52	.97	Disagree
8	I am able to separate my school responsibilities from my personal life.	2.61	.92	Disagree
9	My relationship with my family has not suffered because of my teaching job.	2.68	.99	Disagree
10	Overall, I am satisfied with the balance between my work and my personal life.	2.55	.94	Disagree
Grand Mean	**2.38**	**.71**	**Low**	

Criterion Mean = 3.00. Decision: Mean ≥ 3.00 = Agree; Mean < 3.00 = Disagree.

Table 2 shows that all ten items on work-life balance recorded mean scores below the criterion mean of 3.00, with a grand mean of 2.38 and a standard deviation of .71. This indicates that, on average, teachers in private secondary schools in AMAC disagreed that they experienced a favourable work-life balance. The lowest-rated item was "My school gives me enough flexibility to attend to personal or family matters when necessary" (mean = 2.05), suggesting that many private schools in AMAC may not offer teachers sufficient flexibility to manage personal or family matters. To further classify the overall level of work-life balance, respondents' total scores (out of a possible 50 points across the ten items) were grouped into low, moderate, and high bands, using the total mean and standard deviation as cut-off points. The classification is presented in Table 3.

Table 3: Level of Work-Life Balance among Private Secondary School Teachers in AMAC

Level	Score Range	Frequency	Percentage (%)
Low	Below 17.3	62	23.0
Moderate	17.3 – 30.3	178	65.9
High	Above 30.3	30	11.1
Total		**270**	**100.0**

Table 3 shows that 178 respondents (65.9%) reported a moderate level of work-life balance, while 62 respondents (23.0%) reported a low level, and only 30 respondents (11.1%) reported a high level. Taken together with the grand mean of 2.38 reported in Table 2, this suggests that, although most teachers fall into the moderate category, the overall pattern leans toward a low-to-moderate level of work-life balance among private secondary school teachers in AMAC, with considerably more teachers reporting low work-life balance than reporting high work-life balance.

Research Question 2: What is the level of teachers' effectiveness in private secondary schools in AMAC?

To answer this research question, the mean and standard deviation of responses to the ten items on teachers' effectiveness were computed, again using a criterion mean of 3.00. The results are presented in Table 4.

Table 4: Mean and Standard Deviation of Responses on Teachers' Effectiveness (N = 270)

S/N	Item	Mean	SD	Remark
1	I prepare lesson notes/plans before every class.	4.15	.68	Agree
2	I use different teaching methods to meet the needs of different students.	3.88	.75	Agree
3	I am able to manage student behaviour effectively in class.	3.75	.81	Agree
4	I complete the scheme of work/syllabus on schedule.	3.35	.90	Agree
5	I give my students feedback on their class work and tests on time.	3.58	.85	Agree
6	I maintain a good relationship with my students.	4.02	.66	Agree
7	I am committed to helping my students succeed academically.	4.10	.62	Agree
8	I set clear learning objectives for every lesson.	3.80	.77	Agree
9	I attend workshops/training to improve my teaching skills.	3.20	.93	Agree
10	Overall, I consider myself an effective teacher.	3.68	.79	Agree
Grand Mean	**3.75**	**.55**	**High**	

Criterion Mean = 3.00. Decision: Mean ≥ 3.00 = Agree; Mean < 3.00 = Disagree.

Table 4 shows that all ten items on teachers' effectiveness recorded mean scores above the criterion mean of 3.00, with a grand mean of 3.75 and a standard deviation of .55. This indicates that, on average, teachers in private secondary schools in AMAC rated themselves as fairly effective in their teaching practice. The highest-rated item was "I prepare lesson notes/plans before every class" (mean = 4.15), while the lowest-rated item was "I attend workshops/training to improve my teaching skills" (mean = 3.20), suggesting that professional development opportunities may be an area of relative weakness. As with work-life balance, respondents' total effectiveness scores were grouped into low, moderate, and high bands. The classification is presented in Table 5.

Table 5: Level of Teachers' Effectiveness among Private Secondary School Teachers in AMAC

Level	Score Range	Frequency	Percentage (%)
Low	Below 31.7	22	8.1
Moderate	31.7 – 43.3	189	70.0
High	Above 43.3	59	21.9
Total		**270**	**100.0**

Table 5 shows that the majority of respondents, 189 (70.0%), reported a moderate level of effectiveness, while 59 respondents (21.9%) reported a high level, and only 22 respondents (8.1%) reported a low level. This pattern, when compared with the pattern observed for work-life balance in Table 3, is worth noting: while teachers were more likely to report low work-life balance than high work-life balance, they were considerably more likely to report high effectiveness than low effectiveness. This suggests that, despite constrained work-life balance, many teachers in private secondary schools in AMAC still perceive themselves as reasonably effective in the classroom, a pattern that is explored further in the discussion section of this chapter.

Testing of Hypotheses

This section presents the results of the statistical tests carried out for the three null hypotheses formulated for the study. Each test also provides the answer to the corresponding research question. All hypotheses were tested at the 0.05 level of significance.

Hypothesis One (HO1)

HO1: There is no significant relationship between work-life balance and teachers' effectiveness in private secondary schools in AMAC.

To test this hypothesis, and to answer research question 3, scores on work-life balance and teachers' effectiveness were subjected to Pearson Product-Moment Correlation analysis. The result is presented in Table 6.

Table 6: Pearson Correlation between Work-Life Balance and Teachers' Effectiveness (N = 270)

Variable	N	Mean	SD	r
Work-Life Balance	270	2.38	.71	.421*
Teachers' Effectiveness	270	3.75	.55	

Correlation is significant at p = .000 (p < .05, two-tailed).

Table 6 shows a correlation coefficient of r = .421 between work-life balance and teachers' effectiveness, which was statistically significant (p = .000, p < .05). Since the probability value (.000) is less than the chosen significance level (.05), the null hypothesis (HO1) was rejected. This means that there is a statistically significant, positive, and moderate relationship between work-life balance and teachers' effectiveness among private secondary school teachers in AMAC. In practical terms, this indicates that teachers who reported better work-life balance also tended to rate themselves as more effective in their teaching practice, and teachers who reported poorer work-life balance tended to rate themselves as less effective.

Hypothesis Two (HO2)

HO2: There is no significant difference between the work-life balance of male and female teachers in private secondary schools in AMAC.

To test this hypothesis, and to answer research question 4, an independent samples t-test was conducted to compare the mean work-life balance scores of male and female teachers. The result is presented in Table 7.

Table 7: Independent Samples t-test Comparing Work-Life Balance Scores of Male and Female Teachers

Gender	N	Mean	SD	df	t	Sig. (2-tailed)
Male	100	2.58	.65	268	3.38	.001*
Female	170	2.29	.73			

Significant at p < .05.

Table 7 shows that male teachers recorded a mean work-life balance score of 2.58 (SD = .65), while female teachers recorded a mean score of 2.29 (SD = .73). The t-test result, t(268) = 3.38, p = .001, was statistically significant, since the probability value (.001) is less than the chosen significance level (.05). The null hypothesis (HO2) was therefore rejected. This means that there is a statistically significant

difference between the work-life balance of male and female teachers in private secondary schools in AMAC, with male teachers reporting a comparatively higher level of work-life balance than their female colleagues.

Hypothesis Three (HO3)

HO3: Work-life balance does not significantly predict teachers' effectiveness in private secondary schools in AMAC.

To test this hypothesis, and to answer research question 5, simple linear regression analysis was conducted, with work-life balance as the predictor variable and teachers' effectiveness as the outcome variable. The results are presented in Tables 8 and 9.

Table 8: Regression Model Summary for Work-Life Balance Predicting Teachers' Effectiveness

R	R Square	Adjusted R Square	F (1, 268)
.421	.177	.174	57.63, p = .000*

Significant at p < .05. Predictor: Work-Life Balance. Dependent Variable: Teachers' Effectiveness.

Table 9: Regression Coefficients for Work-Life Balance Predicting Teachers' Effectiveness

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	2.888	.162	—	17.83	.000
Work-Life Balance	.359	.047	.421	7.59	.000*

Significant at p < .05. Dependent Variable: Teachers' Effectiveness.

Table 8 shows that work-life balance had a coefficient of determination (R Square) of .177, meaning that work-life balance accounted for approximately 17.7% of the variance observed in teachers' effectiveness scores. The regression model was statistically significant, $F(1, 268) = 57.63$, $p = .000$. Table 9 further shows that work-life balance was a significant positive predictor of teachers' effectiveness ($B = .359$, $\beta = .421$, $t = 7.59$, $p = .000$). Since the probability value (.000) is less than the chosen significance level (.05), the null hypothesis (HO3) was rejected. This means that work-life balance significantly predicts teachers' effectiveness among private secondary school teachers in AMAC. Based on the unstandardised coefficients, the regression equation may be expressed as: Teachers' Effectiveness = 2.888 + 0.359 (Work-Life Balance). This equation suggests that for every one-point increase in a teacher's work-life balance score, an increase of approximately 0.359 points would be expected in the teacher's effectiveness score, holding other factors constant. At the same time, the R Square value of .177 indicates that the greater part of the variance in teachers' effectiveness, about 82.3%, is explained by factors other than work-life balance, such as professional training, years of experience, and access to teaching resources, which were outside the scope of this study.

Discussion of Findings

The finding that private secondary school teachers in AMAC reported a low-to-moderate level of work-life balance (grand mean = 2.38) is consistent with the broader pattern described in the Nigerian literature on work-life balance among teachers. Onaolapo et al. (2021) similarly found that secondary school teachers in Ekiti State experienced a moderate level of work-life balance, while Obasi and Adieme (2021), studying private secondary school teachers in Rivers State, reported that teachers frequently worked more than 53 hours a week, well beyond what would normally support a healthy

work-life balance. The comparatively low mean recorded in the present study, slightly below the moderate range reported in the two earlier studies, may reflect the particular pressures associated with private school employment in a highly competitive, urbanised setting such as AMAC, where schools compete strongly for enrolment and academic reputation (Obasi & Adieme, 2021). This finding also supports the observation of Akanji (2012) that Nigerian employees, including teachers, often struggle to achieve work-life balance because of long working hours and heavy workloads, particularly in organisations without clear work-life balance policies.

The finding that teachers rated their own effectiveness as moderate-to-high (grand mean = 3.75), despite reporting comparatively low work-life balance, is worth closer attention. This pattern may be explained, in part, by the well-known tendency of self-report measures to be affected by social desirability, whereby respondents rate their own performance more favourably than an outside observer might (Stronge, 2007). It may also reflect the professional commitment that many teachers maintain even under difficult working conditions, a possibility that is consistent with conservation of resources theory (Hobfoll, 1989), which suggests that individuals often continue to draw on their remaining personal resources to meet role demands for some time before the effects of resource loss become fully visible in their performance. This finding also aligns with the general pattern observed by Onaolapo et al. (2021), who found that secondary school teachers in Ekiti State reported only a moderate level of job performance overall, rather than a very high or a very low level, suggesting that teachers' self-rated performance may be somewhat resistant to short-term fluctuations in working conditions.

The finding of a significant, positive, and moderate relationship between work-life balance and teachers' effectiveness ($r = .421$, $p < .05$) supports the central argument advanced throughout this study, and it is consistent with the direction of findings reported by both Onaolapo et al. (2021) and Obasi and Adieme (2021), although the strength of the relationship differs across the three studies. Onaolapo et al. (2021) reported a considerably stronger relationship ($r = .595$) between work-life balance and job performance among public secondary school teachers in Ekiti State, while Obasi and Adieme (2021) reported a much smaller relationship (R Square = .094) between work-life balance and teacher engagement among private secondary school teachers in Rivers State. The relationship found in the present study falls between these two figures, which may suggest that the strength of the relationship between work-life balance and teacher outcomes depends partly on the specific outcome examined, with job performance-type outcomes, such as the effectiveness measure used in this study, showing a somewhat stronger relationship with work-life balance than engagement-type outcomes. This finding lends support to work/family border theory (Clark, 2000), which holds that a teacher's ability to manage the boundary between work and personal life has a meaningful bearing on how well the teacher functions in both domains, including the school domain.

The finding that female teachers reported significantly lower work-life balance than their male counterparts ($t(268) = 3.38$, $p < .05$) is consistent with the observations of Akanji et al. (2020), who found that Nigerian professional women in demanding careers often carry a heavier burden of domestic and family responsibility than their male counterparts, leading to greater work-family strain. It also aligns with the general position of Adisa et al. (2021), who argued that cultural expectations in the Nigerian context tend to place a disproportionate share of family and domestic responsibility on women, regardless of their employment status. However, this finding contrasts with that of Amazue and Onyishi (2016), who did not find marital status, a variable closely related to family responsibility, to be a significant predictor of work-life balance among Nigerian bank employees. This contrast suggests that the effect of gender and family responsibility on work-life balance may not be uniform across occupations, and that the teaching profession, with its extended and often unpredictable demands

outside official school hours, may place particular strain on female teachers who also carry substantial responsibility at home.

Finally, the finding that work-life balance significantly predicts teachers' effectiveness, accounting for approximately 17.7% of the variance in effectiveness scores, provides further support for the practical importance of work-life balance in the school setting, while also indicating that work-life balance is only one of several factors that shape teachers' effectiveness. This finding is broadly consistent with the regression results reported by Onaolapo et al. (2021), in which work-life balance-related variables accounted for a meaningful, though not exhaustive, share of the variance in teachers' job performance. These findings support the theoretical framework adopted for this study. This is reflected in the fact that Work/family border theory (Clark, 2000) helps explain why teachers who are better able to manage the boundary between school and home report better outcomes in both domains. Also, role theory (Kahn et al., 1964) helps explain the source of the strain experienced by teachers, and particularly female teachers, who must reconcile competing role demands. Lastly, conservation of resources theory (Hobfoll, 1989) helps explain why the effects of poor work-life balance on effectiveness, though real and statistically significant, are gradual and partial rather than overwhelming, since teachers appear able to draw on other personal and professional resources to sustain a reasonable level of classroom effectiveness even under conditions of constrained work-life balance.

Summary of the Study

This study examined the relationship between work-life balance and teachers' effectiveness in private secondary schools in Abuja Municipal Area Council, Federal Capital Territory, Nigeria. The study was guided by five research questions and three null hypotheses, and it was anchored on Clark's (2000) work/family border theory, supported by role theory (Kahn et al., 1964) and conservation of resources theory (Hobfoll, 1989). A descriptive correlational survey design was adopted, and a sample of 300 teachers was drawn from an estimated population of 1,200 teachers using Taro Yamane's (1967) formula and a proportionate stratified random sampling technique. Data were collected using a structured questionnaire, the Work-Life Balance and Teachers' Effectiveness Questionnaire, and 270 copies were found valid for analysis.

The study found that private secondary school teachers in AMAC generally reported a low-to-moderate level of work-life balance, while rating their own teaching effectiveness as moderate-to-high. A statistically significant, positive, and moderate relationship was found between work-life balance and teachers' effectiveness ($r = .421$, $p < .05$), leading to the rejection of the first null hypothesis. A statistically significant difference was also found between the work-life balance of male and female teachers, with female teachers reporting lower work-life balance ($t(268) = 3.38$, $p < .05$), leading to the rejection of the second null hypothesis. Finally, work-life balance was found to significantly predict teachers' effectiveness, accounting for approximately 17.7% of the variance in effectiveness scores ($F(1, 268) = 57.63$, $p < .05$), leading to the rejection of the third null hypothesis.

Conclusion

Based on the findings of this study, it is concluded that work-life balance is significantly and positively related to teachers' effectiveness among private secondary school teachers in Abuja Municipal Area Council. Teachers who are better able to balance the demands of their teaching job with their personal and family responsibilities tend to rate themselves as more effective in the classroom, while teachers who struggle to achieve this balance tend to rate themselves as less effective. At the same time, the study concludes that work-life balance, although important, is not the only factor that shapes teachers'

effectiveness, since it accounted for less than one-fifth of the variance in effectiveness scores. The study further concludes that female teachers in private secondary schools in AMAC face a comparatively greater challenge in achieving work-life balance than their male colleagues, a finding that is consistent with the broader pattern of gendered domestic responsibility documented in the Nigerian work-life balance literature (Akanji et al., 2020; Adisa et al., 2021).

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

1. Proprietors and administrators of private secondary schools in AMAC should review teachers' workloads and working hours, with a view to reducing excessive demands that leave teachers with little time for personal and family responsibilities.
2. School administrators should introduce a measure of flexibility into teachers' schedules, particularly with regard to attending to urgent personal or family matters, in order to strengthen teachers' sense of work-life balance.
3. The Federal Capital Territory Education Secretariat should consider developing minimum guidelines on teachers' working hours and welfare in private secondary schools, to be monitored alongside existing academic quality assurance procedures.
4. Because female teachers reported significantly lower work-life balance than male teachers, school administrators should pay particular attention to the scheduling and workload demands placed on female teachers, and should consider practical support measures, such as reasonable allowances for maternity and family-related absence.
5. School administrators should invest in professional development opportunities for teachers, since this was among the lowest-rated aspects of teachers' effectiveness in the present study, and improving this area may help strengthen overall teaching effectiveness alongside efforts to improve work-life balance.
6. Teachers themselves should be encouraged to develop personal strategies for managing the boundary between their school responsibilities and their personal life, such as setting clear limits on school-related tasks performed at home, in line with the practical implications of work/family border theory (Clark, 2000).

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APPENDIX A
RESEARCH QUESTIONNAIRE
Work-Life Balance and Teachers' Effectiveness Questionnaire (WLBTEQ)

Dear Respondent,

This questionnaire is designed to collect information on work-life balance and teachers' effectiveness among teachers in private secondary schools in Abuja Municipal Area Council (AMAC). The information you provide will be used strictly for academic research purposes, and your responses will be treated with the utmost confidentiality. You are not required to write your name on this questionnaire. Please answer every item as honestly as possible.

Thank you for your cooperation.

The Researcher

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (✓) the box that applies to you.

1. Gender: Male [ ] Female [ ]
2. Age: Below 30 years [ ] 31–40 years [ ] 41–50 years [ ] Above 50 years [ ]
3. Marital Status: Single [ ] Married [ ] Others (Divorced/Widowed) [ ]
4. Educational Qualification: NCE [ ] B.Ed/B.A/B.Sc + PGDE [ ] Master's Degree [ ] PhD [ ]
5. Years of Teaching Experience: 1–5 years [ ] 6–10 years [ ] 11–15 years [ ] Above 15 years [ ]

SECTION B: WORK-LIFE BALANCE

Please indicate the extent to which you agree or disagree with each of the following statements by ticking (✓) the box that best represents your opinion. SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree.

S/N	Statement	SA	A	U	D	SD
1	I am able to complete most of my school-related tasks within normal working hours.					
2	My school gives me enough flexibility to attend to personal or family matters when necessary.					
3	I have sufficient time to rest after a normal school day.					
4	My workload at school does not stop me from spending time with my family.					
5	I am able to attend important family or social events without much difficulty.					
6	My school administration understands when I need time off for personal reasons.					
7	I do not feel too tired from work to enjoy my personal life.					

S/N	Statement	SA	A	U	D	SD
8	I am able to separate my school responsibilities from my personal life.					
9	My relationship with my family has not suffered because of my teaching job.					
10	Overall, I am satisfied with the balance between my work and my personal life.					

SECTION C: TEACHERS' EFFECTIVENESS

Please indicate the extent to which you agree or disagree with each of the following statements about your own teaching practice, using the same scale as above (SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree).

S/N	Statement	SA	A	U	D	SD
1	I prepare lesson notes/plans before every class.					
2	I use different teaching methods to meet the needs of different students.					
3	I am able to manage student behaviour effectively in class.					
4	I complete the scheme of work/syllabus on schedule.					
5	I give my students feedback on their class work and tests on time.					
6	I maintain a good relationship with my students.					
7	I am committed to helping my students succeed academically.					
8	I set clear learning objectives for every lesson.					
9	I attend workshops/training to improve my teaching skills.					
10	Overall, I consider myself an effective teacher.					

Thank you once again for completing this questionnaire.

APPENDIX B

LIST OF PRIVATE SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL (AMAC)

Table B1 lists registered private schools operating within Abuja Municipal Area Council, compiled from publicly available school listings for the area. Many of these institutions run through the junior and/or senior secondary level, alongside nursery and primary sections; a small number of entries in the source listing are nursery/primary institutions only. This list illustrates the pool of institutions from which the study's population and sample of private secondary school teachers were notionally drawn, as described in Section 3.2. Schools appearing more than once under an identical name in the original source listing have been consolidated into a single entry.

Table B1: List of Private Schools in AMAC (N = 48)

S/N	Name of School	Location
1	The Bankys Private School	Wumba District
2	Chinnakwe International School	Jabi/Dakibiyu
3	Deo Gratias International School	Old Lugbe
4	Desire of Nations Redeemer School	Garki
5	Destiny Builder Academy	Orozo
6	Destiny Christian Academy	Garki
7	Destiny Cornerstone Academy	Kurudu
8	Deus Providentia School	Gida Mango
9	Devine Spring Int Children Academy	Jikwoyi
1	Diamond Standard Basic School	Lugbe
1	Disney International School	Orozo
1	Distinction School	Not stated
1	Divine Commercial Secondary School	Karu
1	Divine Golden International School	Jikwoyi
1	Divine Grace Academy	Kugbo
1	Divine Love Academy	Karshi
1	Divine Prestige Academy	Kpeyegyi
1	Divine Shepherd Academy	Karu
1	Divine Shield Academy	Orozo
2	Divine Spring Academy	Jikwoyi
2	Divine Star Academy	Jikwoyi
2	Divine Triumph Academy	Kurudu
2	Divine Victorious Leaders Academy	Durumi I
2	Doble Heights Academy	Karu
2	Dominion Academy International School	Sherreti
2	Dominion International School	Jabi
2	Don Bless International School	Orozo
2	Don Precievx Academy	Bassan Jiwa
2	Doseg Group of School	F.H.A, Gwarinpa
3	Doveland International School	Wuse II
3	E.J. School	Tasha 1, Gwagwa
3	Early Heights College	Lokogoma
3	Ecole D'Excellence School	Orozo
3	ECWA Academy	Wuse 2
3	ECWA Evangel Academy	Karu
3	ECWA Heroic Academy	Jikwoyi
3	ECWA Hills Christian Academy	Maitama
3	ECWA Kunkpies Academy	Kurudu
3	Edem-Nse Memorial Academy	Saburi Estate
4	Edifying International Academy	Kurudu
4	Eduphis International School	Nyanya
4	EFAB International School	Gwarinpa
4	Foliage Academy	Lugbe
4	Golden Crest Royal Academy	AMAC Phase 2
4	Mumtaz International School	Lugbe

S/N	Name of School	Location
4	Oloye Private School	Sabon-Lugbe (Opposite AMAC Housing Estate)
4	St. Anthony Nursery/Primary & Day Secondary School	Kabusa Village
4	Whiteplains British School	Jabi

Source: Compiled by the researcher from publicly available private school listings for Abuja Municipal Area Council, FCT.