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Work-Life Balance and Job Security Practices as Correlates of Teachers' Job Performance in Private Secondary Schools in Anambra State

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Abstract

The study investigated work-life balance and job security practices as correlates of teachers' job performance in private secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlational research design was used in carrying out the study. The population of the study consisted of 2,754 teachers in the 686 private secondary schools in Anambra State, Nigeria. A sample size of 826 teachers was drawn for the study using proportionate stratified random sampling technique. Three set of instruments titled "Work-Life Balance Practices Questionnaire (WLBPQ)"; "Job Security Questionnaire (JSQ)" and "Teachers' Job Performance Questionnaire" were used for data collection. The instruments were subjected to face validation by three experts, two in the Department of Educational Management and Policy, and a specialist in Measurement and Evaluation all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded overall coefficient of 0.81 for WLBPQ, 0.77 for JSQ and 0.83 for TJPQ. The researcher together with three research assistants administered copies of the questionnaires directly to the respondents and a 99 return rate of the instruments was recorded. Data were analyzed using Pearson Product Moment Correlation to answer the research questions and test the hypotheses. The findings of the study revealed among others that there was strong and significant relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State. It was also reported that there was strong and significant relationship between job security practices and teachers' job performance in private secondary schools in Anambra State. Based on the findings, it was recommended among others that Management of private schools should offer flexible work arrangements, fair workload and vocation to teachers to help them build a healthier work-life balance for improving their job performance.

Keywords: Work-Life Balance, Job Security, Practices, Teachers, Job Performance

Introduction

The progress and development of any nation is strongly tied to the quality of the education system which train and supply skilled workforce that engage in productive activities in the society. A greater proportion of well-educated population in a nation are capable of creating employment opportunities, reducing poverty, strengthening economic activities and making meaningful contributions to governance. Eziamaka *et al.* (2025) ^[5] asserted that education is fundamental to both individual and societal development, serving as the cornerstone for human progress, social transformation, and economic growth. Through education, individuals can acquire knowledge, skills and values that enable them to navigate life's challenges and contribute meaningfully to their communities' advancement.

Okafor, Ughamadu and Maduili (2025) ^[12] asserted that a comprehensive view into the Nigerian educational system shows that, it is systematically structured into pre-primary, basic, secondary and tertiary education. The intermediate between basic and tertiary education is secondary education. Secondary education is the learning opportunities offered to students after basic education to equip them with skills and knowledge for preparation of future endeavours, further educational pursuit in higher institutions and making meaningful contributions toward overall societal progress. Secondary education consolidates the foundation lays by basic education to help foster intellectual development, cultivates critical thinking, improve culture of inquiry and enhance creativity among students. One of the prerequisites for good learning outcome and successful secondary education is the teachers' job performance. To buttress this, Okafor and Enemu (2024) ^[5] pointed out that the quality of secondary education and the learning outcomes of students is influenced by the quality and job performance of teachers. Teachers' job performance is the utilization of available resources in discharging duties to achieve set educational goals and objectives. Okafor *et al* (2025) ^[5] described teachers' job performance as the actions and work activities carried out by members of teaching staff to achieve set educational goals. Job performance is the process of executing tasks assigned to members of teaching staff at a given period. Teachers' job performance is the act of discharging instructional and other official duties in accordance to specified expectations and standards at a given period. Nnebedum, Amobi and Obionu (2024) ^[8] defined teachers' job performance as the act of carrying out tasks in accordance with the work description to achieve predetermined goals. Furthermore, Nnebedum *et al.* maintained that teachers' job performance is work-related activities undertaken by members of teaching staff to achieve predetermined goals. Teachers' job performance is the attitude and behaviour exhibited by teaching staff in carrying out their official duties in secondary schools. Teachers' job performance could be assessed based on subjective analyzing of information gathered from work activities discharged by members of teaching staff in educational institutions. Terzungwe, Amichi and Andokie (2024) ^[16] noted that teachers' job performance could be assessed through their participation in decision making, lesson plan, curriculum implementation, students' discipline, participation in co-curricular activities among others. Enwezor, Nnebedum and Amobi (2025) ^[2] asserted that teachers' job performance could be assessed through their lesson preparation, instructional delivery, use of appropriate teaching materials, classroom management, coverage of scheme of work, engagement in continuous assessment of learners, participation in school functions, involvement in co-curricular activities, administering and marking of homework given to students, cleanliness of classroom and grading of students in tests and examinations and learning outcomes among others. The job performance of teachers has been encouraging in areas of punctuality to work, attending classes to deliver instruction, provision of support to students, developing detailed lesson notes and collaborating with colleagues to improve teaching in private secondary schools in Anambra State. However, there are some areas that the job performance of teachers tends to be below specified expectations and standards in private secondary schools in Anambra State.

Okafor, Ughamadu and Enwezor (2025) ^[12] noted that teachers' job satisfaction and performance is below expectation in some areas as manifested in disloyalty, insensitive to students' discipline, non-chalant to school extra-curricular activities, voluntary turnover, and in fact, overall poor service delivery in secondary schools in Anambra State. Some teachers deliver instructions without taking into consideration of learning needs of students, exhibit poor understanding of their subject matters, present lessons in disorganized classroom and disengage from certain events in public secondary schools in Anambra State. Teachers' job performance is affected by demanding work environment of some private secondary schools which influence their work-life balance.

Work-life balance is concerned with maintaining a match between professional obligations and personal lives of workforce of an organization. Work-life balance is defined by Obasi and Adieme (2021) ^[9], as the initiatives that both the organization and the employees take in ensuring that members of staff balance what they do at their workplace with their personal concerns in order to satisfy their personal needs as well as the demands of the organization. Work-life balance can likely reduce stress, improve job retention, enhance motivation and job performance of teachers. According to Udoh, Jack and Nwogu (2024) ^[19], work-life balance is the state where a person chooses to equally prioritize the demands of work and career and the demands of their personal life. Furthermore, Udoh *et al.* asserted that maintaining a harmonious work-life balance can be challenging, as individuals strive to find a means of achieving happiness and contentment without compromising either aspect of their lives. However, work-life balance practices are one of the ways to strike a balance between work and personal life.

Work-life balance practices are activities and supports provided to members of staff to ensure that they meet their official, personal and family needs. Yahya and Azeez (2024) ^[20] maintained that work-life balance practices are strategies and policies implemented by organizations to help employees manage their work and personal responsibilities effectively. Work-life balance practices are policies and procedures that guide teachers in carryout their duties in a way not interfere with their personal lives. It involves managing work and personal duties to satisfy both workforce and organizational needs. According to Obasi and Adieme (2021) ^[9], work-life balance is a human resource practice that enables employees to prioritize and harmonize their organisational work and personal life roles in order to ensure wellness. Epelle, Uzakah and Epelle (2025) ^[1] listed work-life balance practices as follow: co-worker support, leave policies, organizational culture and workload management, Work-life balance practices also include work autonomy, flexible working hours, time management, counseling, fair workload, provision of ample vacation, paid maternity and study leaves. Job security is the absence of fear of losing one's current job in an organization. Olobia (2023) ^[13] noted that job security is the stability and assurance that individuals have regarding their employment and the stability of their income. Olobia added that it encompasses various factors, including the availability of employment opportunities, protection against job loss and the ability to meet financial obligations. Udeobasi (2018) ^[18] asserted that job security means that an employee cannot be dismissed from the job arbitrarily. Udeobasi added that an employee would be more committed

to his/her job and the organization, if he or she feels secure. It is the possibility of remaining employed in an organization until one decides to leave the job. Ezinine and Okekeocha (2021) ^[4] defined job security as expectation or assurance of continuity of a job in future without any form of threat of sack, payoff or early retirement. Furthermore, Ezinine and Okekeocha maintained that job security ensures that teachers were not laid off, paid off or subjected to early retirement in private secondary schools. Job security is the protection from premature employment termination, compulsory retirement, lay-off and sack from place of work. In the same vein, Oroye-Okpoudhu (2019) ^[15] noted job security would eliminate fear of losing one's job, bring about satisfaction and consequently, might increase work performance. Ndulue (2024) ^[7] noted that when employees become confident that their jobs are secured, protected and cannot be dismissed arbitrarily, their attitude to work will improve.

Teachers face job security challenges in private secondary schools in Anambra State. Private schools rely on tuition fees to pay the salaries of teachers. The private schools which experience declining enrollment might be financial incapacitated to pay the salaries of staff and this put teachers at risk of losing their job. Teachers whose job performance is below expectations could be dismissed without fair hearings by directors of private secondary schools in Anambra State. Work-life balance is complicated by excessive workload, rigid work arrangements, absence of leave policies and managerial supports of teachers in private secondary schools in Anambra State. The failure of teachers to maintain work-life balance has contributed to chronic stress, anxiety, depression and burnout that could adversely affect their job performance. It is against this backdrop that the study investigated work-life balance and job security practices as correlates of teachers' job performance in private secondary schools in Anambra State.

Purpose of the study

The purpose of the study was to investigate work-life balance and job security practices as correlates of teachers' job performance in private secondary schools in Anambra State. Specifically, the study sought to find out:

1. Relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State.
2. Relationship between job security practices and teachers' job performance in private secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State?
2. What is the relationship between job security practices and teachers' job performance in private secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between work-life

balance practices and teachers' job performance in private secondary schools in Anambra State.

2. There is no significant relationship between job security practices and teachers' job performance in private secondary schools in Anambra State.

Method

A correlational research design was adopted for this study. The population of the study comprised 2,754 teachers in 686 private secondary schools in Anambra State, Nigeria. The sample size for this study consisted of 826 teachers drawn using proportionate stratified random sampling technique. Three set of instruments titled "Work-Life Balance Practices Questionnaire (WLB PQ)", "Job Security Questionnaire (JSQ)" and "Teachers' Job Performance Questionnaire" were used for data collection. WLB PQ contained 12 items, JSQ had eight items and TJPQ contained 18 items. The three sets of instrument (WLB PQ, JSQ and TJPQ) were structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The face validation of the instruments was determined by three experts from Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to produce the final edition of the instruments. The reliability of the instruments was ascertained through single administration of copies of WLB PQ, JSQ and TJPQ administered to 30 teachers from public secondary schools in Enugu State, which was outside the area of study. Data collected were analyzed using Cronbach alpha which yielded coefficient of 0.81 for WLB PQ, 0.77 for JSQ and 0.83 for TJPQ.

The researchers with the help of three research assistants who are secondary school teachers in Delta state used direct approach for data collection. A total of 826 copies of the instruments were distributed and 817 were properly filled and successfully retrieved indicating 99% percent return rate. At the end of the exercise, copies of the questionnaire that are properly completed and retrieved were used for data analysis. Data were analyzed using Pearson Product Moment Correlation to answer the research questions and test the hypotheses. For the research questions the coefficient r and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018) [], as follows

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .99	Very strong correlation
1.00	Perfect

For decision on the hypotheses, if p -value is equal to or less than level of significant value of 0.05, the null hypothesis was rejected, but if p -value is greater than level of significant value of 0.05, the null hypotheses was not rejected.

Results

Research Question 1: What is the relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State?

Table 1: The Summary of Pearson r on Relationship between Work-Life Balance Practices and Teachers' Job Performance

Variables	N	Work-Life Balance Practices	Teachers' Job Performance	Remarks
Work-Life Balance Practices	817	1.00	.769	Strong
Teachers' Job Performance	817	.769	1.00	

Table 1 showed that Pearson's correlation coefficient (r) is 0.769. This shows that there was strong relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State.

Research Question 2: What is the relationship between job security practices and teachers' job performance in private secondary schools in Anambra State?

Table 2: The Summary of Pearson r on Relationship between Job Security Practices and Teachers' Job Performance

Variables	N	Job Security Practices	Teachers' Job Performance	Remarks
Job Security Practices	817	1.00	.784	Strong
Teachers' Job Performance	817	.784	1.00	

As shown in Table 2, Pearson's correlation coefficient (r) is 0.784. This shows that there was strong relationship between job security practices and teachers' job performance in private secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State.

Table 3: The Summary of Pearson (p -value) on Relationship between Work-Life Balance Practices and Teachers' Job Performance

Variables	N	Work-Life Balance Practices	Teachers' Job Performance	P-value	∞	Remarks
Work-Life Balance Practices	817	1.00	.769	.000	.05	Rejected
Teachers' Job Performance	817	.769	1.00			

The result presented in Table 3 revealed that the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between work-life balance practices and teachers' job performance in

private secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between job security practices and teachers' job performance in private secondary schools in Anambra State.

Table 4: The Summary of Pearson (p -value) on Relationship between Job Security Practices and Teachers' Job Performance

Variables	N	Job Security Practices	Teachers' Job Performance	P-value	∞	Remarks
Job Security Practices	817	1.00	.784	.000	.05	Rejected
Teachers' Job Performance	817	.784	1.00			

Table 4 indicated that the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between job security practices and teachers' job performance in private secondary schools in Anambra State.

Discussion

The finding of the study revealed that there was strong relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State. This agreed with the finding of Thevanes and Mangaleswaran (2018) ^[17] which revealed that work-life balance practices had strong positive relationship with job performance of employees. This finding also supported that of Essien, Baridam and Brownson (2023) ^[3] which revealed that work-life balance practices had strong positive relationship with organizational performance. The agreement between the findings could be attributed to the fact that work-life balance practice create supportive and flexible atmosphere that could improve teaches' job performance in any organization. The possible explanation for the finding is that work-life balance practices are means of supporting teachers which motivate them to work hard and strongly improve their job performance in private secondary schools in Anambra State. It is through work-life balance practices

that managers of private secondary schools show that they value the well-being of staff in which teachers reciprocate through exhibiting strong job performance. It was also found that there is significant relationship between work-life balance practices and teachers' job performance in private secondary schools in Anambra State. This agreed with the finding of Essien, Baridam and Brownson (2023) ^[3] which revealed that work-life balance had significant relationship with organizational performance. This refuted the finding of Ndife (2020) ^[6] which indicated that there was no significant relationship between work-life balance and employees' job performance. The difference in time span could contribute to the disagreement between the findings. The healthy and productive work atmosphere created by work-life balance practices could account for the significant relationship with teachers' job performance in private secondary schools in Anambra State.

The result of the study indicated that there was strong relationship between job security practices and teachers' job performance in private secondary schools in Anambra State. This affirmed the finding of Ongom and Kyokunda (2023) ^[14] which revealed that there was a strong positive relationship between job security and employee performance of employees. The finding could be explained by the fact that job security provides financial stability to teachers which encourage them to focus in discharging their duties to

strongly improve their teachers' job performance in private secondary schools in Anambra State. Teachers who have a strong sense of job security feel valued and develop positive work attitude that contribute to the strong relationship with their job performance in private secondary schools in Anambra State. Further result indicated that there is significant relationship between job security practices and teachers' job performance in private secondary schools in Anambra State. This upheld the finding of Ongom and Kyokunda (2023) ^[14] which revealed that there was a significant relationship between job security and employee performance of employees. Teachers who are assured of job security concentrate on discharging their duties to attain high-quality results which could be responsible for the strong relationship with their job performance in private secondary schools in Anambra State.

Conclusion

Based on the findings, it was concluded that work-life balance and job security practices are positive and significant correlates of teachers' job performance in private secondary schools in Anambra State. Work-life balance and job security create healthy environment which motivate teachers to improve their job performance. Teachers who are provided with work-life balance and job security feel valued and supported which reduce work stress and anxiety and thereby enable them concentrate to improve their job performance in private secondary schools in Anambra State.

Recommendations

Based on the findings, it was recommended among others that:

1. Management of private schools should offer flexible work arrangements, fair workload and vocation to teachers to help them build a healthier work-life balance for improving their job performance.
2. Ministry of Education should a policy that prohibits directors of all registered private schools from unjust termination of employment, layoffs or replacement of teachers to improve job security and job performance.

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