# Work-life balance practices: Rethinking teachers' job performance in Nigeria secondary schools

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**Abstract**
The relationship between work-life balance and job performance among secondary school teachers in Ekiti State was investigated in this study. For this analysis, a survey-type descriptive research design was used. A multistage sampling protocol was used to select 720 teachers and 72 principals from 72 public secondary schools in Ekiti State, using simple random and stratified random sampling techniques. This research used two sets of standardized questionnaires: the "Work-Life Balance Questionnaire (WLBQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)." Pearson Product Moment Correlation statistics were used to analyze the data. The findings revealed that secondary school teachers in Ekiti State had a moderate degree of work-life balance and job efficiency. Work-life balance and job output had a significant relationship (r=0.595) at p0.05. Work-family tension, workload and job performance all showed a strong negative relationship. Work-life balance variables had a significant impact on teachers' job performance, according to the study.

**Key words:** work-life balance, workload, work-family tension, teachers, job performance

## Introduction
Education globally can be seen as the potential to unlock personal and national attributes for the development of a nation (Olajiga & Onaolapo, 2019). The increasing awareness of the essence of education to a nation's development has made a nation to invest heavily in the education sector towards delivering a quality education to the citizens. Secondary education is the type of education that a child receives after primary school; it is a middle system that occurs before tertiary education. The general objectives of education, according to the FRN (2014), are to train students for vocational learning and higher education in order to develop human capital for industries.

     According to Ibukun (2004), any educational institution's success or failure is always measured by

the quality of its instructors. Teachers must have the required expertise and abilities to perform their duties professionally in the classroom in order for a country's education sector to thrive. According to Akindutire & Ekundayo (2010), a teacher has the duty of instilling values in students. Teaching and learning are impossible to achieve without the presence of an instructor, who is an individual who guides, directs, and imparts information. A teacher is someone who assists students in the classroom while also serving in the family, religious environment, and as a successful community member.

The global concern among educators around the world is how to balance work and family life. Drawing upon acceptable practices worldwide, the International Labor Organization (ILO) GB.3212/POL14, 2011 states that work-life balance policies across are lagging in mid and low-income countries. Africa is no exemption, as she also experiences lack of work-life balance practices. As the immediate context in this study, Nigeria is not excluded from the standard practices of the Work-Life balance, and lagging from appropriate policies (Akanji, 2012). Education, especially the secondary level, is not exempted from the problem of WLB practices as teachers witness various conflicting roles and workload issues (Ojo, Salau, and Falola, 2014). The conflicting areas, especially between the teachers' work-life, are the primary concern in Nigeria secondary school.

Teachers' poor job performance in Nigerian secondary schools can be traced back to their work-life balance. Absenteeism, tardiness to school, erratic movement from duty post, and failure in the two major examinations in 2020, are all symptoms of the problem. This points to the school's poor teacher results. According to Adetula, 2005; Adeyemi, 2004, teachers engage in certain unprofessional and unwholesome activities in the form of ill-discipline, which has an impact on students' overall academic results.

Work-life balance is important. Manages a variety of activities at work, at home, and in other aspects of life.Work-life balance, according to Nwagbara (2020), is upholding evenness amid work and home roles. Work-life balance is defined as having enough time for personal interests such as social/community work, sports, hobbies, and personal interests, according to Doherty and Manfredi (2006). Work-life balance activities have become a problem, but they are critical to the growth of schools and the success of teachers. For example, in Nigeria, teachers retire without being replaced, some teachers are laid off due to the country's current economic condition, and the remaining teachers bear the brunt of the workload.

However, this implies that teachers devote more time to their jobs and less time to other important facets of their lives, resulting in a work-life gap of negative implications for both teachers and schools. Many work-related issues have arisen as a result, including sickness, fatigue, and tension between their positions as students, parents, and family members. The management's top priority is to minimise and, if possible, prevent conflict between the worlds of work and non-work in order to uphold a healthy equilibrium between the work and home lives of teachers. Teachers are under pressure in this regard as a result of changes in the workplace, the adoption of information technology, and increasing workloads. According to Crooker, Smith, and Tabak (2002), if work-life balance is not upholded, teachers' quality of life will suffer. This means that teachers must help to revitalise the economy by disseminating knowledge and information to students who can put it into practise.

However, every education stakeholder (government, lawmakers, school administration, and society) should keep in mind that teachers are people with pressing home needs who want good work-life balance policies, as Powell, Greenhaus, and Allen (2019) argue. In addition to teaching duties, teachers are required to participate in extracurricular activities and ad hoc committees as the school sees fit, according to the Ekiti State Teachers Manual (2011). Multiple job positions, as well as educational, personal, and community pressures, are likely to be major factors affecting teachers' work-life balance. This has an impact on their behaviour, such as job dissatisfaction and intentions to leave school.

In today's world, finding a work-life balance in the teaching profession has become one of the most difficult tasks. According to Abiodun-Oyebanji and Sanni (2016), female teachers' days never end because they take on the roles of mother and wife. Employees spend more time at work, have job demands that often conflict with their family life, and write lesson notes in preparation for the next day's work, according to

Shin and Enoh, 2020. It can lead to a conflict between a teacher's professional and personal lives, resulting in workplace absenteeism, fatigue, and a lack of focus, particularly in this part of the world, where extended family culture is embraced, as evidenced by the fact that (Bell, Rajendra, & Thieler, 2012). Workload and work-family tension are two indicators of work-life balance. McCarthy, Darcy, and Grady suggest that managers use work-life management tactics and put them into action during decision-making processes (2010). Workers' work-life conflicts will decrease with work-life balance, according to Beauregard and Henry (2009), and their organisational efficiency will improve.

## Work-life balance activities and workload for teachers

Teachers' workload requires them to spend time both at school and at home in order to prepare for the next day's work. Teachers, in addition to keeping student records, need more hours in order to compete in such a demanding career as teaching; teachers must refresh and learn new skills, as Punia and Kamboj (2013) argue. Furthermore, teachers look forward to teaching and concentrating on soft and life skills in order to cultivate good citizens and create qualified professionals. Workload, according to Bennaars, Otiende, and Boisvert (1994), is the amount of work completed by a single individual in a given organisation.

Teachers' job descriptions detail what they will do in the classroom (Farrant, 2005). Nonetheless, when it comes to determining the workload of teachers, one can categorise it as either light or heavy. The number of activities performed by a teacher in a week is reflected in the number of periods taught each week; however, administrative and non-administrative duties performed can interfere with a teacher's ability to strike a healthy work-life balance. Teachers' administrative responsibilities, according to (Mbunda 2006), include being the head of school (principal), head of departments, upholding discipline, and being a member of the school management team. A teacher's non-administrative responsibilities include serving as a storekeeper, mentor, class teacher, teacher-on-call, subject club master, social relation organisers, and learners' project supervisor, among others. Teachers can be more imaginative in the classroom, but teaching and learning processes can be harmed when they are tired and discouraged by a heavy workload.

According to Kinman and Jones (2008), the educational sector is not immune to nerve-wracking practises related to workload and stress. According to Smith, Anderson, and Lovrich (1995), role-based stress has a major impact on employees' job performance, and workload is a source of stress. Female lecturers are more stressed than their male counterparts, indicating that gender plays a major role in stress management. Female workers face workload challenges that are unique to each organisation and context in which they work, according to (Nwagbara 2020). Teachers' heavy workload can be attributed to a shortage of teachers in classrooms, as well as a lack of non-teaching personnel, according to Moshal, Omari, and Kapabaro (2007). Furthermore, a high workload for teachers may have a detrimental impact on their health, causing stress, stresses, and psychological effects. When teachers exercise their tasks in accordance with the NPE (2014), for example, teaching an average of twenty-two (22) periods per week and having a reasonable number of students in a class, the researcher assumes that teachers will avoid non-administrative positions, which will improve the efficacy of their job performances.

According to Kluczyk (2013), people are less satisfied with their employment because they have more work-family tension. This means that job-related tasks, time spent at work, and stress caused by the demand of work have a negative impact on a person's work fulfilment, overall contentment with their work, and loyalty to their proprietors. Several scholars have conducted studies and come up with conflicting findings. (Ahmad, 2008; Aryee, 1992; Karatepe & Sokmen, 2006; Netemeyer, Boles & McMurrian, 2005) discovered that work-family tension has a disadvantage impact on the job efficiency.

## Work-life balance activities and work-family tension among teachers

The definition of work-family tension acknowledges that most people have several positions or activities to play, such as being a spouse, parent, or participating in recreational activities (Wayne, Grzywacz, Carlson & Kacmar, 2007; Yang, 2005). Some studies found a connection between work-family tension and job performance, while others did not. There is a connection between work-family tension and job success, according to Bhuian, Menguc, and Borsboom (2005); Netemeyer, Boles and McMurrian (1996); Frone (2003); Emslie, Hunt, and Macintyre (2004); Thompson, Beauvais, and Lyness (1998); Kossek, Dass, and

DeMarr (1994). They also stated that obstacles to adopting work-life balance activities include a toxic atmosphere, a poor working climate, and bad attitudes among department heads. Self-control or gaining autonomy in the workplace, according to Parasuraman and Simmers (2001); Warren and Johnson (1995); Roehling, Roehling, & Moen (2001); Hill, 2005; Breaugh and Frye (2007), will help individuals plan work to minimise the possibility of work-family tension. Working in a family-friendly atmosphere and providing scheduling flexibility may help to minimise work-family tension. Work-family tension, according to the researcher, arises from the pressures imposed by incompatible work and family roles. As a result, if a teacher's work and family responsibilities are balanced, their job performance will improve.

## Theoretical Framework

Work-family bother theory was framed to respond to the laxities among secondary school teachers in Nigeria in order to find solutions to a work-life imbalance. Clark (2000) suggested the Work-family border theory as a theory that focuses on the two distinct worlds of work and family, as well as how people balance and communicate between the two in order to prevent conflict. According to Clark, the two terms are distinct and can be compared to two different countries with distinct cultures and behaviours. Citizens, he said, are cross-borders on a regular basis as they move between the two. The philosophy now focuses on achieving happiness and successful performance at home and at work while minimising position conflict. Domain, versatility, mixing, and boundary power are the four consistency principles in the theory. The strength bothers if the domains are different, the strong border will promote work-life balance, and if the domains are similar, the weak border will facilitate work-life balance.

The principle would be useful in piloting the study because it concerns how an instructor combines work and home life. Secondary school teaching in Nigeria is a little stressful since some teachers teach more than 22 periods of instruction per week while still dealing with personal issues at home; some teachers also bring fights from home to the classroom. Students are subjected to physical harassment and the use of a stick at the slightest provocation. Policymakers, teachers, and principals should use the theory to create work-life balance strategies and activities that will increase teacher productivity in the classroom and help the school achieve its predetermined objectives.

## The aim of the study

To help promote and find solutions to the study's problems, the research question mentioned below were posed:
1. What impact does work-life balance have on secondary school teachers' job performance?

## Research Question

The study's aim is to see how work-life balance affects teachers' job performance in Nigerian secondary schools. This is accomplished by looking into the potential connection between each of the work-life balance variables and teacher effectiveness. Workload and work-family tension are two of the factors. All of this was achieved as a means to address the work-life balance issues that had been found among secondary school teachers. To accomplish this, the following research questions and hypotheses were posed to direct the investigation.

## Research Hypotheses

To react to the correlational effects on the sub-variables of work-life balance against the teachers' job performance, the succeeding suppositions were proposed:

H1.    There is no significant relationship between work-life balance and job performance among secondary school teachers.
H2.    There is no significant relationship between workload and teachers' job performance.
H3.    There is no significant relationship between work-family tension and teachers' job performance.
H4.    The work-life balance variables will not significantly contribute to the job performance of teachers.

### Research Methods

Since the study's aim is to describe the current state of work-life balance and job performance among Nigerian secondary school teachers, it used a descriptive research design. The survey approach was chosen because it offers a methodological framework for investigating large populations' views and expectations, as well as a means of incorporating sampling elements into a sample. The survey approach was chosen because it offers a methodological framework for investigating large populations' views and expectations, as well as a means of incorporating sampling elements into a sample. The study's population is made up of Ekiti State's public secondary school teachers. There were 8799 teachers and 209 principals in Ekiti State Secondary School during this study's academic session (2019/2020). (Ekiti State teaching Service Commision, 2020). Seven hundred and twenty (720) teachers and seventy-two (72) high school administrators in Ekiti-state were included in this study's sample. A sampling method with several stages were used to select teachers and administrators.

During the first level, two local governments were chosen from each of the three senatorial districts using a stratified random sampling technique. A convenience sampling method was used to choose 12 colleges. Principals were included in the survey of people who were asked to rate teachers' job performance (Onaolapo, A., Olajiga, D., & Onaolapo, T., 2019). Initially, 2 local governments from each district were chosen using a stratified random sampling process. The next step was to elect 12 schools from each local authority using a convenience sampling method. Using a convenience sampling method, ten teachers were chosen from each of the 72 schools in the previous level. The principals were included in the survey of people who were asked to rate their teachers' job performance. Two different sets of questionnaires were used to collect data. Work-Life Balance Questionnaire is the first one (WLBQ), The Teachers' Job Performance Questionnaire (TJPQ) is the second.

To ensure validity of the instruments, the study's instruments were checked for face and content validity. The experts concluded that the instrument measured what it was meant to measure and that the instruments included the required things that could elicit the expected responses on secondary school teachers' work-life balance and job results.

The test-retest system of reliability was also employed. Seventy-two teachers and ten principals in ten schools in a local government that was not part of the sampled areas were given the instruments. The instruments were given to the same respondents twice in two weeks, and the results were compared to determine the instruments' reliability coefficient using Pearson Product Moment Correlation (PPMC). The reliability coefficients for WLBQ and TJPQ were 0.76 and 0.86, respectively, and the instruments were declared to be accurate for the analysis. The data was analysed using inferential and descriptive methods. Percentage, frequency counts, mean, and standard deviation were used as descriptive statistics, while Pearson Product Moment Correlation and Multiple Regression Analysis were used as inferential statistics. Pearson Product Moment Correlation was used to test hypotheses 1 through 3, while Multiple Regression Analysis was used to test hypotheses 4. Many of the hypotheses were false positives, and they were all evaluated at the 0.05 stage of significance.

### Ethical Issues

Before the questionnaire being administered to the stakeholders, the study was endorsed by the Ekiti State University, faculty of education, ethical clearance committee and the Ekiti State Ministry of Education's Teaching Service Commission.

### Result

The results of the data analysis and discussion are presented in this session. There were two steps to the data presentation. The first stage included the descriptive element, which included answers to general questions, while the second stage included testing hypotheses and discussing the findings.

**Descriptive Analysis**

*Question 1*
What is the level of work-life balance of public secondary school teachers in Nigeria?

To address the question, scores on the work-life balance of secondary school teachers in Ekiti State were used. A mean rating, frequency counts, and percentages were used to reflect section B of the Work-Life Balance Questionnaire: answers to items 1-14 (WLBQ). To determine the degree of work-life balance among secondary school teachers in Ekiti State, the mean score and standard deviation of the work-life balance responses were used (low, moderate, and high).

Subtracting the standard deviation score from the mean score (43.13-6.23=36.90) revealed that secondary school teachers had a poor work-life balance. The mean score of the responses on the work-life balance of secondary school teachers' instrument (43.13) determined a moderate level of work-life balance, while the mean score and standard deviation score of the responses on the work-life balance of secondary school teachers in Ekiti State (43.13+6.23=49.36) determined a high level of work-life balance. As a result, the low level of work-life balance begins at 14.00 and ends at 36.90; the moderate level of work-life balance begins at 36.91 and ends at 49.35; and the high level of work-life balance begins at 49.36 and ends at 56.00. Table 1 and Figure I show the degree of work-life balance among secondary school teachers in Nigeria.

**Table 1**
*Level of work-life balance of secondary school teachers in Nigeria*

| Levels of  work-life balance | Frequency | Percentage |
|---|---|---|
| Low (14.00 – 36.90) | 60 | 8.3 |
| Moderate (36.91-49.35) | 600 | 83.4 |
| High (49.36-56.00) | 60 | 8.3 |
| **Total** | **720** | **100.0** |

Table 1 shows the rate of work-life balance among Nigerian secondary school teachers. The results revealed that 60 respondents (8.3%) out of 720 had a low level of education. Those with a moderate level were 600, accounting for 83.4 percent, while those with a high level were 60, accounting for 8.3%. This indicated that secondary school teachers in Ekiti State had a moderate work-life balance. Figure 1 also revealed the levels of work-life balance among Nigerian secondary school teachers.

**Testing of Hypotheses**
*Hypothesis 1*
There is no significant relationship between work-life balance and job performance among secondary school teachers.

To test the hypothesis, secondary school teachers were given scores on work-life balance and job performance using Items 1-14 in Section B of the "Work-Life Balance Questionnaire (WLBQ)" and Items 1-20 in Section C of the "Teachers' Job Performance Questionnaire (TJPQ), respectively. These results were subjected to statistical analysis using Pearson Product Moment Correlation with a significance level of 0.05. Table 2 shows the final score.
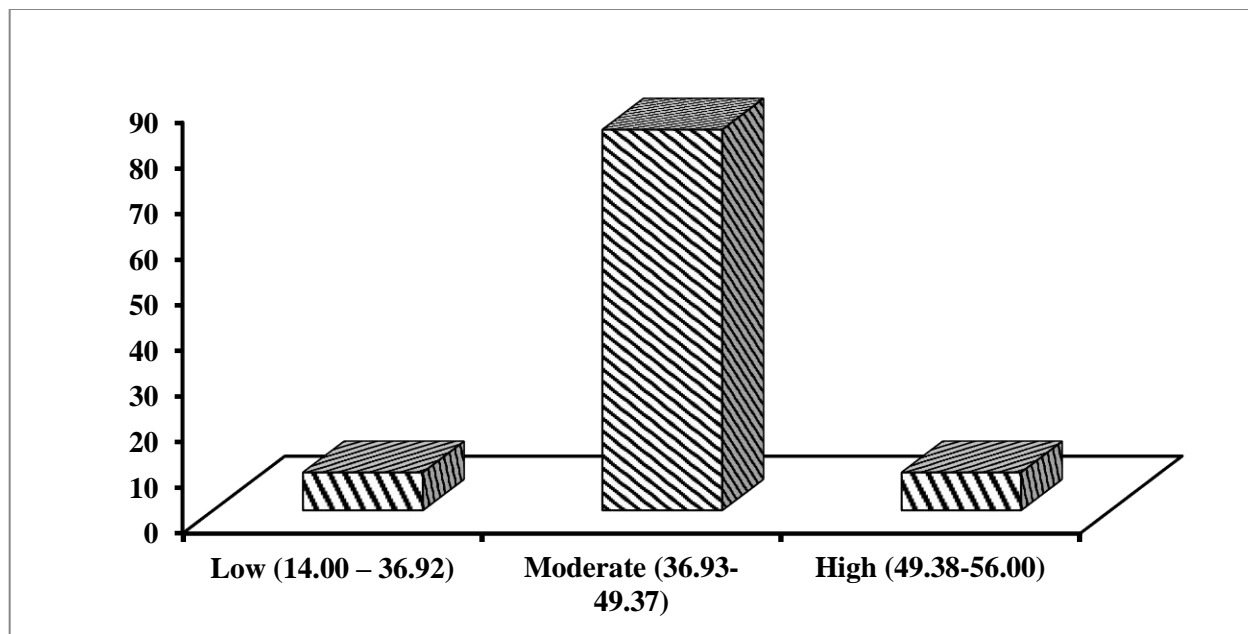
**Figure 1:** *Impact levels of work-life balance of secondary school teachers in Nigeria.*

Table 2 shows that at the 0.05 stage of importance, rcal (0.595) is greater than rtable (0.178). The null hypothesis is shown to be false. This suggests that a connection exists between work-life balance and job performance among secondary school teachers. The magnitude of the positive relationship between work-life balance and teacher success is strong. It means that teachers' job performance will improve as their work-life balance improves.

**Table 2**
*Work-life balance and job performance among secondary school teachers: a Pearson correlation*

| Variables | N | Mean | SD | $r_{cal}$ | $r_{table}$ |
|-----------|-----|-------|------|----------|------------|
| Work-life balance | 720 | 43.13 | 6.23 | | |
| Job Performance | 720 | 52.19 | 8.54 | | |
| | | | | 0.595[*] | 0.178 |

[*]$p<0.05$

*Hypothesis 2*
There is no significant relationship between workload and job performance among secondary school teachers.

To test the hypothesis, secondary school teachers' workload and job performance were calculated using Items 1-4 in Section B of the "Work-Life Balance Questionnaire (WLBQ)" and Items 1-20 in Section C of the (TJPQ) stands for Teachers Job Performance Questionnaire. These findings were then statistically analysed with Pearson Product Moment Correlation at a significance level of 0.05. The final score is shown in Table 3. TJPQ stands for Teachers' Job Performance Questionnaire. These findings were then statistically

analysed with Pearson Product Moment Correlation at a significance level of 0.05. The final score is shown in Table 3.

**Table 3**
*Pearson Correlation of workload and job performance among secondary school teachers*

| Variables | N | Mean | SD | $r_{cal}$ | $r_{table}$ |
|---|---|---|---|---|---|
| Workload | 720 | 12.29 | 0.64 | | |
| Job Performance | 720 | 52.19 | 8.54 | | |
| | | | | -0.395* | 0.178 |

*p<0.05

At the 0.05 level of importance, rcal -(0.395) is greater than rtable (0.178). The null hypothesis is shown to be false. It suggests that there is a connection between workload and job performance among secondary school teachers. The extent of the negative relationship between workload and job performance in secondary school teachers is weak. To put it another way, an increase in workload would result in a decrease in teacher efficiency, and vice versa.

*Hypothesis 3*
There is no significant relationship between work-family tension and job performance among secondary school teachers.

To evaluate the hypothesis, secondary school teachers' scores on work-family tension and job performance were calculated using Items 5-10 in Section B of the "Work-Life Balance Questionnaire (WLBQ)" and Items 1-20 in Section C of the "Teachers' Job Performance Questionnaire (TJPQ), respectively. These results were subjected to statistical analysis using Pearson Product Moment Correlation with a significance level of 0.05. Table 4 shows the final score.

**Table 4**
*Pearson Correlation summary of work-family tension and job performance among secondary school teachers*

| Variables | N | Mean | SD | $r_{cal}$ | $r_{table}$ |
|---|---|---|---|---|---|
| Work-family tension | 720 | 20.27 | 1.09 | | |
| Job Performance | 720 | 52.19 | 8.54 | | |
| | | | | -0.368* | 0.178 |

*p<0.05

Table 4 shows that at the 0.05 stage of importance, rcal -(0.368) is greater than rtable (0.178). The null hypothesis is shown to be false. This suggests that there's a connection between work-family tension and job performance among secondary school teachers. In secondary school teachers, the magnitude of the

negative relationship between work-family tension and job performance is poor. This means that if there is more work-family tension, teachers' job performance will suffer, and vice versa.

**Table 5**
*Multiple Regression showing the contributions of work-life balance variables to teachers' job performance\*

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | **B** | **Std. Error** | **Beta (β)** | **T** | **Sig.** |
| (Constant) | 52.294 | .789 | | 66.313 | .000 |
| Workload | -.177 | .026 | -.359 | -6.725 | .000 |
| Work-family tension | -.190 | .023 | -.373 | -8.269 | .000 |

*p<0.05

Dependent Variable: Job performance
Multiple R = 0.714
Multiple R2 = 0.510
Adjusted R2 = 0.506
F = 123.787
Probability = p<0.05
The following regression can be derived from Table 5.
Y = a + b1X1 + b2X2
Where X1 denotes the amount of workload.
X2 = conflicts between work and family

Regression Weight Coefficients bi = (i=1-3)

a = Constancy (other variables other than X1-X2)

As a result, the multiple regression that depicts the relationship between the dependent and independent variables is as follows: Y = 52.294+ 0.319X1 + 0.328X2
Table 5 indicates that work-life balance variables had a direct impact on teachers' job results. (p0.05, F=123.787*). The null hypothesis is shown to be false. This means that work-life balance factors can have a direct impact on teachers' job results.

The table shows that the predictor variables (work-family tension, and workload) have an important, optimistic, and strong multiple association with job performance (R=0.714, p0.05). It means that the predictor variables are variables that can have an effect on teachers' job results. The coefficient of determination (R2=0.510) indicates that the predictor variables only accounted for 51% (R2 X 100) of the total variance in teachers' job outcomes, with the remaining 49% due to variables outside the study that could account for teachers' job success.

Work-family tension (= 0.373), followed by workload (= 0.369), is the most important predictor variable that contributed to the total variance in secondary school teachers' job performance in Ekiti-State, according to the regression results in the graph. In Ekiti State. At the 0.05 level of significance, the measured F-ratio (123.787) was important. It means that the predictor variables, when considered together, account

for a large portion of the variance in secondary school teachers' job performance in Ekiti State. Work-family tension (37.3 percent) contributed the most to the magnitude of the regression coefficient's weight, followed by workload (35.9 percent).

## Discussion

According to the findings, secondary school teachers in Nigeria have a moderate work-life balance. A moderate level of workload, work-family tension, and family satisfaction could all contribute to the moderate work-life balance. A poor work-life balance can lead to poor job results, while a high work-life balance can lead to high teacher performance. Employees, couples, managers, organisations, cultures, and communities have a part to play in ensuring teachers' work-life balance and high job performance. (Powell, Greenhaus, Allen, & Johnson, 2019).

Furthermore, the results revealed that secondary school teachers in Nigeria had a modest level of job success. If work-life balance variables are changed, teachers' job performance will increase (Onaolapo, A., Olajiga D., & Onaolapo T., 2019). Efficient instruction, creating a lesson plan, usage of job schemes that work, proper supervision, tracking of students' work, and disciplinary capacity could all contribute to this. According to (Okunola, 1990; Baskett & Mikios, 1992; Bernd, 1992; Olaniyan, 1999; Blasé, 2000; Adeyemi, 2004), depending on his level of dedication to work toward achieving predetermined goals, a worker's job performance may be graded as low, moderate, or high.

The results of hypothesis 1 revealed that there is a connection between work-life balance and job performance among secondary school teachers. It means that a better work-life balance would boost teachers' job efficiency. As a result, work-life balance can encompass all aspects of employees' personal and professional lives, including individuals, families, jobs, societies, and society as a whole. Work-life balance is mainly concerned with employees' ability to properly prioritise between their work and daily life, social life, health, and family (Fapohunda, 2014; Nwagbara, 2020). Work-family bother theory is a theoretical framework that addresses the realms of work and life in which a teacher can balance the versatility of the bothers.

Hypothesis 2's results showed a major negative relationship between workload and teacher efficiency. More workload means that teachers' job performance will suffer. According to Smith, Anderson, and Lovrich (1995), stress tends to play a negative role in the work lives of university faculty, and work overload is a major source of stress, so factors like discipline, rank, and sex were important in explaining task-based stress. According to Mosha, Omari, and Kaabaro (2007), teachers' heavy workload leads to poor job results. If the workload is not reduced to the level that a teacher can handle, teachers' performance can suffer. The work-family bother theory addresses this, stating that in order to avoid work-family tensions, school teachers should strike a balance between realms.

The findings of Hypothesis 3 revealed a significant negative relationship between work-family tension and teacher's job performance. This is due to the fact that the higher the work-family stress, the lower the job productivity of teachers. Work-life tension can be caused by a lack of integration between the employee's life and the organization's goals. The findings support those of (Netemeyer, Boles, & McMurrian, 1996), who discovered that work-family tension has a significant negative effect on employee performance. The discovery, however, contradicts the findings of Bhuian, Menguc, and Borsboom (2005), who found no connection between work-family tension and job results. If work-family tension is not resolved, teachers' job performance will suffer. The work-family bother theory addresses this, stating that in order to prevent conflict, school teachers must strike a balance between work and family life.

Finally, the regression analysis revealed a strong positive association between predictor variables such as workload, work-family tension, and teachers' job performance. Work-family tension had a substantial impact on teachers' job results, according to the findings. As previously discussed in the theoretical sense, work-family border theory looks after the work and family domains to avoid conflicts. Teachers must be able to balance between realms in order to uphold an excellent work-life balance operation.

**Conclusion**

The findings of this analysis can be used to draw a conclusion, secondary school teachers' work-life balance influences job satisfaction. Workload and work-family tension influence teachers' job performance, but work-family tension is the best predictor of teachers' job performance. Teachers who have less tension at work and at home have been shown to be more effective (Ojo et al., 2014). Teachers with less responsibilities perform well in their classrooms and other tasks (home). According to work-family border theory, this makes it easier to find a healthy balance between your job and your personal life. Teachers should be adaptable and avoid blending the strengths of both domains. As a result, this inference implies that a teacher who has a good work-family balance is more efficient in the classroom.

**Recommendations for work-life balance practices**

As a result, work-family tensions and workload all have a direct effect on secondary school teachers' job performance and general efficiency, stressing good work-life balance policies and activities as a determinant of good achievement of educational goals. The following recommendations were made based on the above in order to strengthen work-life balance activities in Nigeria secondary schools: Secondary school teachers should reduce tension between their work and personal roles to uphold a more reasonable work-life balance. Secondary school teachers should use the work-family border principle to boost their job performance by upholding a more reasonable work-life balance.

• To increase teacher effectiveness, school administrators should do whatever they can to avoid overburdening them with jobs.

• The Ministry of Education should ensure policies that promote a healthy work-life balance and procedures such as day-care services for nursing mothers, rural allowances to enable teachers to work in rural areas, core course allowance transportation services, and flexi-time to teach, which will increase teachers' work-life balance in public secondary schools and thus improve their job performance. Seminars, and conferences should be held on a regular basis to help teachers manage work and family life.

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