

WORK-LIFE BALANCE AND TEACHER ENGAGEMENT IN PRIVATE SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

EQUILÍBRIO ENTRE VIDA PROFISSIONAL E PESSOAL E ENVOLVIMENTO DE PROFESSORES EM ESCOLAS PARTICULARES DE ENSINO MÉDIO NO ESTADO DE RIVERS, NIGÉRIA

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Abstract: This study examined work-life balance and teacher engagement in private secondary schools in Rivers State. Three research questions and three hypotheses guided the study. The study adopted a correlation research design with a population of 7,143 teachers (2,676 males and 4,467 females) in all the 275 private secondary schools in Rivers State. The sample size of 714 teachers was drawn through proportionate stratified random sampling technique, which represents 10% of the population. Two self-designed instruments entitled: “Work-life Balance Questionnaire (WLBQ)” and “Teacher Engagement Questionnaire (TEQ)” were used for data collection. The instruments were in two sections – A and B. Section A consisted of the demographic factors while Section B contained the variables that were used to elicit information from the respondents. The Section B contained 20 items on Work-life Balance and 15 items on Teacher Engagement respectively. Face and content validities were ensured by experts in the relevant areas. The Cronbach’s Alpha reliability method was used to establish the internal consistency, and indexes of .79 for WLBQ and .83 for TEQ were established respectively. Research questions 1 and 2 were answered using simple regression while research question 3 was answered using multiple regression. Hypotheses 1 and 2 were tested with t-test associated with simple regression while hypothesis 3 was tested using ANOVA associated with multiple regression at 0.05 alpha level. The findings of the study revealed, among others, that work-life balance significantly and jointly predicted teacher engagement to a very low extent in secondary schools in Rivers State. Based on the findings, it was recommended, among others, that both employers and school managers should create flexible work environments that promote work-life balance for teachers so as to motivate them to perform optimally for the attainment of the educational goals.

Keywords: Work-Life Balance. Teacher Engagement. Work Environment. Organizational Culture.

Resumo: Este estudo examinou o equilíbrio entre vida pessoal e profissional e o envolvimento dos professores em escolas particulares de ensino médio no estado de Rivers. Três questões de pesquisa e três hipóteses nortearam o estudo. O estudo adotou um desenho de pesquisa de correlação com uma população de 7.143 professores (2.676 homens e 4.467 mulheres) em todas as 275 escolas secundárias privadas no estado de Rivers. O tamanho da amostra de 714 professores foi sorteado por meio da

técnica de amostragem aleatória estratificada proporcional, o que representa 10% da população. Para a coleta de dados foram utilizados dois instrumentos autodesenvolvidos intitulados: “Work-life Balance Questionnaire (WLBQ)” e “Teacher Engagement Questionnaire (TEQ)”. Os instrumentos estavam em duas seções - A e B. A seção A consistia de fatores demográficos, enquanto a seção B continha as variáveis que foram usadas para obter informações dos respondentes. A Seção B continha 20 itens sobre Equilíbrio entre Trabalho e Vida Útil e 15 itens sobre Engajamento do Professor, respectivamente. As validades de face e de conteúdo foram asseguradas por especialistas nas áreas relevantes. O método de confiabilidade Alfa de Cronbach foi usado para estabelecer a consistência interna, e índices de 0,79 para WLBQ e 0,83 para TEQ foram estabelecidos, respectivamente. As questões de pesquisa 1 e 2 foram respondidas usando regressão simples, enquanto a questão de pesquisa 3 foi respondida usando regressão múltipla. As hipóteses 1 e 2 foram testadas com teste t associado à regressão simples, enquanto a hipótese 3 foi testada usando ANOVA associada à regressão múltipla em nível alfa de 0,05. Os resultados do estudo revelaram, entre outros, que o equilíbrio entre vida pessoal e profissional de forma significativa e previu, em conjunto, o envolvimento dos professores em grau muito baixo nas escolas secundárias do estado de Rivers. Com base nas conclusões, foi recomendado, entre outros, que tanto os empregadores quanto os gestores das escolas devem criar ambientes de trabalho flexíveis que promovam o equilíbrio entre vida e trabalho para os professores, de modo a motivá-los a ter um desempenho ideal para o cumprimento dos objetivos educacionais.

Palavras-chave: Equilíbrio Trabalho-Vida. Engajamento do Professor. Ambiente de Trabalho. Cultura Organizacional.

I. Introduction

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. The human resource is the most critical and important asset of an organization. They are the most essential and active factor of production that put into use the other factors of production. This is basically the role the teacher plays in the school organization. The teacher's role in the teaching-learning process is multi-faceted: the teacher is the facilitator, the curriculum implementer, the counsellor, among others. In fact, the teacher is the significant-other in the teaching-process. In supporting this assertion, Obasi (2020) remarked that effective teaching and learning focuses on the child as the centre of the process, but it is the teacher that makes it happen. While making the learner the epic-centre of the process, he/she is the facilitator, the encourager and the inspirational leader. In the same vein, Albright (2015) pointed out that the actions that a government and its partners take impact on the work of teachers. Teachers are at the frontlines of the movement to achieve quality education on daily basis. That is why their engagement in the policy and planning process is critical. Their insights, experiences and needs must be central in considerations to charting the roadmap for education goals. Teachers must

remain central to the discussions now taking place about the next iteration of global development goals. Studies have shown that organisations cannot be effective and efficient when the employees juggle and struggle with work and life responsibilities.

The extent to which an organization promotes a healthy congruence between the professional and personal lives of employees is largely a function of corporate culture and management styles. Work-life balance is therefore the optimal arrangement of an individual's on-the-job and private time to facilitate health and personal satisfaction without negatively impacting productivity and professional success. The most fundamental elements required to achieve balance are sufficient time off and appropriate workload. There are other elements common to nurturing work environments that include the option to telecommute, flexible hours and wellness initiatives in the workplace. Providing work-life balance allows employees to arrange their working lives in any way that suits them, as long as they complete the tasks that have been assigned to them (Wigmore, 2014)

It is worthy to note that in as much as teachers work towards achieving the educational goals and objectives they have both social and personal needs which continually compete for their attention on a daily basis. When each role is not met, Adiele (2014) asserted that an imbalance will be created which may lead to stress, role conflict, negative attitude towards work, truancy, illness, attrition, absenteeism, job dissatisfaction, conflict, among others. Hence, recognizing employees in an organisation as individuals with different needs and wants is critical to the effective management of organizational human resource and by extension, the actualization of organisational goals.

In Nigeria, education is regarded as a social service which encourages the participation of local communities, individuals and other organisations as well (Federal Republic of Nigeria, 2014). Hence, private schools constitute a greater part of employers of labour in the Nigerian economy. According to Maiya and Bagali (2014), private schools, just like every other private sector, are profit-oriented and as such, they have different organisational policies, job designs, work environments, workloads, work timings, job enrichments, condition of service, among others, which ensure that the job performance of both teaching and non-teaching staff justifies their monthly remuneration. In the midst of all these, Adiele (2014) observed that teachers have to contend regularly with role expectations from the school, family responsibilities and the community where they live. It should be noted that some tasks make different kinds of

demands on teachers, and if they are not tactfully attended to, they may outweigh them; thereby, giving room to burn-out which definitely will affect their job performance. Thus, with increasing levels of stress that are associated with the teaching profession in meeting global competitiveness in the education industry, work-life balance has become a growing concern among employees including teachers, especially those in the private-owned schools.

Work-life balance (WLB) is all about the initiatives that both the organization and the employees take in ensuring that employees 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. Greenhaus, *et al.* (2003) defined work-life balance as the extent to which an individual is satisfied with his or her work and family roles. However, Rewire (2020) insisted that work-life balance is an initiative subordinates have to take in order to create flexibility in their workplace; rather than waiting for their superiors to do it for them. Hence, it is important to recognize the role decision-making plays in an employee's work-life balance. A healthy work-life balance gives one the ability to creatively choose how he/she engages with work and life. Agha, *et al.* (2017) maintained that work-life balance involves balancing the demands of workplace and one's personal life in order to ensure job satisfaction and family commitment. In the same vein, Khan and Agha (2013) posited that work-life balance includes practices that have the capacity to increase the autonomy and flexibility of employees in the process of balancing different requirements. Work-life balance also helps employees to split their time and energy wisely between work and other aspects of their lives. Thus, work-life balance is all about adjusting organisational policies and work patterns so that every teacher, regardless of demographic factors – age, experience, marital status, qualification or gender, can easily combine work with his or her other responsibilities or aspirations outside the work environment.

It is worthy to note that when an employee perceives that there is an imbalance between his work and personal life, he can never perform optimally towards the growth of his organization. Corroborating this fact, Arathi and Rajkumar (2015); Ukaigwe and Adieme (2017) observed in their various studies that job requirements, such as after-school hour duties, extra mural classes, weekend class coaches, summer holiday lessons, staff meetings, unscheduled meetings, among others, often infringe on teachers' personal time; thereby, resulting in stress, which is detrimental to their health. It is in the light of this fact that

Thomson (2018) remarked that teaching is often ranked as one of the most stressful of all career choices. The major cause of this ranking frequently lies in the unfortunate combination of too many pressing responsibilities and the idealistic dedication that many teachers feel about their work. Teaching is seen as emotionally, mentally and physically challenging, and this is why teachers find it all too easy to immerse themselves in their school duties to the detriment of their personal lives. Hence, ensuring work-life balance is a two-way prong. It is the responsibility of both the employer and the employees. On the strength of this, Boldt (2020) unequivocally stated that exhaustion at work, not only affects one's job, happiness at work, quality of work but it also seeps into the other areas of his or her life.

Research has shown that many teachers encounter difficulty in balancing their work and their personal lives. To that extent, Educentral (2020) remarked that teachers often have the tendency to put others' needs before their own and when they are caught up in the daily bustle of school and home life, it is easy to get overwhelmed. The latest government survey, according to Educentral, found that primary school teachers are working in excess of 55 hours a week, while secondary school employees work around 53 hours a week. Thus, achieving the educational goals and objectives will be a mirage if teachers, who are the key drivers of the educational system, are worked up. *Ipsa facto*, to ensure their wellbeing, teachers must first of all, accept that they have some responsibility for their own wellbeing. Putting all these into perspective, Akalp (2019) remarked that sometimes, work-life misalignment happens, not because people do not have enough time but because they fail to manage it properly. Rewire (2020) maintained that an important component of work-life balance is individual self-help. It is in the light of this, that Thomson (2018), recommended that successful teachers who want a long-term career must learn how to juggle the demands of being in a classroom all day long and still maintaining a satisfactory personal life.

In view of this, Agha, *et al.* (2017) admitted that with the increasing level of stress, competition and insecurity in life, work-life balance issues have become extremely important to organisational leaders. This concern was confirmed by the study carried out by Burke and Greenglass (1996), which revealed that work-life balance conflict has been associated with increased stress and burnout among workers, cognitive difficulties such as staying awake, lack of concentration and inability to meet deadlines. The findings of this study corroborated those of a study survey of thousands of working adults on why it is very hard to maintain a work-life

balance (Educentral, 2020). Ipso facto, the consequences of a poor work-life balance takes its toll not only on the working individual but also on the people around them. Hence, when teachers are out of balance, their mental reserves are depleted and they fall into dysfunctional patterns of thinking and managing their lives which can result in sleep deprivation. Of course, inability to have sufficient sleep can make it difficult for a teacher to be productive the next day. Poor balance sometimes results in escapist behaviours because when workers are on the throes of poor balance, they look for an escape (Rewire, 2020). Striving to meet work requirements and demands at home could have quite a number of negative impacts on teachers, especially on their personal lives, health and general wellbeing. These effects include: poor relationships, poor social life, detachment from others, lack of time with family and friends, exhaustion, anxiety, absence from work, panic attacks, lack of sleep, lack of control, short-temperedness, loss of confidence, poor quality life, among others (Education Support, 2020).

Work-life balance is the key driver of employee engagement. Employee engagement is a concept that has eluded a consensus definition and therefore has been variedly defined from different perspectives. It is all about how employees feel about their work and the organization in general, and the corresponding response in terms of attitude and productivity. Engagement at work has been described by Kirkpatrick (2007) as an employee's interest in, enthusiasm for and investment in the job. Employee engagement therefore matters, and is always a concern to every organization because it impacts on every aspect of the organization. Engagement is the expression of the levels of enthusiasm and connection employees have with their organization. It is a measure of how motivated people are to put in extra effort for their organization. It is a sign of how committed they are to staying there. Employee engagement is an outcome that significantly depends on the actions of an organization, particularly the actions driven by leadership, managers and teams. People who are highly engaged at work not only provide greater value to the organization, but they experience a better quality of life at work (Croswell, 2020). Employee engagement is the strength of the mental and emotional connection that employees feel about their places of work. It affects every important element of an organization. Employees, who are connected to their organization, work harder, stay longer and positively impact other employees and business outcomes. These outcomes manifest in increased productivity, increased profitability and revenue, better customer service, greater brand

presence and reputation, increased workplace safety and lower employee turnover (Stange, 2020). Hence, organizations around the world are striving to build a culture of engagement.

Employee engagement could therefore be described as an emotional state where they feel passionate, energetic and committed toward their work. From the foregoing, it is crystal clear that employee engagement stems from the relationship between the inner person and the organizational culture. It is more psychological than physical. To that extent, Engage for Success (2020) stated that employee engagement is a workplace approach that results in the right conditions for all the members of an organization in order to give their best every day, to be committed to the organizational goals and values, to be motivated; to contribute to organizational success, with an enhanced sense of their own wellbeing. Decisionwise (2020) noted that employee engagement is based on trust, integrity, two-way commitment and communication between an organization and its members. It is an approach that increases the chances of organizational success, and it improves individual performance, productivity and wellbeing. Engaged organizations have strong and authentic values, with clear evidence of trust and fairness, based on mutual respect, where two-way promises and commitments between employers and employees are understood and fulfilled. Tyler and Boelter (2008) pointed out that engaged teachers search for new ideas, implement best teaching practices, modify instruction to meet the instructional needs of their students, have high expectations for their students, frequently monitor students' progress, provide students with feedback, and actively taking opportunities to discuss work-related improvements with their colleagues at work. These indicators are therefore inspired by the work itself. Hence, teacher engagement is a positive outcome of work-life balance.

Teacher engagement can be enhanced in different ways. Armstrong (2012) asserted that good job design, which encourages special leave scheme that provides teachers with the freedom to respond to a domestic crisis or take a career break without jeopardizing their employment status, will motivate them and make them more committed to their job. A study that was conducted by Ukaigwe and Adieme (2017) revealed that stress at workplace can result in inability of teachers to cope with the demands of the teaching job, and it has negative impact on the quality of education learners receive. Agha, *et al.* (2017) carried out a study on work-life balance and discovered that the nature of the job, work environment, employee-friendly policies and organizational culture have positive impacts on teachers' job satisfaction. In

corroborating this fact, Heathfield (2019) unequivocally asserted that employee engagement is not a Human Resource initiative that managers are reminded to do once a year. It is rather a key strategic commitment that drives employee performance, accomplishment and continuous improvement all year long. Hence, employee engagement is achieved when the goals of the organization are aligned with the employees' goals and the day-to-day work. As a matter of fact, the reason some organizations achieve effectiveness, and others do not, boils down to one thing - what is happening inside those organizations, which can be summed up as culture.

Organisational culture is the shared set of beliefs, expectations, values, norms and work routines that influence how members of an organisation relate to one another and cooperate to achieve organisational goals (Armstrong, 2012). In essence, school-organisational culture reflects the distinctive ways teachers go about performing their jobs, and relating to others inside and outside the organisation. Khan and Agha (2013) posited that if teachers perceive that their organisational culture is employee-friendly, they will be highly motivated to go extra miles in accomplishing the educational goals. Organisational culture is synonymous with organisational policies. Hence, the policies will set out guidelines on work ethics, working hours, break time, relationship with colleagues, conditions of service, and in fact, the school climate. Maiya and Bagali (2014) conducted a research on work-life balance among working mothers in public and private sectors in India and the result revealed that there was a high correlation between the difficulties faced and the balancing act to be performed. It was discovered that the working mothers are faced with work overload, pressure, difficult tasks, lack of breaks, lack of variety in activities and poor physical work conditions. Thus, employers are expected to plan the content of the workload to avoid employees working for longer hours which definitely will interfere with their personal lives.

Organisational policies, procedures, expectations and actions are meant to enable employees to achieve the necessary balance. A proper work-life balance helps reduce stress and job dissatisfaction in most employees. Arathi and Rajkumar (2015) found in their study that stress and unhappiness occur when employees spend a major portion of their time on work-related activities and neglect other meaningful components of their lives like family, friends, personal growth, spirituality, self-care, community participation, and other personal activities. Thus, work-life balance practice enables workers to feel that they pay proper attention to all the different important aspects of their lives. In another dimension, Irfan and Azmi (2014)

conducted a study on work-life balance among students and discovered that balance was not established between workload distribution, leisure time and extra-curricular activities which engender academic excellence. In supporting this finding, Khan and Agha (2013) observed that organizations where there is sound work-life balance practices and policies experience better financial outcomes, lower rates of absenteeism, increased productivity, improved customer experience, improved recruitment and retention, reduced overloads, more motivated, satisfied and equitable workforce. Thus, proper work-life balance can be achieved when employees are able to have time to satisfy their family and societal needs after close of work.

Work environment plays a pivotal role on work-life balance among employees, and teachers are not an exception. It is generally known as the school climate which basically defines a school - its physical, social and administrative environments. Armstrong (2012) described work environment as that which consists of the system of work, the design of jobs, working conditions and the ways in which people are treated at work by their managers and co-workers. This position was given credence by the research finding of Mohd, *et al.* (2016). The study revealed that rewards and work-life balance and work environment have positive relationship with employee engagement. The higher the rewards, work environment and work-life balance, the higher the level of employee engagement. However, each independent variable impacts differently on employee engagement. While rewards and work-life balance moderately impact on employee engagement, work environment was found to have a great impact on employee engagement. The respondents felt that the environment is more important to engagement of employees. Work environment does not only need to be conducive but also needs to be free for employees to contribute their effort towards the organization. This will result in employees feeling committed and passionate towards their job and organization.

Work-life balance is something that is often spoken about in the education sector, but rarely difficult to achieve. In our 2018 Teacher Wellbeing Index, 74% of education staff reported the inability to switch off from work is the major contributing factor to a negative work-life balance. According to the findings from the Office of National Statistics, almost one in two (48.4%) of adults, aged 16 and over in Great Britain, reported a relatively low satisfaction with their work-life balance. This is particularly applicable to education. Teachers do 20% of their work (10 hours or more) before school, after 6pm or on weekends. This can have a dramatic impact on a teacher's life. In this regard, a teacher said "I had completely lost

my boundaries; I didn't know where my job ended. It had all become this glutinous, amorphous thing". Unlike most other professions, teachers feel a responsibility to their colleagues, pupils, students and schools even when they are not working. 59% of teachers who responded to the Education Partnership's health survey confirmed that they had adapted their behaviour outside of school, because they thought it would impact on their role within school (Education Support, 2020). Maiya and Bagali (2014) pointed out that a healthy workplace is concerned about the general wellbeing of employees, and creates an environment where they can grow professionally while prioritising their work-life balance. Thus, employers must always create and promote good school work environments so as to enable the teachers to be productive and committed to their job.

The extent teachers perform their job optimally, lies solely on the school climate. Okorie (2012) pointed out that open school climate encourages healthy relationship among colleagues, and motivates them to develop positive attitude to work. Thus, teachers are happy and satisfied with their jobs in an atmosphere of friendliness and co-operation. Glass and Camarigg, in Irfan and Azmi (2015), conducted a study on work-life balance and employees' work environment and discovered that workplace flexibility is a key factor in reducing work-family role conflict among workers. Cardwell (2011) also conducted a study on patterns of relationships among teacher engagement and found out that positive significant relationship exists between flexi-time and employee stress. Work environment has a great influence on teachers' job satisfaction, productivity and engagement; hence, employers are responsible for promoting friendly workplace for teachers in order to ensure their wellbeing.

Statement of the Problem

With the increasing levels of stress, ill-health, teacher attrition, demands of globalisation and astronomic increase in students' population among private schools, work-life balance has become a disturbing issue that is always deliberated among education stakeholders. In fact, achieving a balance between work and personal life has posed like an Achilles' heel in the Nigerian education system. More worrisome is the issue of proliferation of private schools in Rivers State, which appears to have introduced unhealthy competition among school owners, and have compelled them to place high demands on their teachers. This scenario has made people conclude that most private school owners see their teachers as machines that must

work and produce on daily basis in order to “justify” their remuneration. It is worthy to note that even machines break down, let alone human beings.

In as much as teachers work towards achieving the educational goals and objectives, they have both social and personal needs which continually compete for their attention on a daily basis. When each role is not met, an imbalance may be created leading to stress, low productivity, time demands, truancy, high attrition rate, role conflict, absenteeism, flimsy excuses, job dissatisfaction, illness, negative attitude towards work and even death. Could this be the reason why teachers in Nigeria, and in Rivers State in particular, who are employed in private schools do not stay in a particular school for a long time, and engage in job hunting in other schools with better conditions of service? Hence, this unanswered question threw up the problem of this study.

Aim and Objectives of the Study

The aim of this study was to establish the extent work-life balance jointly and independently predicts teachers’ engagement in private senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. determine the extent organizational culture independently predicts teacher engagement in private senior secondary schools in Rivers State;
2. ascertain the extent work environment independently predicts teacher engagement in private senior secondary schools in Rivers State; and
3. examine the extent work-life balance jointly predicts teacher engagement in private secondary schools in Port Harcourt Metropolis, Rivers State.

Research Questions

The following questions were posed to guide the study:

1. To what extent does organizational culture independently predict teacher engagement in private secondary schools in Rivers State?
2. To what extent does work environment independently predict teacher engagement in private secondary schools in Rivers State?
3. To what extent does work-life balance jointly predict teacher engagement in private secondary schools in Rivers State?

Hypotheses

H₀₁: Organisational culture does not significantly and independently predict teacher engagement in private secondary schools in Rivers State.

H₀₂: Work environment does not significantly and independently predict teacher engagement in private secondary schools in Rivers State.

H₀₃: Work-life balance does not significantly and jointly predict teacher engagement in private secondary schools in Rivers State.

Methodology

The study adopted a correlation research design. The population comprised all the 7,143 teachers (2,676 males and 4,467 females) in all the 275 private secondary schools in Rivers State. A sample size of 714 teachers (267 males and 447 females), was drawn through proportionate stratified random sampling technique, which represents 10% of the population. Two self-designed instruments entitled: “Work-life Balance Questionnaire (WLBQ)” and “Teacher Engagement Questionnaire (TEQ)” were used for data collection. The instruments were in two sections – A and B. Section A consisted of the demographic variables while Section B contained the variables that were used to elicit information from the respondents. The Section B contained 20 items on Work-life Balance and 15 items on Teacher Engagement respectively. It was structured after the modified Likert four-points rating scales of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). Face and content validities were ensured by three experts from relevant areas. The Cronbach’s Alpha reliability method was used to establish the internal consistency and indexes of .79 for WLBQ and .83 for TEQ were established respectively. Research questions 1 and 2 were answered using simple regression while research question 3 was answered using multiple regression. Hypotheses 1 and 2 were tested with t-test associated with simple regression while hypothesis 3 was tested using ANOVA associated with multiple regression at 0.05 alpha level.

Results

Research Question 1: To what extent does organizational culture independently predict teacher engagement in private senior secondary schools in Rivers State?

Table 1

Simple Regression on the Extent of Prediction of Organizational Culture on Teachers' Engagement in Private Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Decision
1	.114 ^a	.013	.012	Very low extent

Decision Rule: 0-25 Very Low Extent, 25.9 – 50 Low Extent, 50.1 -75 High Extent, 75.1- 100 Very High Extent

Table 1 revealed that the regression and regression square coefficients are .114 and .013 respectively. The extent of prediction was ascertained by multiplying the regression square by 100%. It showed that organizational culture predicted teacher engagement by 1.3% ($100 * .013$). The prediction was to a very low extent for teachers in private senior secondary schools in Rivers State.

Research Question 2: To what extent does work environment independently predict teacher engagement in private senior secondary schools in Rivers State?

Table 2

Simple Regression on the Extent of Prediction of Work Environment on Teachers' Engagement in Private Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Decision
1	.285 ^a	.081	.080	Very low extent

Decision rule: 0-25 Very Low Extent, 25.9 – 50 Low Extent, 50.1 -75 High Extent, 75.1- 100 Very High Extent

Table 2 revealed that the regression and regression square coefficients are .285 and .081 respectively. The extent of prediction was determined by multiplying the regression square by 100%. Work environment therefore predicted teacher engagement by 8.0% ($100 * .081$). The prediction was to a very low extent for teachers in private senior secondary schools in Rivers State.

Research Question 3: To what extent does work-life balance jointly predict teachers' engagement in private senior secondary schools in Rivers State?

Table 3

Multiple Regression on the Extent of Prediction of Work-life Balance on Teachers' Engagement in Private Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Decision
1	.307 ^a	.094	.092	Very low extent

Decision rule: 0-25 Very Low Extent, 25.9 – 50 Low Extent, 50.1 -75 High Extent, 75.1- 100 Very High Extent

Table 3 revealed that the regression and regression square coefficients are .307 and .094 respectively. The extent of prediction was ascertained by multiplying the regression square by 100%. It therefore showed that work-life balance predicted teachers' engagement by 9.4% (100 * .094). The prediction was to a very low extent for teachers in private senior secondary schools in Rivers State. The remaining 90.6% was accounted for by other variables outside work-life balance.

Hypothesis 1: Organisational culture does not significantly and independently predict teacher engagement in private secondary schools in Rivers State.

Table 4

T-test Associated with Simple Regression on Prediction of Organizational Culture on Teacher Engagement in Private Senior Secondary Schools in Rivers State

Model		Coefficients ^a			T	Probability value.	Alpha level	Decision
		Unstandardized Coefficients	Standardized Coefficients					
		B	Std. Error	Beta				
1	(Constant)	37.808	.554		68.298	.000		Significant
	Organizational culture	-.049	.016	-.114	-3.066	.002	0.05	

a. Dependent Variable: Teacher engagement

Table 4 showed that the t-test associated with simple regression is 3.066 with probability value and alpha level of 0.002 and 0.05 respectively. The result showed that the probability value of 0.002 is less than the alpha level of 0.05. The hypothesis was therefore

rejected. This implied that organisational culture significantly independently predict teacher engagement in private senior secondary schools in Rivers State.

Hypothesis 2: Work environment does not significantly and independently predict teacher engagement in private secondary schools in Rivers State.

Table 5

T-test Associated with Simple Regression on the Extent of Prediction of Work Environment on Teacher Engagement in Private Senior Secondary Schools in Rivers State

Model	Coefficients ^a			T	Probability value.	Alpha level	Decision
	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta				
(Constant)	23.100	1.646		14.032	.000		
1 Work environment	.360	.045	.285	7.940	.000	0.05	Significant

a. Dependent Variable: Teachers' engagement

Table 5 showed that the t-test associated with simple regression is 7.940 with probability value and alpha level of 0.000 and 0.05 respectively. The result showed that the probability value of 0.000 is less than the alpha level of 0.05. The hypothesis was therefore rejected. This implied that work environment significantly independently predict teacher engagement in private senior secondary schools in Rivers State.

Hypothesis 3: Work-life balance does not significantly and jointly predict teacher engagement in private secondary schools in Rivers State.

Table 6

ANOVA Associated with Multiple Regression on the Extent of Prediction of Work-life Balance on Teacher Engagement in Private Senior Secondary Schools in Rivers State

		ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Probability value	Alpha level	Decision
1	Regression	580.277	2	290.138	36.997	.000 ^b		
	Residual	5575.865	711	7.842			.05	Significant
	Total	6156.141	713					

a. Dependent Variable: Teacher engagement

b. Predictors: (Constant), organization culture, work environment

Table 6 showed that the ANOVA associated with multiple regression is 36.997 with degrees of freedom of 2 and 711 respectively. The probability value and alpha level are 0.000 and 0.05 respectively. The result showed that the probability value of 0.000 is less than the alpha level of 0.05. The study therefore rejected the hypothesis. This implied that work-life significantly predicted teacher engagement in private senior secondary schools in Rivers State.

Discussion

The finding revealed that organisational culture significantly predicted teacher engagement to a very low extent in private senior secondary schools in Rivers State. This implies that the school policies are designed in such a way that teachers do not have sufficient time to cater for their personal or family needs. When teachers find it difficult to combine both their duties at work and at home, they will not perform optimally in the school organisation. This finding, however, agreed with those of Agha, et al. (2017); Khan and Agha (2013); who carried out different studies on work-life balance and discovered that the nature of the job, work environment, employee-friendly policies and organizational culture have impacts on teacher job satisfaction. The finding also corroborated that of Maiya and Bagali (2014), who conducted a research on work-life balance among working mothers in public and private sectors in India and discovered that the working mothers are faced with work overload,

pressure, difficult tasks, lack of breaks, lack of variety in activities and poor physical work conditions. The finding is also in consonance with Irfan and Azmi (2014) study. The study discovered that balance was not established between workload distribution, leisure time and extra-curricular activities which engender academic excellence among students. Thus, work-life balance can be achieved when teachers are able to have time to satisfy their family and societal needs after close of work.

Another finding of this study showed that work environment significantly predicted teachers' engagement to a very low extent in private senior secondary schools in Rivers State. The implication of this finding entails that teacher engagement in the school system depends to a large extent on how favourable their workplace is. The finding is in consonance with that of Azeem (2010), who investigated a study on job satisfaction and organizational commitment among employees in the Sultanate of Oman, and found out that work and personal life have positive relationship with job satisfaction. Corroborating this finding, Maiya and Bagali (2014) observed that a healthy workplace is concerned about the general wellbeing of employees, and creates an environment where they can grow professionally while prioritising their work-life balance. Similarly, this finding is in agreement with Glass and Camarigg, in Irfan and Azmi (2015), who conducted a study on work-life balance and employees' work environment and discovered that workplace flexibility is a key factor in reducing work-family conflict among workers. Hence, teachers' general perception of their working conditions has a great influence on their level of commitment and productivity.

The study also discovered that work-life balance significantly and jointly predicted teachers' engagement to a very low extent in private senior secondary schools in Rivers State. This implies that employers have not been able to address work-life balance issue in private schools. Nevertheless, this finding agrees with the study of Arathi and Rajkumar (2015), who observed in their study that stress and unhappiness occur when employees spend a major portion of their time on work-related activities and neglect other meaningful components of their lives like family, friends, personal growth, spirituality, self-care, community participation, and other personal activities. Similarly, it is also in consonance with Ukaigwe and Adieme (2017), who examined work-stress reduction among teachers and discovered that job requirements, such as after-school hour duties, extra mural classes, weekend class coaches, holiday summer lessons, staff meetings, among others, often impose on teachers' personal time.

The finding also agrees with Cardwell (2011), who conducted a study on patterns of relationships among teacher engagement and found out that positive significant relationship exist between flexi-time and employee stress. Thus, work-life balance enables workforce to feel that they pay proper attention to all the different important aspects of their lives.

Conclusion

Based on the findings of this study, it was concluded that work-life balance significantly and jointly predicts teacher engagement in private senior secondary schools in Rivers State, Nigeria. Both organizational culture and work environment that are critical to employee work-life balance, significantly predict teacher engagement.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Both the Ministry of education and the various school administrations should come up with specific teacher friendly policies that can facilitate a healthy work environment.
2. Employers should ensure a healthy work environment that promotes the general wellbeing of teachers where they can grow and develop professionally, while prioritizing their work-life balance.
3. Teachers' workload should be planned and scheduled in such a way that they will balance their work demand and personal responsibilities without having to struggle to strike a balance.
4. The school management should introduce flexible work schedule that provides a veritable platform that facilitates the attainment of organizational goals, while at the same time that enables the teachers to prioritize their school work and personal life tasks in order to ensure wellness.

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