

Work-Life Balance And Job Performance Of Female Academic Staff Of The Polytechnic Ibadan, Oyo State, Nigeria

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Abstract: The study explored the relationship between work-life balance and job performance among female academic staff of the Polytechnic, Ibadan, Oyo State, Nigeria. The research adopted the descriptive survey research design. A self-designed questionnaire was used to collect data for the study. Data collected were analyzed using simple percentages, frequency counts, standard deviation and inference statistics.

The results of the hypothesis test indicated a significant positive correlation between work-life balance and job performance among female academic staff ($p < 0.05$). The findings revealed that work-life balance has a substantial impact on job performance, with respondents citing challenges in managing work and personal responsibilities, resulting in stress relating to dual roles. The overall weighted mean of 2.26 suggests a moderate level of difficulty in achieving work-life balance. An examination of job performance metrics shows high engagement in teaching (weighted average = 3.05) and project supervision (weighted average = 3.30), whereas research publication (weighted average = 2.64) and community service (weighted average = 2.55) demonstrate moderate levels of involvement. The coping strategies employed by female academic staff, notably prioritizing tasks (49.2%) and setting realistic goals (39.0%), are deemed effective in managing workload, with mean scores of 3.19 and 3.27, respectively.

The study concluded that female academic staff at The Polytechnic, Ibadan experience a moderate level of difficulty in achieving work-life balance, which impacts their job performance. While they demonstrated moderate engagement in research and publications, they exhibited effective coping strategies that can enhance their work-life balance and job performance. It is recommended that female academic staff adopt coping strategies such as scheduling and boundary-setting to mitigate stress and enhance job performance. The institution should prioritize initiatives that foster work-life balance, including periodic evaluations to identify gaps and implement improvements. Additionally, the institution should encourage and support female academic staff in increasing their engagement in community service and research activities, such as publishing textbooks and book chapters, to enhance their overall job performance.

Keywords: Work-life balance, job performance, female academic staff, Polytechnic Ibadan.

Introduction

The current higher education environment is diverse and complex due to factors such as global competition, free markets, technological innovation, and privatization of higher education (Shrivastava & Shukla, 2017; Ojo & Omeregbe, 2016; Akinyooye, 2021). Teaching is a time-consuming task that requires female lecturers to complete a large number of documents in a timely manner (Bhatnagar, 2018; Akinyooye & Adesokan, 2021). Academic time is required to prepare and administer courses, classes, and examinations, and to supervise students (Alboliteh, 2019; Chandra & Varghese, 2019; Muben & Karim, 2018). Female Lecturers are responsible for fulfilling the duties assigned to them by their departments, schools, or professional organizations. Academics are also required to publish, serve as reviewers, participate in, or host professional/community development programs that add to the body of knowledge in their field of study (University Grants Commission, 2019). Being a scientist, spouse, mother, and friend are just some of the responsibilities that academia places on women across their careers, families, and personal lives. The academic staff are responsible for teaching, grading, supervision, research, and administrative duties. This can lead to friction and pressure over time as they have to juggle both work and non-work demands. The mix of responsibilities can make it difficult to spend time on other things due to these multiple household chores. This can lead to long, unsocial work hours, which means less time for family and other important aspects of life (Gambo et al., 2022; Aransi et al., 2025).

Bautista, Perez and Balute (2017) indicate that performance is the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Hafeez & Akbar (2015) define performance as referring to the achievement of specified tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Performance has been conceptualised as multi-dimensional construct involving job-specific task proficiency, non-job-specific proficiency (such as organisational citizenship behaviour), written and oral communication proficiency, demonstration of effort, maintenance of personal discipline, facilitation of peer and team performance, supervision/leadership and management/administration aspects. Overall, the definition and conceptualisation of performance point to the effect that performance is the effective accomplishment of tasks. Effective performance in organisations leads to accomplishing of organisational goals and objectives, quality of output, workmanship, adherence to standards, achievement of performance standards, increased effectiveness and a better use of available resources (Afaha, 2014).

The job performance of female academic staffs implies duties performed by them in the institutional system (Adeyemi, 2010). Their job performance can be measured in terms of teaching, lesson preparation, mastery of subject matter, competence, commitment to job, effective supervision and monitoring of students' work, class control and disciplinary activity (Adeyemi, 2010). Therefore, the ultimate goal of any staff development programme is to grow and improve the skills of lecturers in stated areas so that they can transfer these skills to their students and contribute adequately to the achievement of Polytechnic goals. However, there are always gaps between expected and actual performance. Job performance helps in identifying employee's potential for further growth and advancement within the organization's career ladder. The basic aim of job performance is to monitor employee performance, boost employee motivation that will in turn improve institution morale and is a useful tool for understanding and assessing employee skill potential (Igbojekwe and Ugo-Okoro, 2015, Olaniyan et al., 2025).

Lakshmi & Prasanth, (2018) asserted in their studies that academia in higher tertiary institutions experience work stress due to workload overload, despite the benefits that academia enjoys, such as vacations or semester/year breaks, incentives, professional development opportunities, and support services. There are instances when demands from both work and non-work activities conflict. Out of various factors which affect the efficiency of workers at the workplace, work-life balance is one of them (Siti Haerani *et al.*, 2023). Those having balanced career and life most probably seem to be more effective in the work and vice versa. One of the challenges is to achieve a balance between family and personal life as it has greater influence on employees' work and life. This suggests that in order for workers to fully realize their potential in developing their career chances, different works must be integrated in a holistic manner.

The female academic staff are faced with challenges of how to integrate work and family affairs in order to keep the work professional, responsibilities such as class room works, administrative responsibilities in the Polytechnic and most importantly,

self-development programs such as acquisition of higher degrees, periodic research publications, seminars among others looks cumbersome for individual employee (Jephthah et al., 2022; Omoregie & Ojo, 2016). In addition, women in Nigerian education sector are expected to perform the same way as their male counterparts in ensuring knowledge production; optimum job performance, dissemination and community service are effectively delivered. This is the equilibrium between an individual's professional responsibilities and their personal life, including family, leisure activities, and personal well-being. It involves effectively managing the demands of work and personal life so that neither domain overwhelms the other, leading to a harmonious and fulfilling lifestyle. The ability to adjust work schedules or work remotely to accommodate personal needs, such as family obligations or personal interests; establishing clear boundaries between work and personal life. Allocating sufficient time for work-related tasks and personal activities without one encroaching excessively on the other. Achieving work-life balance is essential for overall well-being, as it reduces stress, prevents burnout, and allows individuals to enjoy both their careers and personal lives.

Female academic staff face unique pressures due to the demanding nature of academia, which includes teaching, research, supervision of students, administrative duties, and community service. These responsibilities frequently extend beyond regular work hours, contributing to stress, burnout, and job dissatisfaction (Olowookere, Alao, & Odukoya, 2016; ampousah et.al., 2020). Additionally, in many societies, women are still expected to assume primary caregiving and household management roles, further complicating their ability to maintain an equilibrium between work and personal life.

Work-life balance encompasses various factors that determine an individual's ability to maintain a healthy balance between work and personal life. These indices include work-related factors such as workload, job flexibility, organizational support, personal factors such as family responsibilities, personal health and social support and psychological factors such as job satisfaction and emotional well-being. In the Nigerian academic sector, research has shown that work-life balance issues among female academics are often exacerbated by rigid work structures, limited family-friendly policies, and socio-cultural expectations (Olowookere et al., 2016; Akinyooye & Fajimi, 2022).

Work-life balance among female academic staff in Nigerian polytechnics highlights balancing family commitments with professional responsibilities is a major source of stress, particularly for those with young children. This challenge directly impacts their performance, particularly in research and administrative roles. **Adeyemi and Ojo (2018)** asserted female lecturers tend to have fewer research publications due to the difficulty in finding time for scholarly activities outside of their teaching and domestic responsibilities. There is limited time for research, professional development, or involvement in administrative functions. Many are overburdened with multiple classes, student supervision, and assessments, which further impairs their ability to focus on other aspects of academic performance.

Aina (2020) observed that teaching workload in Nigerian polytechnics found that female lecturers reported higher levels of burnout due to the demands of teaching, student supervision, and grading. As women increasingly take on professional roles in academia, the issue of work-life balance becomes a critical factor influencing job performance. Previous studies (Leslie *et al.*, (2019); Ogunkoya *et al.*, (2015); Benito Osorio *et al.*, (2014); Mayya *et al.*, (2021); Schrivastava & Shukla, (2017); Bhatnagar, 2018; Ogunkoya, Enyi Aremu (2015); Onyedipe and Popoola (2018); Greenhaus & Allen, (2011) have focused attention on work-life balance, job satisfaction and performance of employees from different organizations and higher institutions with no attention to female academic staff of The Polytechnic, Ibadan. This study will therefore, examine work life balance and job performance among the female academic staffs of the Polytechnic, Ibadan.

Statement of the Problem

Work-life balance is a global issue that greatly affects organizational performance as well as individual well-being and performance. More often than not, employees encounter difficulties in trying to find a balance between their social life and responsibilities at the workplace. Poor job performance among female academic staffs of tertiary institutions in Nigeria appears to

be a common thing. Visible signs of poor job performance include, poor preparation of lecture notes, uninteresting mode of delivery of lecture, and unsatisfactory method of evaluation. In recent years, there has been growing concern about the work-life balance of academic staff in Nigerian higher education institutions. Female lecturers, in particular, experience unique challenges in balancing their professional and personal responsibilities due to societal expectations regarding their roles as caregivers, homemakers, and educators. As a result, they often struggle to meet the demands of their jobs while simultaneously fulfilling their personal obligations. The Polytechnic, Ibadan, like other tertiary institutions in Nigeria, places significant emphasis on the academic performance of its staff, with female lecturers expected to meet high standards in teaching, research, and administrative duties. However, the inability to balance work and personal life effectively can lead to reduced job performance, decreased research productivity, increased absenteeism, and ultimately lower job performance.

Despite the critical role that work-life balance could play in influencing job performance, there is a lack of empirical evidence exploring how it specifically affects female academic staff in polytechnic settings. The evidence indicates that female academic members of staff at the Polytechnic of Ibadan face significant challenges related to balancing work and family responsibilities, lower research output, underrepresentation in leadership, gender bias, limited professional development opportunities, and heavy teaching loads. The interface between family and work and its consequences have been identified to play significant role in the female academic staff's job outcome. Previous studies have focused attention on employees of other work sectors with little attention to female academic staff. This gap in the literature necessitates an in-depth investigation into the challenges faced by female lecturers at The Polytechnic, Ibadan in balancing work-life and achieving a better job performance.

Objectives of the Study

The primary objective of this study is to examine the effect of work-life balance on the job performance of female academic members of staff of the Polytechnic, Ibadan. The specific objectives are:

- i. to identify the key challenges that female academic staff of The Polytechnic, Ibadan face in balancing work and personal life;
- ii. assess the effect of work-life balance on job performance of female academic staff of the Polytechnic, Ibadan; and
- iii. to identify work life balance coping strategies to enhance job performance of female academic staff of the Polytechnic, Ibadan.

Research Questions

To achieve the objectives of this study, the following research questions were addressed:

- i. What are the key challenges that female academic staff of The Polytechnic, Ibadan face in balancing work and personal life?
- ii. What are the effects of work-life balance on job performance of female academic staff of The Polytechnic, Ibadan (teaching, research publications, seminar participation, project supervision, teaching mode of delivery, conferences and workshop attended)?
- iii. What are the work life balance coping strategies to enhance job performance i.e. female academic staff of The Polytechnic, Ibadan?

Research Hypotheses

Hi: There is no significant relationship between work-life balance and the job performance of female academic staff at The Polytechnic, Ibadan.

Methodology

Research Design

This study adopted a descriptive survey research design, which is suitable for examining the current status of work-life balance and job performance among the female academic staff. The descriptive approach enabled the researcher to gather quantifiable data and analyze relationships between variables without manipulating them. This design is appropriate given the nature of the inquiry, which focuses on understanding the experiences and perceptions of the respondents.

Population, Sampling Size and Sampling Techniques

The population for this study comprised all female academic staff in the six faculties and their departments. The faculties include engineering, sciences, environmental studies, financial and management studies, business and communication sciences. Fifty-nine female lecturers were enumerated across the six faculties and departments in the Polytechnic of Ibadan, Oyo State, Nigeria.

Research Instrument

Instrument for data collection for this study was structured questionnaire that was designed specifically for this research. The questionnaire comprised three sections:

Demographic Information: This section will gather data on the respondents' age, marital status, age of children, still bearing children or not, age of last born, classes of the children number of dependents, academic rank, and years of service.

Challenges that female Academic Staff of the Polytechnic of Ibadan faced in balancing Work and Personal Life: This section assesses challenges faced at the course of balancing work-life for better job performance by female academic staff of the Polytechnic of Ibadan.

Work-Life Balance Scale: This section will utilize a Likert-type scale to measure aspects of work-life balance, including work demands, family responsibilities, and personal time management. The scale is adapted from established instruments to ensure reliability and validity.

Job Performance Assessment: This section assesses job performance through indicators such as teaching effectiveness, research output, and service contributions to the institution. Respondents will rate their performance based on self-assessment and peer evaluations.

Validity and Reliability of the Instrument

Validity was established through expert reviews confirming that the items accurately represented the constructs being measured. A pilot study was conducted with 10 female academic staff not included in the main study. The Cronbach's alpha coefficient was calculated for the work-life balance and job performance scales, achieving acceptable reliability levels of 0.77 and 0.87.

Method of Data Analysis

The data collected from the questionnaires were analyzed. Descriptive statistics, including means, standard deviations, and frequency distributions were computed to summarize the demographic characteristics and main variables. Also, inferential statistics, including correlation analysis such Pearson Product Moment Correlation (PPMC) and regression analysis were conducted to examine the effect and relationships between work-life balance and job performance.

Ethical Considerations

Ethical considerations are paramount in conducting this research. Informed consent were obtained from all participants, ensuring they understood the purpose of the study and their right to withdraw at any time without consequences. Confidentiality was also maintained by anonymizing responses and securely storing data.

Results

Research Question 1: What are the key challenges that female academic staff of The Polytechnic, Ibadan face in balancing work and personal life?

Table 1: Challenges female academic staff face in balancing work and personal life

S/N	Challenges faced in balancing work and personal life	Not at all	Once in a while	Most of the time	All the time	\bar{x}	S.D.
1	I experience guilt or stress related to balancing work and family responsibilities	9 15.3%	29 49.2%	12 20.3%	9 15.3%	2.36	0.924
2	Cultural or societal expectations about women's roles is a challenge in balancing work and personal life	5 8.5%	23 39.0%	22 37.3%	9 15.3%	2.59	0.853
3	Household or caregiving responsibilities conflict with my work duties	16 27.1%	24 40.7%	16 27.1%	3 5.1%	2.10	0.865
4	I cannot manage my workload and it affects my job performance	37 62.7%	12 20.3%	7 11.9%	3 5.1%	1.59	0.893
5	I work beyond official working hours	13 22.0%	19 32.2%	23 39.0%	4 6.8%	2.31	0.895
6	I choose to finish all my work daily even if it is not convenient for me	2 3.4%	25 42.4%	18 30.5%	14 23.7%	2.75	0.863
7	I feel stressed and overwhelmed by managing both work and home responsibilities	11 18.6%	21 35.6%	14 23.7%	13 22.0%	2.49	1.040
8	There is negative effects of work pressure on my health	23 39.0%	23 39.0%	9 15.3%	4 6.8%	1.90	0.904
Weighted Mean =2.26							

Table 1 shows the challenges faced by female academic staff at The Polytechnic, Ibadan, in balancing work and personal life. It was observed that a significant proportion experience stress related to their dual responsibilities. 49.2% reported feeling guilt or stress about work-family balance once in a while, while 35.6% feel this way most of the time or all the time, leading to a mean score of 2.36. Cultural and societal expectations about women's roles further exacerbate these challenges, with 52.6% stating that such expectations affect them frequently, as reflected in a mean score of 2.59. Additionally, conflicts between household responsibilities and work duties are common, with 40.7% experiencing this occasionally, though a notable 27.1% reported never facing such conflicts. Interestingly, a majority (62.7%) state that they do not struggle with managing their workload in a way that affects job performance, indicating that while balancing responsibilities is challenging, many still find ways to maintain their professional efficiency.

The pressure to work beyond official hours is another notable challenge, with 39.0% stating that they often extend their working hours, though 32.2% only do so occasionally. Additionally, 54.2% of respondents indicated that they push themselves to complete

all their work daily, even if it is inconvenient, which contributed to work-related stress. Stress and feelings of being overwhelmed are prevalent, with 45.7% reporting experiencing these emotions frequently. However, work pressure's negative effects on health appear to be less significant, as 78.0% state that they rarely or never experience health impacts due to work stress. The overall weighted mean of 2.26 indicated a moderate level of difficulty in balancing work and personal life.

Research Question 2: What are the effects of work-life balance on job performance of female academic staff of The Polytechnic, Ibadan (teaching, research publications, seminar participation, project supervision, teaching mode of delivery, conferences and workshop attended)?

Table 2a: Job Performance in Teaching

s/n	Teaching	None of the time	Once in a while	Most of the time	All the time	\bar{x}	S.D.
1	I am punctual and come to class with lesson plan	1 1.7%	1 1.7%	23 39.0%	34 57.6%	3.53	0.626
2	I teach courses according to course plan with various teaching materials	-	5 8.5%	30 50.8%	24 40.7%	3.32	0.628
3	I offer a simple, clear, concise language during lectures	-	3 5.1%	30 50.8%	26 44.1%	3.39	0.588
4	I keep the interest of students alive during lessons	2 3.4%	1 1.7%	29 49.2%	27 45.8%	3.37	0.692
5	I am compassionate and tolerant to students to some extent	-	3 5.1%	35 59.3%	21 35.6%	3.31	0.565
6	I offer a sufficient number and quality of course related resources	-	9 15.3%	35 59.3%	15 25.4%	3.10	0.635
7	I have consultation time to attend to the students	1 1.7%	17 28.8%	28 47.5%	13 22.0%	2.90	0.759
8	I facilitate my teaching on time	2 3.4%	7 11.9%	31 52.5%	19 32.2%	3.14	0.753
9	I do extra time of teaching if it is necessary	4 6.8%	22 37.3%	26 44.1%	7 11.9%	2.61	0.788
10	I finish my syllabus on time	-	10 16.9%	29 49.2%	20 33.9%	3.17	0.699
11	I use the traditional course delivery method (face-to-face classes)	1 1.7%	6 10.2%	22 37.3%	30 50.8%	3.37	0.740
12	I use online course delivery method	16 27.1%	30 50.8%	8 13.6%	5 8.5%	2.03	0.870
13	I use both online and blended (face to face instruction with computer-mediated instruction) method	12 20.3%	22 37.3%	13 22.0%	12 20.3%	2.42	1.037
Weighted Mean =3.05							

Table 2a showed the job performance of female academic staff at The Polytechnic, Ibadan, in their teaching roles. **Majority (96.6%) of the respondents reported being punctual and coming to class with a lesson plan most or all the time (\bar{x} =3.53), demonstrating strong time management and preparation. Additionally, 91.5% adhered to the course plan while utilizing various teaching materials (\bar{x} =3.32), and 94.9% communicate clearly in lectures (\bar{x} = 3.39), indicating effective instructional delivery.** Keeping students engaged is another critical strategy, as **95% of respondents make efforts to maintain**

student interest in class ($\bar{x}=3.37$), and 94.9% showed compassion and tolerance towards students ($\bar{x}=3.31$), which contributed to a positive learning environment. However, while 84.7% of staff provide adequate course-related resources, ($\bar{x}=3.10$). Furthermore, consultation time availability ($\bar{x}=2.90$) is not as consistent, indicating that attending to students outside of lectures may be challenging due to work-life balance constraints.

Time management and flexibility in teaching methods show mixed results. Majority (84.7%) facilitated their teaching on time ($\bar{x}=3.14$), while 61% are willing to offer extra teaching time, when necessary, ($\bar{x}=2.61$) indicating it is not always feasible. Finishing the syllabus on time is a priority for most respondents ($\bar{x}=3.17$), ensuring curriculum completion. Traditional face-to-face instruction remains the dominant teaching method, with 88.1% using this approach most or all the time ($\bar{x}=3.37$), whereas online delivery ($\bar{x}=2.03$) and blended methods ($\bar{x}=2.42$) are less frequently utilized.

Table 2b: Research and publication

s/n	Research and publication	Not true of me	Fairly true of me	True of me	Very true of me	\bar{x}	S.D.
1	I have authored a textbook	25 42.4%	9 15.3%	4 6.8%	21 35.6%	2.36	1.349
2	I have written a book chapter	26 44.1%	8 13.6%	13 22.0%	12 20.3%	2.19	1.210
3	I have co-authored a textbook	27 45.8%	7 11.9%	15 25.4%	10 16.9%	2.14	1.181
4	I have a patented and certified invention	26 44.1%	6 10.2%	15 25.4%	12 20.3%	2.22	1.219
5	I have been able to produce an occasional paper	18 30.5%	13 22.0%	14 23.7%	14 23.7%	2.41	1.161
6	I have produced a journal article	10 16.9%	11 18.6%	14 23.7%	24 40.7%	2.88	1.131
7	I have written a technical report	22 37.3%	5 8.5%	15 25.4%	17 28.8%	2.46	1.264
8	I have authored a scientific peer-reviewed bulletin	24 40.7%	18 30.5%	9 15.3%	8 13.6%	2.02	1.058
9	I have published locally and international	5 8.5%	9 15.3%	18 30.5%	27 45.8%	3.14	0.973
10	I have published a paper in a seminar locally and internationally	13 22.0%	6 10.2%	13 22.0%	27 45.8%	2.92	1.208
11	I attend workshops and conferences	6 10.2%	8 13.6%	17 28.8%	28 47.5%	3.14	1.008
12	Attending workshops/conferences have an impact on me professional development	3 5.1%	5 8.5%	15 25.4%	36 61.0%	3.42	0.855
13	My institution encourages or sponsor participation in workshops and conferences	3 5.1%	16 27.1%	16 27.1%	24 40.7%	3.03	0.946
Weighted Mean =2.64							

Table 4.3 shows job performance of female academic staff of the Polytechnic, Ibadan in relation to research and publication, revealing a moderate engagement in scholarly activities. A significant proportion of respondents have not authored textbooks

(42.4%), book chapters (44.1%), or co-authored textbooks (45.8%), with relatively low mean scores of 2.36, 2.19, and 2.14, respectively. Similarly, patenting and certified inventions remain limited, with 44.1% indicating that this is not true of me ($\bar{x}=2.22$). However, occasional paper production showed a more balanced distribution, as 30.5% have not produced one, while 47.4% indicate varying degrees of involvement ($\bar{x}=2.41$). Notably, the production of journal articles is relatively higher, with 64.4% reporting that it is true or very true of them ($\bar{x}=2.88$), the highest among the research-related indicators. Writing technical reports is also moderately practiced, with 54.2% having engaged in it to some extent ($\bar{x}=2.46$). However, authorship of peer-reviewed scientific bulletins remains low, with 40.7% not engaging in this activity ($\bar{x}=2.02$), reflecting limited research dissemination in such formats.

Publishing locally and internationally emerged as a notable strength, with 76.3% having done so, ($\bar{x}=3.14$). Similarly, attendance at workshops and conferences is high, with 76.3% participating ($\bar{x}=3.14$), and 86.4% affirming its impact on professional development ($\bar{x}=3.42$), making it the highest-scoring item. Institutional support for participation in conferences is also relatively strong, with 67.8% acknowledging some level of encouragement ($\bar{x}=3.03$).

Table 2c: Project supervision

s/n	Project supervision	Not at all	Once in a while	Most of the time	All the time	\bar{x}	S.D.
1	I guide my students to complete their dissertations/research project within the stipulated time	-	2 3.4%	19 32.2%	38 64.4%	3.61	0.558
2	I allow my students to consult me	-	6 10.2%	23 39.0%	30 50.8%	3.41	0.673
3	Whenever my supervisees need me, I am available	-	2 3.4%	31 52.5%	26 44.1%	3.41	0.561
4	My students are free to ask me any questions related to their research work	-	3 5.1%	17 28.8%	39 66.1%	3.61	0.588
5	I motivate my students to work hard on their research project	5 8.5%	2 3.4%	19 32.2%	33 55.9%	3.36	0.905
6	I have helped students to publish their work in reputable journal	12 20.3%	17 28.8%	20 33.9%	10 16.9%	2.47	1.006
7	I establish benchmarks to be achieved by my students by specific dates	-	5 8.5%	34 57.6%	20 33.9%	3.25	0.604
Weighted Mean =3.30							

Table 2c shows the analysis of work-life balance on job performance in project supervision among female academic staff of The Polytechnic, Ibadan. The result indicated a strong commitment to guiding students through their research work. **The highest-rated practices include ensuring students complete their dissertations within the stipulated time ($\bar{x}=3.61$) and encouraging open communication, as 66.1% allow students to ask any research-related questions ($\bar{x}=3.61$).** Additionally,

availability for consultations is well-practiced, with 50.8% of lecturers permitting students to consult them all the time and 52.5% being available to supervisees when needed ($\bar{x} = 3.41$). Motivation also plays a key role, with 88.1% of respondents motivating their students to work hard, ($\bar{x}=3.36$). However, helping students publish their work in reputable journals is the weakest area, with 49.1% either not engaging in this practice or doing so only occasionally, resulting in the lowest mean score ($\bar{x}= 2.47$). Establishing benchmarks for research progress is fairly common, with 91.5% of respondents doing so to some extent ($\bar{x}= 3.25$).

Table 2d: Community service

s/n	Community service	Not at all	Once in a while	Most of the time	All the time	\bar{x}	S.D.
1	As a member of staff of this polytechnic I participate in community events	6 10.2%	18 30.5%	19 32.2%	16 27.1%	2.76	0.971
2	I participate in community improvement programmes as a member of this polytechnic	5 8.5%	23 39.0%	23 39.0%	8 13.6%	2.58	0.835
3	I am involved in offering training in sensitization and mobilisation services to community	12 20.3%	20 33.9%	18 30.5%	9 15.3%	2.41	0.985
4	I am involved in promoting the civic duties of the community	8 13.6%	19 32.2%	23 39.0%	9 15.3%	2.56	0.915
5	I involve in collaborations with communities and stakeholders	9 15.3%	22 37.3%	22 37.3%	6 10.2%	2.42	0.875
6	As a member of staff, I participate in community activities	5 8.5%	22 37.3%	24 40.7%	8 13.6%	2.59	0.833
7	As a member of staff, I am involved in training the youth in community activities	7 11.9%	25 42.4%	16 27.1%	11 18.6%	2.53	0.935
Weighted Mean =2.55							

Table 2d showed that the analysis of community service participation among female academic staff at The Polytechnic, Ibadan, revealed a moderate level of engagement, with a **weighted mean of 2.55**, indicating that most activities are performed only once in a while or most of the time. The highest level of involvement is seen in general participation in community events ($\bar{x}=2.76$), with 59.3% of respondents engaging at least most of the time. However, **activities that require deeper involvement, such as training and sensitization services ($\bar{x}=2.41$) and collaborations with communities and stakeholders ($\bar{x}=2.42$), are less frequent, with over 50% of respondents engaging in them rarely or not at all.** Participation in civic duties ($\bar{x}= 2.56$) and community improvement programmes ($\bar{x}=2.58$) also showed a similar trend, indicating that while staff members are somewhat engaged in community service, there is room for improvement in more structured and impactful community interactions.

Research Question 3: What are the work life balance coping strategies to enhance job performance i.e. female academic staff of The Polytechnic, Ibadan?

Table 3a: Coping strategies to enhance job performance among female academic staff

s/n	Coping strategies	Not true of me	Fairly true of me	True of me	Very true of me	\bar{x}	S.D.
1	I prioritize tasks to manage workload effectively	5 8.5%	8 13.6%	17 28.8%	29 49.2%	3.19	0.973
2	I set realistic goals to improve job performance	-	7 11.9%	29 49.2%	23 39.0%	3.27	0.665
3	I take short breaks during work to reduce stress	7 11.9%	16 27.1%	20 33.9%	16 27.1%	2.76	0.989
4	I seek support from colleagues when facing work-related challenges	12 20.3%	10 16.9%	21 35.6%	16 27.1%	2.69	1.087
5	I balance my personal and work life by creating a daily schedule	4 6.8%	7 11.9%	27 45.8%	21 35.6%	3.10	0.865
6	I engage in regular exercise to cope with work stress	10 16.9%	19 32.2%	20 33.9%	10 16.9%	2.51	0.972
7	I use relaxation techniques (e.g., deep breathing, meditation) to handle pressure	10 16.9%	17 28.8%	17 28.8%	15 25.4%	2.63	1.049
8	I take time off work when I feel overwhelmed	12 20.3%	16 27.1%	18 30.5%	13 22.0%	2.54	1.056
9	I seek counseling or professional advice when work stress becomes unmanageable	15 25.4%	7 11.9%	21 35.6%	16 27.1%	2.64	1.141
10	I ensure open communication with my supervisor to address workload issues	14 23.7%	15 25.4%	10 16.9%	20 33.9%	2.61	1.189
Weighted Mean =2.79							

Table 3a shows the analysis of coping strategies among female academic staff at The Polytechnic, Ibadan. The data revealed that prioritizing tasks (49.2%) and setting realistic goals (39.0%) are the most commonly used techniques for enhancing job performance. With mean scores of 3.19 and 3.27, respectively, these strategies are considered highly effective in managing workload efficiently. Additionally, creating a daily schedule to balance work and personal life is another widely adopted approach, with 81.4% acknowledging its importance. However, taking short breaks during work to reduce stress has a moderate adoption rate, with 61% affirming its use, resulting in a mean score of 2.76. Seeking support from colleagues when facing work challenges is utilized by only 62.7%, indicating that while some staff members rely on peer assistance, others may prefer handling

work-related stress independently. On the other hand, self-care strategies such as regular exercise (2.51), relaxation techniques (2.63), and taking time off work when overwhelmed (2.54) show relatively lower mean scores, indicating that these approaches are not as widely adopted. Seeking professional counseling for work-related stress has a mixed response, with 35.6% finding it useful, but 25.4% considering it irrelevant to their coping strategies. Additionally, only 50.8% maintain open communication with their supervisors regarding workload issues, reflected in a moderate mean score of 2.61.

Table 3b: Summary of Regression analysis showing the effect of work-life balance on job performance of female academic staff of The Polytechnic, Ibadan

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.409	.168	.153	12.76692			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1871.060	1	1871.060	11.479	.001	Sig.
Residual	9290.669	57	162.994			
Total	11161.729	58				

Table 3b shows that the effect of work-life balance on job performance of female academic staff of The Polytechnic, Ibadan was significant. The table also shows a coefficient of correlation ($R = .409$ and a R^2 of .168. This means that 16.8% of the variance was accounted for by the predictor variable. The significance of the contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 11.479 (significant at 0.05 level). This implies that the effect of the independent variable to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Hypotheses

Hi: There is no significant relationship between work-life balance and the job performance of female academic staff at The Polytechnic, Ibadan.

Table 4: Pearson Product Moment Correlation (PPMC) showing the relationship between work-life balance and the job performance of female academic

Variables	Mean	Std. Dev.	n	r	p-value	Remarks
Job performance	114.9322	13.8724	59	.409*	.001	Sig.
Work life balance	16.2542	6.05604				

* Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the findings of a Pearson Product Moment Correlation (PPMC) analysis investigating the relationship between work-life balance and the job performance of female academic staff at The Polytechnic, Ibadan. The table showed that there is a statistically significant relationship between job performance and work life balance ($r=.409$, $n=59$, $p (.001) < .05$). Hence, work

life balance influenced/enhanced job performance of female academic staff at The Polytechnic, Ibadan in the study. The hypothesis is therefore rejected.

Discussion of Findings

This finding embarked to identify the key challenges that female academic staff of the Polytechnic, Ibadan face in balancing work and personal life. The study now finds out that 49.2% reported feeling stress about work-family balance once in a while, while 35.6% feel this way most of the time or all the time. Cultural and societal expectations about women's roles further exacerbate these challenges, with 52.6% stating that such expectations affect them frequently. This is support of Bashir, Samra & Khan, (2022) who asserted sampling female academics selected from two universities in Lahore, Pakistan. Data was collected by using semi-structured interviews and thematic analysis was conducted to analyze the data. The findings revealed that women academics faced several problems at their homes as well as their workplace. These problems include lack of departmental support in performing tasks and completing assignments. Also, additional duties are assigned to the women academics, other than their teaching jobs. Women academics were also found to have insufficient time for themselves, leaving an adverse impact on their physical and mental wellbeing. This highlights the multifaceted roles of academic staff at the Polytechnic of Ibadan, combining teaching, research, and administrative tasks, with unique challenges related to workload and professional development. In addition, conflicts between household responsibilities and work duties are common, with 40.7% experiencing this occasionally, though a notable 27.1% reported never facing such conflicts. Interestingly, a majority (62.7%) state that they do not struggle with managing their workload in a way that affects job performance, indicating that while balancing responsibilities is challenging, many still find ways to maintain their professional efficiency.

The pressure to work beyond official hours is another notable challenge, with 39.0% stating that they often extend their working hours, though 32.2% only do so occasionally. Additionally, 54.2% of respondents indicated that they push themselves to complete all their work daily, even if it is inconvenient, which contributed to work-related stress. Stress and feelings of being overwhelmed are prevalent, with 45.7% reporting experiencing these emotions frequently. However, work pressure's negative effects on health appear to be less significant, as 78.0% state that they rarely or never experience health impacts due to work stress.

Based on this finding, it has been revealed that job performance of female academic staff of the Polytechnic, Ibadan in relation to research and publication revealed a moderate engagement in scholarly activities. **A significant proportion of respondents have not authored textbooks (42.4%), book chapters (44.1%), or co-authored textbooks (45.8%), majority (96.6%) of the respondents reported being punctual and coming to class with a lesson plan most or all the time ($\bar{x}=3.53$), demonstrating strong time management and preparation. This finding is in support of Aina (2020) who observed that teaching workload in Nigerian polytechnics have impact on female lecturers who reported higher levels of burnout due to the demands of teaching, student supervision, and grading. This heavy workload negatively impacted their ability to conduct research or take on leadership roles. Olufunke (2019) on work-life balance among female academic staff in Nigerian polytechnics highlights that balancing family commitments with professional responsibilities is a major source of stress, particularly for those with young children. This challenge directly impacts their performance, particularly in research and administrative roles.**

Supervising students in project work, especially at the National Diploma (ND) and Higher National Diploma (HND) levels, is a core responsibility of female academic staff at the Polytechnic of Ibadan. Academic staff guide students through their final year projects and industrial training, ensuring they meet academic standards and gain industry-relevant skills. The result from this finding also indicated a strong commitment to guiding students through their research work. **The highest-rated practices include ensuring students complete their dissertations within the stipulated time ($\bar{x}=3.61$) and encouraging open communication, as 66.1% allow students to ask any research-related questions ($\bar{x}=3.61$).**

This finding revealed strategies to enhance job performance among female academic staff at The Polytechnic, Ibadan. The data revealed that prioritizing tasks (49.2%) and setting realistic goals (39.0%) are the most commonly used techniques for enhancing

job performance, this is in support of Babatunde *et al.*, (2020) and Oladejo (2021) who also asserted that utilizing more coping strategies would allow female academics to achieve a balance in both their work and family life. With mean scores of 3.19 and 3.27, respectively, these strategies are considered highly effective in managing workload efficiently. Additionally, creating a daily schedule to balance work and personal life is another widely adopted approach, with 81.4% acknowledging its importance, Ufoaroh *et al.*, (2023); Akinyooye & Osamika, (2022) supported this finding.

Conclusion

Based on the findings of this study, it could be concluded that there is an effect of work life balance on job performance. There is a positive relationship between work life balance and job performance; whenever there is a balance work life, its increases a good job performance. It could be concluded that female academic staff of the Polytechnic, Ibadan have a moderate level of difficulty in balancing work-life, in relation to their job performance, their research and publications revealed a moderate engagement in scholarly activities while they have a positive coping strategies that could enhance their work-life and job performance. The findings show that prioritizing tasks, setting realistic goals and creating a daily schedule to balance work and personal life were the most commonly used techniques for enhancing job performance and widely adopted approach.

Recommendations

1. Implement Flexible Work Arrangements: The Polytechnic, Ibadan should introduce flexible work arrangements, such as telecommuting or flexible hours, to help female academic staff balance work and family responsibilities, reducing stress and improving job performance.
2. Provide Training on Time Management and Coping Strategies: The institution should offer training workshops on time management, prioritization, and coping strategies to help female academic staff manage their workload efficiently and reduce stress.
3. Establish Mentorship Programs: The Polytechnic, Ibadan should establish mentorship programs that pair experienced female academics with junior staff, providing guidance on managing work-life balance, research, and publication.
4. Conduct Regular Evaluations of Work-Life Balance Initiatives: The institution should conduct regular evaluations of work-life balance initiatives to identify gaps and implement necessary improvements, ensuring that policies are effective in supporting female academic staff and enhancing job performance.

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