



## **Work-Life Balance, Occupational Stress and Job Satisfaction among Secondary School Teachers in Ogun State, Nigeria**

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### **Abstract**

The study investigated the relationship between work-life balance and occupational stress and job satisfaction among secondary school teachers in Ogun State, Nigeria. A descriptive survey design was employed in conducting the research. There were 615 participants sampled from 25 randomly chosen Local Government Areas out of 5 LGAs in public secondary schools in Ogun State. A structured questionnaire was administered to the respondents to measure their work-life balance, occupational stress, and occupational job satisfaction with the use of a reliability index (Cronbachs Alpha) of 0.83 for the measurement tools. Out of 175 questionnaire forms distributed to the participants, 170 forms were successfully retrieved, which represents a retrieval rate of 97.1%. Descriptive and inferential statistical analyses were used (using mean and standard deviation and Pearson Product-Moment Correlation and Multiple Regression analysis) at the level of significance of 0.05. Findings of the study revealed that the teachers have moderate work-life balance (grand mean = 2.85), high occupational stress (grand mean = 3.32), and moderate job satisfaction (grand mean = 2.63). Moreover, from the analysis, it was found out that work-life balance and job satisfaction are positively correlated ( $r=0.62$ ,  $p<0.05$ ), and occupational stress and job satisfaction are negatively correlated ( $r=-0.58$ ,  $p=0.05$ ). Furthermore, the joint impact of work-life balance and occupational stress had high predictive power with respect to job satisfaction ( $R=0.71$ ,  $R^2=0.50$ ,  $p<0.05$ ), indicating that the two factors predict 50% of job satisfaction. From the findings, it was concluded that although the teachers are dedicated to their careers, their job satisfaction highly depends on their ability to balance work and life as well as how they cope with workplace stress. Recommendations for policy making are made in light of the fact that policies should be made that will improve the working conditions of the teachers, work-life balance, and occupational stress so as to improve job satisfaction.

**Keywords:** Work-life balance, occupational stress, job satisfaction, secondary school teachers, Ogun State.

### **1. Introduction**

Over the last few years, the problem of professional life and individual life and their balance has begun to gain more and more relevance on the organisational and educational research agenda. This is a major issue especially in the teaching profession, which is largely considered to be emotionally challenging as well as cognitively rigorous. The teachers in the secondary school especially are expected to handle the instructional tasks, assessment of students, classroom management and administration work and most of these tasks are beyond the formal working hours. Consequently, a sustainable work-life balance has become an ongoing issue, and the well-being and performance of teachers have important consequences (Agyapong et al., 2022).

Generally, work-life balance is defined as the ability of people to effectively handle work demands and personal

or family demands. If there is any disruption in the balance, it usually leads to psychological stress and poor functioning. The research has indicated that it is common among teachers due to excessive work demands, lack of time, and organisational expectations (Bakker & Demerouti, 2017). This will eventually affect their lives negatively and cause them to underperform at their jobs. Occupational stress has been found to have a close relationship with work-life imbalance. It has also been considered a crucial issue in the teaching profession. When work demands exceed the capability of people to cope with them, occupational stress occurs. Large classes, behavioral issues in students, insufficient instructional materials, and the growing administrative workload are among the common sources of stress among the teachers of secondary schools (Kyriacou, 2011). The latter studies are more recent and have also highlighted the accumulative effect of these stressors where long-term exposure can cause burnout, emotional exhaustion, and reduced job engagement (Collie et al., 2020).

However, the consequences of occupational stress are not only felt by the individual but the entire educational process. Teachers who experience stress are more

likely to be less effective in instruction, less committed and absent frequently. This not only affects their performance, but also student learning and achievement (Skaalvik & Skaalvik, 2017). Hence, it is imperative to comprehend the causes of occupational stress as a way of enhancing the teacher welfare and quality education. Job satisfaction, conversely, is a key measure of the perception and evaluation of the work by the teachers. It includes the sense of fulfilment, motivation and general job contentment with job roles and conditions. When teachers are highly satisfied with their jobs, it was found to be tightly linked to high productivity, organisational commitment, and higher student outcomes (Toropova et al., 2021). On the other hand, dissatisfaction has been found to be a cause of decreased morale, turnover intentions, and a fall in the quality of teaching. Although this topic remains popular, numerous studies have been conducted proving that these variables share a very strong relationship with each other. An imbalance between work and life would eventually lead to stress in the workplace that would negatively affect one's job satisfaction.

The Job Demand Resource model can be applied to explaining this relationship because it states that when job demands are too high and are not supported by sufficient resources, it causes strain and deterioration in well-being (Bakker & Demerouti, 2017). Much of the empirical studies that underlie such relationships have however been carried out in the developed world with little attention paid to the developing situations. In the case of Nigeria, the occupation of teaching is linked with certain challenges which would make matters worse regarding work-life balance and occupational stress. It is common for secondary school teachers to find themselves in places where the ratio of students to teacher is extremely high; this is in addition to poor facilities and changes in educational policies. Such factors could increase the level of job demand while denying the individual access to available support. Even though these points are well known, few studies have been carried out on the impact of work-life balance and occupational stress on the overall job satisfaction in such an occupation (Ogunyemi & Adedoyin, 2020). While many studies have been conducted, the gap needs to be bridged further to understand how work-life balance and occupational stress can affect job satisfaction among secondary school teachers in Ogun State, Nigeria.

### 1.1 Statement of the Problem

The working conditions of teachers in secondary schools are highly stressful due to the high work load and the demands of time which makes it hard for teachers to maintain a balanced relationship between professional and personal aspects of their lives. Most teachers are forced to perform various roles beyond their teaching in the classrooms; they have to plan lessons, grade the students and perform various administrative tasks. This cause work overload and role conflict making it difficult to maintain a good work and life balance. This often results in high levels of work-related

stress that affect teachers emotionally making them dissatisfied with their jobs and poor classroom performance. Although teachers are a vital component in determining the success of a learning process, little focus has been directed to psychological well-being of teachers especially in the developing educational systems where structural constraints like lack of resources, high student teacher ratios and policy restrictions only compound the job requirements. As a result, burnout, dissatisfaction, low morale, and decreasing productivity remain among the secondary school teachers. Although there has been previous research conducted into the relationship between work-life balance, occupational stress, and job satisfaction individually, it can be argued that there is a lack of empirical evidence on how both work-life balance and work stress are connected to create job satisfaction. It is due to this information gap that this research will attempt to explore the impact of work-life balance and work stress on job satisfaction among secondary school teachers.

### 1.2 Objectives of the Study

The main objective of this study is to examine the work-life balance, occupational stress, and job satisfaction among secondary school teachers in Ogun State. Specific objectives are to:

1. Assess the level of work-life balance among secondary school teachers in Ogun State;
2. Determine the level of occupational stress among teachers in Ogun State;
3. Examine the level of job satisfaction among teachers in Ogun State;
4. Analyse the relationship between work-life balance and job satisfaction in Ogun State;
5. Examine the relationship between occupational stress and job satisfaction in Ogun State;
6. Determine the combined effect of work-life balance and occupational stress on job satisfaction in Ogun State.

### 2. Literature Review

Work-life balance, work stress, and job satisfaction have long been of great concern to researchers in the field of education due to their considerable influence on teachers' productivity and longevity in their position. As the term suggests, work-life balance is one of the factors of increasing employees' well-being and positive attitude toward their profession, recognised all over the world. Speaking about teaching as a profession, it should be mentioned that it is rather hard to combine work and personal life due to certain features of this job. Nevertheless, the conducted studies proved that teachers, who find their way to achieve adequate work-life balance, experience higher job satisfaction, organisational commitment, and productivity (Bakker & Demerouti, 2017; Toropova et al., 2021). The given positive relationship is commonly attributed to the presence of less role conflict and higher level of psychological stability in balanced

individuals that improves their engagement and satisfaction in the workplace. Further, according to the recent studies conducted on this aspect, it is clear that there is an absolute need for the organisation to take care of its employees so as to enable them to find work-life balance. Flexible working policies, effective leadership, and appropriate workload distribution are the most important determinants which enable the teacher to achieve equilibrium between work and personal life. If these aspects are missing from the organisational system, the individuals may become imbalanced and it will affect negatively on their level of morale and job satisfaction.

Conversely, it has been well-reported that occupational stress is a significant contributor to job dissatisfaction in teachers. The nature of teaching is highly stressful because it requires multitasking, such as teaching, dealing with students, assessing their performance, and being accountable to the administration. These demands are excessive or not properly handled, therefore, causing stress, which harms the emotional and psychological health of teachers. Empirical data show that occupational stress and job satisfaction are inversely related with increased stress correlating with decreased satisfaction, lower motivation and commitment to job (Kyriacou, 2011; Collie et al., 2020). Furthermore, occupational stress does not only affect immediate dissatisfaction but also more serious consequences like burnout. One of the most important effects of the protracted stress in the teaching profession is burnout. The condition is usually characterised by such aspects as emotional exhaustion, depersonalisation, and reduced sense of accomplishment. It has been discovered that stress plays a crucial role in burnout, especially when the teachers involved are inadequately prepared to handle it (Skaalvik & Skaalvik, 2017). In addition to diminishing job satisfaction, burnout has the impact on the quality of teaching, student interactions, and school performance.

Also, there have been findings regarding the mediating role of occupational stress in the relationship between work-life balance and job satisfaction. For instance, poor work-life balance is expected to increase stress, resulting in low levels of job satisfaction (Aruldoss, Kowalski & Parayitam, 2021). Poor work-life balance could be used to neutralise the effects of job demands in reducing stress and fostering positive work attitudes. The interaction in this case may be best represented by the JD-R (Job Demand-Resource) theory, where high job demands cause strain, and adequate resources help individuals cope and maintain their well-being (Bakker & Demerouti, 2017). Although there is an ever-increasing body of literature, most of the available literature has been done in the developed world with little emphasis being given in the developing world like Nigeria. In these circumstances, teachers might be susceptible to other challenges, for instance, inadequate infrastructure, high student-to-teacher ratio, and insufficient access to professional resources. This might lead to additional pressure in the work environment and

may contribute to making the achievement of work-life balance even more difficult, which would negatively affect job satisfaction. Therefore, the need for conducting more research studies to examine these variables in this specific setting arises. As one can see from the existing literature, there is a close relationship between the three concepts of work-life balance, occupational stress, and job satisfaction (Gaur & Tarkar, 2025). While work-life balance positively predicts job satisfaction, occupational stress negatively predicts it and acts as the main determinant of burnout. The findings of the current study prove the necessity to pay attention to both organisational and individual factors to facilitate the improvement of the health and performance of teachers.

### 3. Theoretical Framework

The study is anchored on the two theories Role Conflict Theory and Job Demands Resources (JD-R) Model, which form a solid theoretical foundation in explaining the association between work-life balance, occupational stress, and job satisfaction of secondary school teachers. The first researchers who formulated Role Conflict theory were Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964). The theory describes that people hold more than one role in the society and there is a conflict when the expectations of the roles cannot be met at the same time or even when the expectations of the roles are not compatible. As a teacher, a secondary school teacher should fulfil professional roles in teaching, grading, administrative duties and student mentoring in addition to personal and family roles. The failure to effectively control these various roles in most cases causes role conflict, which causes stress and imbalance between work and personal life. The contributions of this theory towards this study is that the theory can be used to help understand how competing role demands can lead to poor work-life balance, which can eventually lead to occupational stress and reduced job satisfaction among teachers.

Apart from the role conflict theory, one more theory which forms the basis for the research presented here is called Job Demands-Resources (JD-R) model proposed by Demerouti, et al., (2001). According to this theory, each type of employment includes a set of particular job demands and job resources. Job demands which include a high workload, stress, emotional strain require a lot of effort and are associated with costs (physical and psychological) incurred by a person (Costin, et al., 2023). On the other hand, job resources such as administrative support, independence and good working environment help cope with the challenges and reduce stress as well as motivate a person. In the context of the teaching profession, job demands and shortage of job resources can lead to occupational stress and burnout, while the availability of these resources helps improve job satisfaction and the balance between work and leisure. Role Conflict Theory and JD-R Model will be combined in order to formulate the general framework of the study. While Role Conflict Theory explains the roots of the

imbalance resulting from conflict of roles, the JD-R model focuses on the effects of job demands and resources on stress and well-being. This interplay will help to understand the real relationship between work-life balance and occupational stress affecting the overall job satisfaction among secondary school teachers.

#### 4. Methodology

This study used descriptive survey research design. The study population included teachers in Ogun State, Nigeria, at the public secondary schools. To ensure proper representation, five (5) public secondary schools were identified in five (5) Local Government Areas (LGAs) and the total number of schools was twenty five (25). In these chosen schools, there were a total of about 615 teachers, each school containing between 20 and 28 teachers. A sample of 175 teachers was obtained out of this population after a mixture of stratified and simple random sampling. To evenly represent the population, the stratified sampling method was employed to divide population in terms of LGAs and schools; and simple random sampling was later employed within the stratum in order to sample respondents. Seven (7) teachers were chosen per school; this was done to ensure uniformity in the distribution of the sample and reduce selection bias. The researcher created a structured questionnaire to gather data that could be used in the study. These included demographic variables, work life balance, occupational stress and job satisfaction and the response was measured using a Likert type scale depending on the degree of agreement or disagreement. The instrument was validated for face and content validity by experts within the field of Educational Management and Measurement and Evaluation and their recommendations were integrated during construction of the instrument so as to ensure that it is valid. Reliability of the instrument was established through a pilot study whereby Alpha coefficients of 0.82, 0.85 and 0.80 were established for work-life balance, occupational stress and job satisfaction respectively and an overall alpha coefficient of 0.83 was obtained which indicated internal consistency. Data analysis was undertaken through the use of descriptive and inferential statistics. Research questions were addressed through calculation of means and standard deviations while correlations and regressions analyses were used to determine the relationship between variables at 0.05 level of significance.

#### 5. Results and Discussion

A total of 175 copies of questionnaire were distributed to the selected respondents from twenty-five (25) secondary schools that formed the sample population within the study area. Distribution and administration of the survey was done directly by the researcher in collaboration with research assistants. Of the total 175 copies of questionnaire distributed, 170 were successfully recovered and were appropriate for use in analysis, giving a recovery rate of 97.1%.

**Objective one:** to assess the level of work-life balance among secondary school teachers in Ogun State.

The Table 1 results show the degree of work-life balance among secondary school teachers in Ogun state. The overall mean ( $\bar{x}$ ) of 2.85 indicates that there is a moderate degree of work-life balance among teachers. Nevertheless, more in-depth analysis of separate items indicates significant imbalances. Although the respondents affirmed that they can balance teaching with personal life ( $\bar{x}$  normal = 3.12), they also reported that they often carry work home ( $\bar{x}$  normal = 3.45) and that they are overwhelmed with their duties ( $\bar{x}$  normal = 3.28) which are signs of work-life imbalance. Moreover, the teachers did not agree that their workload provides them with enough time to spend time with their families and socialise ( $\bar{x}$  = 2.48), that they have ample time to unwind after work ( $\bar{x}$  = 2.36), and that their work schedule gives them enough time to attend to personal issues ( $\bar{x}$  = 2.59). These reactions bring out the difficulties faced by teachers in dealing with competing demands. The fact that the mean score of the satisfaction with the work-life balance is rather low ( $\bar{x}$  = 2.67) also contributes to the conclusion that, despite the fact that there is some degree of balance, it is not completely satisfactory. The results indicate that the work-life balance of secondary school teachers in Ogun State is moderate and not very good, with high pressures being occasioned by workload and time constraints. This implies that institutional support and policy interventions are necessary to achieve better working conditions of teachers and a healthier professional and personal life balance.

**Objective two:** to determine the level of occupational stress among teachers in Ogun State.

The results in the Table 2 show the level of occupational stress among secondary school teachers in Ogun State. The grand mean score of 3.32 indicates that teachers experience a high level of occupational stress. This suggests that stress is a significant issue affecting teachers within the study area. A closer look at the individual items reveals that teachers strongly agreed that excessive workload contributes to their stress ( $\bar{X}$  = 3.42) and that time pressure makes them feel tense and anxious ( $\bar{X}$  = 3.36). They also reported that managing students' behavior ( $\bar{X}$  = 3.28) and handling administrative duties ( $\bar{X}$  = 3.31) are major sources of stress. Additionally, the high mean score for emotional exhaustion after work ( $\bar{X}$  = 3.47) indicates that many teachers experience fatigue as a result of their job demands. Furthermore, respondents agreed that inadequate teaching resources ( $\bar{X}$  = 3.22) and difficulty in coping with job-related pressures ( $\bar{X}$  = 3.18) contribute significantly to their stress levels. These findings collectively suggest that occupational stress among secondary school teachers is not only prevalent but also multifaceted, arising from both instructional and organisational factors. The findings reveal that secondary school teachers in Ogun State experience high levels of occupational stress, which may have negative implications for their well-being, job performance, and overall job satisfaction. This

Table 1: Mean and Standard Deviation (N = 170)

| S/N | Items on Work-Life Balance                                                 | Mean ( $\bar{X}$ ) | Std. Dev. |
|-----|----------------------------------------------------------------------------|--------------------|-----------|
| 1   | I am able to balance my teaching duties with my personal life              | 3.12               | 0.84      |
| 2   | My workload allows me to have enough time for family and social activities | 2.48               | 0.91      |
| 3   | I often take work home, which affects my personal time                     | 3.45               | 0.76      |
| 4   | I have enough time to relax after school hours                             | 2.36               | 0.88      |
| 5   | My job schedule allows me to attend to personal responsibilities           | 2.59               | 0.82      |
| 6   | I feel overwhelmed by my teaching responsibilities                         | 3.28               | 0.79      |
| 7   | I am satisfied with the balance between my work and personal life          | 2.67               | 0.85      |

**Grand Mean = 2.85; Decision Rule:** Mean  $\geq 2.50$  = Agree Mean  $< 2.50$  = Disagree

Table 2: Mean and Standard Deviation (N = 170)

| S/N | Items on Occupational Stress                                 | Mean ( $\bar{X}$ ) | Std. Dev. |
|-----|--------------------------------------------------------------|--------------------|-----------|
| 1   | I feel stressed due to excessive teaching workload           | 3.42               | 0.78      |
| 2   | Time pressure in my job makes me feel tense and anxious      | 3.36               | 0.81      |
| 3   | Managing students' behavior causes me stress                 | 3.28               | 0.85      |
| 4   | Administrative duties increase my level of stress            | 3.31               | 0.79      |
| 5   | I feel emotionally exhausted after work                      | 3.47               | 0.76      |
| 6   | Lack of adequate teaching resources contributes to my stress | 3.22               | 0.83      |
| 7   | I find it difficult to cope with job-related pressures       | 3.18               | 0.80      |

**Grand Mean = 3.32**

Table 3: Mean and Standard (N = 170)

| S/N | Items on Job Satisfaction                                 | Mean ( $\bar{X}$ ) | Std. Dev. |
|-----|-----------------------------------------------------------|--------------------|-----------|
| 1   | I am satisfied with my job as a teacher                   | 2.94               | 0.86      |
| 2   | I feel motivated to perform my teaching duties            | 2.88               | 0.83      |
| 3   | I am satisfied with the recognition I receive for my work | 2.41               | 0.91      |
| 4   | My salary and benefits are satisfactory                   | 2.22               | 0.95      |
| 5   | I feel fulfilled in my teaching profession                | 2.76               | 0.84      |
| 6   | I am satisfied with my working conditions                 | 2.38               | 0.89      |
| 7   | I am willing to continue in the teaching profession       | 2.81               | 0.87      |

**Grand Mean = 2.63**

Table 4: Pearson Correlation Analysis of Work-Life Balance and Job Satisfaction (N = 170)

| Variables                            | N   | r-value | Sig. (p-value) | Decision    |
|--------------------------------------|-----|---------|----------------|-------------|
| Work-Life Balance & Job Satisfaction | 170 | 0.62    | 0.000          | Significant |

**Decision Rule:** If  $p < 0.05 \rightarrow$  Significant relationship; If  $p \geq 0.05 \rightarrow$  Not significant

Table 5: Pearson Correlation Analysis of Occupational Stress and Job Satisfaction (N = 170)

| Variables                              | N   | r-value | Sig. (p-value) | Decision    |
|----------------------------------------|-----|---------|----------------|-------------|
| Occupational Stress & Job Satisfaction | 170 | -0.58   | 0.000          | Significant |

**Decision Rule:** If  $p < 0.05 \rightarrow$  Significant relationship; If  $p \geq 0.05 \rightarrow$  Not significant

Table 6: Multiple Regression Analysis of Work-Life Balance and Occupational Stress on Job Satisfaction (N = 170)

| Variables               | B            | Std. Error | Beta ( $\beta$ ) | t-value | Sig. (p-value) |
|-------------------------|--------------|------------|------------------|---------|----------------|
| (Constant)              | 1.215        | 0.312      | —                | 3.89    | 0.000          |
| Work-Life Balance       | 0.48         | 0.072      | 0.52             | 6.67    | 0.000          |
| Occupational Stress     | -0.36        | 0.068      | -0.41            | -5.29   | 0.000          |
| <b>Model Summary</b>    | <b>Value</b> |            |                  |         |                |
| R                       | 0.71         |            |                  |         |                |
| R <sup>2</sup>          | 0.50         |            |                  |         |                |
| Adjusted R <sup>2</sup> | 0.49         |            |                  |         |                |
| F-value                 | 82.45        |            |                  |         |                |
| Sig.                    | 0.000        |            |                  |         |                |

underscores the need for effective stress management strategies and improved working conditions within the educational system.

**Objective three:** to examine the level of job satisfaction among teachers in Ogun State.

The results presented in the Table 3 indicate the level of job satisfaction among secondary school teachers in Ogun State. The grand mean score of 2.63 suggests that teachers experience a moderate level of job satisfaction. This implies that while teachers show some degree of satisfaction with their profession, there are notable areas of concern that may affect their overall job experience. An examination of the individual items reveals that teachers agreed that they are generally satisfied with their job ( $\bar{X} = 2.94$ ) and feel motivated to perform their duties ( $\bar{X} = 2.88$ ). They also expressed a sense of fulfillment in the teaching profession ( $\bar{X} = 2.76$ ) and willingness to continue in their career ( $\bar{X} = 2.81$ ), indicating a positive attitude toward teaching despite existing challenges. Nevertheless, it is noteworthy that the teachers were dissatisfied with some crucial areas of their job, especially concerning recognition ( $\bar{X} = 2.41$ ), salary and fringe benefits ( $\bar{X} = 2.22$ ), and work environment ( $\bar{X} = 2.38$ ). Such areas play a pivotal role in job satisfaction and may lead to decreased morale and productivity when inadequately addressed. From the results presented, it is clear that there is moderate yet inconsistent job satisfaction among secondary school teachers in Ogun State, featuring high intrinsic motivation and dedication to the profession but dissatisfaction with extrinsic elements, such as compensation and work environment.

**Objective four:** to analyse the relationship between work-life balance and job satisfaction in Ogun State.

From the findings in Table 4, there exists correlation between the work-life balances and job satisfaction among secondary school teachers in Ogun State. There is a strong positive correlation between work-life balance and job satisfaction since the value for Pearson Correlation coefficient ( $r = 0.62$ ). What this implies is that the greater the work-life balance enjoyed by the teachers, the higher the degree of job satisfaction. The value for the significance level (0.05) is lower than the value for the P-Value (0.000). This means that the relationship between the two variables is statistically significant; therefore, the null hypothesis which states that there does not exist a significant relationship between the two variables is rejected. From the above results, it is apparent that the work-life balance plays an important role in the determination of the degree of job satisfaction among teachers. If the teachers are able to maintain work-life balance, then they would be highly motivated and committed to their jobs. However, work-life balance could also be poor leading to job dissatisfaction. From the findings, it can be observed that a strategy aimed at improving the work-life balance

of teachers working in the secondary school located in Ogun State will bring about an increase in their job satisfaction, hence emphasizing the need for a work environment that allows them to balance work and life.

**Objective five:** to examine the relationship between occupational stress and job satisfaction in Ogun State.

From the data presented in Table 5, the relationship between job satisfaction and occupational stress can be seen among the secondary school teachers in Ogun State. There exists a moderately high negative correlation between job satisfaction and occupational stress (Pearson Correlation Coefficient = -0.58). This means that the higher occupational stress among the teachers the lower the job satisfaction. The p-value is equal to 0.000, which is lower than the significance level (0.05). Therefore, the null hypothesis which states that there does not exist any statistically significant relationship between occupational stress and job satisfaction is rejected. According to the above finding, we can conclude that when teachers experience high levels of stress due to work load, time pressure, administrative burden, and others they become dissatisfied with their work. Occupational stress leads to many consequences such as emotional burnout, lack of motivation and commitment, and these factors lead to the decrease of job satisfaction. From the data above we can see that occupational stress is an extremely important factor that influences job satisfaction among the secondary school teachers in Ogun State. Therefore, to improve job performance and job satisfaction among teachers it is essential to eliminate stress.

**Objective six:** to determine the combined effect of work-life balance and occupational stress on job satisfaction in Ogun State.

From the data provided in Table 6, the interaction between the work-life balance and the stress of occupation among the secondary school teachers in Ogun State was analyzed to determine their joint effects on job satisfaction. Multiple regression analysis shows that there is a strong correlation between the independent variables (work-life balance and occupational stress) and the dependent variable (job satisfaction). This is shown by the correlation coefficient ( $R = 0.71$ ). Also, the coefficient of determination ( $R^2 = 0.50$ ) shows that work-life balance and occupational stress jointly account for about half of the variations in job satisfaction while the rest of the variations are accounted for by other factors not included in the model. The F-value obtained from the analysis is 82.45 with a significant level of 0.000, which implies that the entire model used in the analysis is statistically significant. Hence, the joint effects of work-life balance and occupational stress on job satisfaction are statistically significant. Considering the results obtained from the predictors, work-life balance

is positively associated with job satisfaction ( $\beta=0.52$ ,  $p<0.05$ ), implying that a higher work-life balance leads to job satisfaction. On the other hand, occupational stress is negatively and significantly associated with job satisfaction ( $\beta=-0.41$ ,  $p<0.05$ ). From the findings obtained, it can be concluded that both work-life balance and occupational stress are significant variables in predicting job satisfaction. However, the effect of work-life balance is relatively much higher compared to the effect of occupational stress. Therefore, work-life balance and minimising work stress are other key determinants of job satisfaction among secondary teachers in Ogun State.

## 6. Discussion of Findings

The findings of this study are discussed based on each research objective and supported with relevant empirical studies.

The study showed that the working life balance among teachers in Ogun State secondary schools is moderate yet strained as shown by the grand mean. Even though the teachers said that they could handle both professional and personal duties, a good number of them said that they experienced workload which extended to their own lives even after school. This finding is consistent with findings that show that teachers generally find it difficult to maintain a balance between their work-related roles and non-work-related ones due to the overload of workload and increased role demands. For instance, Agyapong *et al.* (2022) found that teachers generally find themselves experiencing work overload and role conflict, making it difficult for them to maintain a proper work-life balance. Also, Bakker & Demerouti (2017) reported that high job demands coupled with scarce resources lead to an imbalance. This supports the conclusion of the current study of the presence, but sub-optimal, work-life balance among teachers.

The study discovered that occupational stress levels among teachers were high, and some of the significant stressors of teachers were workload, time pressure, student behavior, and administrative demands. This is consistent with the existing literature that recognises teaching as a high demand career that is characterised by heavy emotional and psychological stress. As mentioned by Kyriacou (2011) the nature of teaching is stressful because it is complex and demanding. More recently, Collie *et al.* (2020) discovered that the high workload and emotional demands are the factors that strongly contribute to stress levels in teachers. These results reinforce the present study, educating that occupational stress is still a significant problem in the teaching profession.

The study demonstrated that the level of job satisfaction of the teachers was moderate, and the intrinsic satisfaction was not followed by the extrinsic satisfaction with the various aspects of the job including salaries, recognition, and working conditions. Toropova *et al.* (2021) also share the same findings, revealing that

working conditions and organisational support have a high level of impact on the job satisfaction among teachers. Likewise, Skaalvik and Skaalvik (2017) pointed out that even if teachers could enjoy intrinsic satisfaction from teaching, their job satisfaction would be lowered due to poor working conditions and lack of recognition. Therefore, the level of job satisfaction of the teachers depends on the intrinsic and extrinsic factors.

From the study, it was found that work life balance and job satisfaction had a significantly positive association, implying that the more work-life balance exists, the more job satisfaction prevails. The finding was in agreement with that of Bakker and Demerouti (2017) who hypothesized under the Job Demand Resource theory that availability of resources, including sufficient time for one's personal life, leads to both well-being and job satisfaction. Additionally, Agyapong *et al.* (2022) found that there existed a positive association between work-life balance and job satisfaction and burnout amongst teachers.

As shown by the findings, there was a negative correlation between occupational stress and job satisfaction, meaning that an increase in stress is associated with a decrease in satisfaction. It is consistent with Collie *et al.* (2020) who found that high occupational stress was characterised by reduced job satisfaction and low teaching efficiency. Moreover, Kyriacou (2011) states that prolonged occupational stress leads to dissatisfaction, teacher burnout, and leaving the profession. All these results confirm the findings of the work regarding the critical role of work-related pressures on teachers' job satisfaction.

Work-life balance and occupational stress were also discovered to be important determinants of job satisfaction, where work-life balance acts as a source of positivity while work-related stress as a source of negativity towards satisfaction. This conclusion is supported by the Job Demand-Resource Theory proposed by Demerouti *et al.* (2001), who postulate that work-related stress negatively affects job satisfaction while job resources positively influence job satisfaction. Bakker and Demerouti (2017) proved that the interaction between job demands and resources serves as a good predictor of employee performance, including job satisfaction. In line with the conclusions of this paper, the combination of work-life balance and lower work stress for teachers leads to job satisfaction.

## 7. Conclusion

This study has examined the concept of work-life balance, job-related stress, and job satisfaction among secondary school teachers in Ogun State, Nigeria. It was found that the teachers exhibit moderate work-life balance, which is normally threatened by work overload and role conflict. Meanwhile, the stress caused by the occupational nature of teachers was identified to be very high, and the primary causes of this issue were time pressure, administrative tasks,

student behavior and insufficient resources. In terms of job satisfaction, the study found that there was moderate job satisfaction because the teachers were intrinsically committed to their profession but were not satisfied by the extrinsic elements, which included pay, recognition, and working environment. Besides, it was found from the study that there is a positive relationship between work-life balance and job satisfaction and that the negative relationship exists between job satisfaction and occupational stress. The overall analysis showed that work-life balance and occupational stress are significant predictors of job satisfaction as these two variables contribute substantially to job satisfaction. This suggests that these variables are interconnected, and the work-life balance of teachers as well as reduction in occupational stress can improve job satisfaction and hence increase productivity of the educational system.

## 8. Recommendations

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

1. The education management system should develop policies that encourage teachers' work-life balance in terms of flexible working hours, reasonable workload, and proper leaves.
2. Efforts should be made to reduce excessive workload and unnecessary administrative tasks assigned to teachers, allowing them more time for personal life and professional effectiveness.
3. Schools should organise regular workshops, seminars, and counseling services to help teachers develop effective stress management strategies and coping mechanisms.
4. Government and relevant stakeholders should improve teachers' working conditions by providing adequate teaching resources, conducive environments, and necessary infrastructural support.
5. There is a need to review teachers' salaries, incentives, and recognition systems to boost morale, increase job satisfaction, and reduce turnover intentions.
6. School management should create supportive environments through effective leadership, open communication, and encouragement of teamwork among teachers.

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