



Work-Life Balance and Job Satisfaction among Academic Staff of the University of Benin

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Abstract. This study examined work-life balance and job satisfaction among academic staff of the University of Benin. The study specifically determined the perceived level of work-life balance, assessed the level of job satisfaction, and examined the relationship between work-life balance and job satisfaction among academic staff. A descriptive correlational survey design was adopted for the study. The population comprised 1,790 academic staff, from which a sample size of 327 respondents was determined using Yamane's formula at a 5% level of precision. Data were collected using a structured questionnaire and analysed using descriptive statistics and Pearson Product-Moment Correlation. The findings revealed that academic staff reported a high level of work-life balance, with a grand mean of 2.64. The findings also revealed a high level of job satisfaction, with a grand mean of 2.75. Furthermore, the findings showed a positive and statistically significant relationship between work-life balance and job satisfaction among academic staff ($r = 0.422$, $p < 0.05$, $N = 327$). The findings indicate that higher levels of work-life balance were associated with higher levels of job satisfaction among academic staff of the University of Benin. The study concludes that academic staff experienced high levels of work-life balance and job satisfaction and that work-life balance was significantly related to job satisfaction. It recommends the sustenance of institutional practices that support academic staff in effectively managing their professional and personal responsibilities to promote job satisfaction and staff wellbeing.

Keywords: Work-Life Balance, Job Satisfaction, Academic Staff, University of Benin, Higher Education.

1. Introduction

Academic work today involves a wide range of responsibilities, including teaching, research, student supervision, publishing, administrative duties and community service. For many academic staff, these responsibilities often extend beyond regular working hours, making it difficult to give adequate attention to both work and personal life. As a result, achieving a satisfactory balance between professional responsibilities and personal commitments has become an important concern in higher education, particularly because of the demanding workload and competing roles associated with academic work. (Don-Solomon & Amakiri, 2023; Enya et al., 2025; Ashiru & Lawal, 2025). In Nigerian public universities, these challenges may be further complicated by staffing constraints, resource limitations and growing expectations of academic productivity. Consequently, attention to the balance between work and non-work responsibilities has become relevant to the wellbeing and effectiveness of academic staff (Ojo-Ebenezer & Olofin, 2023; Kuforiji et al., 2024; Loba et al., 2026).

Work-life balance refers broadly to the extent to which individuals are able to manage and fulfil their work and personal-life responsibilities without excessive conflict between the two domains (Antoniuk-Gula et al., 2024). For academic staff, achieving such balance can be particularly challenging because academic work often involves responsibilities that are not restricted to formal working hours. Teaching preparation, marking, research activities, publication, supervision, meetings and administrative duties may compete with family and other personal obligations (Enya et al., 2025). When work demands interfere substantially with personal life, or personal responsibilities interfere with work, academics may experience difficulties maintaining a satisfactory

balance. Recent evidence from Nigerian higher education institutions similarly suggests that workload, institutional support and the conditions under which academic work is performed are important considerations in understanding staff wellbeing and work experiences (Ashiru & Lawal, 2025; Kuforiji et al., 2024; Loba et al., 2026).

Job satisfaction is another important aspect of the academic work experience. It represents an individual's positive or negative evaluation of the job and the extent to which the job meets important expectations and needs (Kuforiji et al., 2024). Among academic staff, job satisfaction may derive from both intrinsic and extrinsic aspects of employment. Intrinsic aspects may include the nature of academic work, opportunities for intellectual development, autonomy, achievement and recognition, whereas extrinsic aspects may include remuneration, promotion, working conditions, institutional support and job security. Recent Nigerian studies have identified working conditions, management support, resources and other organisational factors as relevant to the job satisfaction and wellbeing of academic staff (Kuforiji et al., 2024; Mohammed & Bature, 2024; Melekeowei & Popoola, 2025). Thus, job satisfaction can appropriately be considered as an overall construct incorporating both intrinsic and extrinsic dimensions of the academic work experience.

The relationship between work-life balance and job satisfaction is particularly important because the extent to which academic staff are able to manage their professional and personal responsibilities may shape how they perceive their jobs. When academic staff perceive that their work provides adequate opportunity to attend to family and personal responsibilities, they may develop more favourable attitudes towards their employment. Conversely, persistent conflict between professional and personal responsibilities may negatively affect their perceptions of their jobs. Recent studies involving academic staff in Nigerian universities have examined work-life balance in relation to career success, job-related outcomes and employee experiences (Ashiru & Lawal, 2025; Kuforiji et al., 2024; Loba et al., 2026). Other studies have examined job satisfaction in relation to motivation, workplace conditions and emotional exhaustion (Abiodun-Oyebanji & Iyiola, 2023; Eimuen, 2023; Ijaro, 2024). However, limited attention has been given to the specific relationship between work-life balance and overall job satisfaction among academic staff within individual Nigerian universities.

This gap is important because findings from other universities may not be directly applicable to the

University of Benin. Differences in workload, administrative practices, working conditions, organisational policies and staff experiences may influence how academic staff perceive their work-life balance and job satisfaction (Ashiru & Lawal, 2025; Kuforiji et al., 2024; Mahohoma & Harpal, 2025). Consequently, there is a need for empirical evidence that specifically examines work-life balance and job satisfaction among academic staff within the University of Benin. Such evidence may provide a clearer understanding of the work experiences of academic staff and the extent to which their ability to balance professional and personal responsibilities is associated with their overall job satisfaction. Against this background, this study seeks to examine work-life balance and job satisfaction among academic staff at the University of Benin. Specifically, the study aims to determine the perceived level of work-life balance among academic staff, determine their level of job satisfaction, and determine the relationship between work-life balance and job satisfaction. The findings may provide useful evidence for university management and other stakeholders in understanding the work experiences of academic staff and considering appropriate policies and practices relating to staff welfare and the university work environment.

2. Literature Review

2.1 Job Satisfaction

Job satisfaction refers to the extent to which individuals evaluate their jobs positively based on their experiences, expectations and the extent to which their work meets important personal and professional needs (Williams et al., 2024). It reflects an individual's overall affective and cognitive assessment of the job and may arise from satisfaction with different aspects of employment, including the work itself, supervision, remuneration, promotion opportunities and working conditions. Martela et al. (2025) viewed job satisfaction as an overall evaluative judgment of one's job, while Ehigbochie et al. (2024) described it in terms of employees' assessment of their job-related experiences and the positive or negative feelings arising from such experiences. Similarly, Stephen (2024) conceptualised job satisfaction among academic staff as the positive emotional wellbeing and contentment experienced in relation to their academic roles and responsibilities. These perspectives indicate that job satisfaction is not limited to employees' feelings about a single aspect of their jobs, but represents an overall evaluation of their employment, incorporating both intrinsic and extrinsic aspects of the work experience. Among academic staff, intrinsic satisfaction may arise from the nature of academic

work, intellectual achievement, autonomy, recognition and opportunities for professional development, while extrinsic satisfaction may be associated with remuneration, promotion, working conditions, institutional support and job security. Consequently, job satisfaction constitutes an important aspect of the academic work experience and may influence staff wellbeing, commitment, motivation and willingness to remain within the university environment (Kuforiji et al., 2024; Abiodun-Oyebanji & Iyiola, 2023).

2.3 Work-life balance

Work-life balance refers to the extent to which individuals are able to effectively manage their work responsibilities and personal commitments while maintaining a satisfactory level of harmony between the two domains (Sirgy & Lee, 2023). It involves the ability to allocate adequate time, energy and attention to professional responsibilities, family obligations, leisure and other personal activities without experiencing excessive conflict between work and personal life (Antoniuk-Gula et al., 2024). Similarly, Alameddine et al. (2023) viewed work-life balance as the ability to manage multiple work and non-work roles while minimising conflict or interference between the two domains. Bakracheva et al. (2024) also conceptualised work-life balance in terms of reducing conflict and interference between work and personal-life responsibilities. These perspectives suggest that work-life balance is not simply about dividing time equally between work and personal life, but rather about achieving a satisfactory level of harmony that enables individuals to manage competing roles effectively. Among academic staff, this involves balancing teaching, research, student supervision, publication, administrative responsibilities and other institutional duties with family and personal commitments (Enya et al., 2025; Ashiru & Lawal, 2025). Consequently, work-life balance represents an important aspect of the work experience and wellbeing of academic staff, particularly in an environment where professional responsibilities may extend beyond conventional working hours.

The common dimensions of work-life balance include work-to-life conflict, life-to-work conflict, work-to-life enhancement, and life-to-work enhancement (Tennakoon, 2021; Alshibani et al., 2024). Work-to-life conflict occurs when work responsibilities interfere with family and personal activities, while life-to-work conflict arises when personal or family responsibilities interfere with work. Work-to-life enhancement refers to the extent to which experiences

and resources gained from work positively influence personal life, whereas life-to-work enhancement describes how experiences and resources from personal life contribute positively to work. Together, these dimensions provide a comprehensive view of how work and personal life may either conflict with or complement each other.

3. Theoretical Framework

3.1 Work-Family Border Theory

This study is anchored on the Work-Family Border Theory, developed by Sue Campbell Clark in 2000. Clark (2000) developed the theory to explain how individuals manage the boundaries between their work and family domains. The theory is based on the premise that work and family constitute distinct but interconnected spheres in which individuals perform important roles. According to Clark (2000), individuals are border-crossers who regularly move between these domains, and their ability to establish, maintain and manage the boundaries between them influences their experience of work-family balance. The theory emphasises the concepts of boundary flexibility, permeability, integration and segmentation, suggesting that individuals are more likely to achieve balance when they are able to effectively manage the boundaries between work and family (Clark, 2000; Kossek & Lautsch, 2012; Karassvidou & Glaveli, 2015).

Subsequent scholars have supported and extended Clark's propositions. Kossek and Lautsch (2012) explained that individuals adopt different boundary management styles, including integration and segmentation, depending on their preferences and organisational conditions. Similarly, Karassvidou and Glaveli (2015) found that organisational culture, leadership and work attitudes influence the management of work-family boundaries. In the context of higher education, Sallee and Lewis (2020) showed that faculty members may use boundary separation as a strategy for managing work and personal life. These studies support the view that effective boundary management can reduce work-family conflict and promote greater balance (Kossek & Lautsch, 2012; Karassvidou & Glaveli, 2015; Sallee & Lewis, 2020).

The theory is relevant to the present study because academic staff regularly move between professional and personal domains. Teaching, research, supervision, publication and administrative responsibilities may extend beyond normal working hours and affect personal life. Work-Family Border

Theory therefore provides a basis for assessing the perceived level of work-life balance and understanding how the management of work and personal boundaries may relate to job satisfaction among academic staff. It consequently supports the three objectives of the study, which are to determine the levels of work-life balance and job satisfaction and examine the relationship between both variables among academic staff of the University of Benin (Clark, 2000; Sallee & Lewis, 2020).

3.2 Empirical Review

Enya et al. (2025) explored work-life balance among academic staff in three universities in South-Western Nigeria, namely the University of Ibadan, University of Lagos and Lead City University. The researchers focused on identifying the major difficulties academics encounter when attempting to combine their professional duties with personal and family responsibilities. A cross-sectional design was employed, with information obtained through questionnaires and interviews administered to academic staff. The findings indicated that excessive workload, unpaid additional working hours and inadequate support from institutions constituted major sources of work-life imbalance. The researchers noted that the demanding conditions associated with academic work can make it difficult for university staff to adequately attend to both work and personal obligations. They therefore recommended increased institutional assistance and greater flexibility in work arrangements.

Shange and Nyide (2025) examined work-life balance in relation to the wellbeing of academics in South African higher education institutions. Their study was concerned with how academics manage the competing demands of their professional duties and responsibilities outside the workplace, particularly within the context of the COVID-19 pandemic and its aftermath. An empirical approach was used to investigate academics' experiences. The findings indicated that balancing work and personal responsibilities remained problematic as academic workloads increased and working arrangements changed. The researchers consequently emphasised the need for supportive institutional policies and favourable working conditions to enhance academic wellbeing and promote a sustainable balance between work and personal life.

Maduwansa (2024) examined the factors associated with work-life balance among academics working in public universities in Sri Lanka. Particular attention was given to the contribution of family and workplace

conditions to academics' ability to maintain balance. The study involved 400 academic staff who were selected through a two-stage stratified proportional random sampling procedure. Data were obtained using a structured questionnaire and analysed through Partial Least Squares Structural Equation Modelling. The results showed that family responsibilities and the availability of family support were significant determinants of work-life balance. In addition, workplace relationships, perceptions of workload and working conditions, and support from supervisors significantly contributed to work-life balance. The study therefore demonstrated that maintaining work-life balance among academics depends on both supportive family circumstances and favourable organisational conditions.

Aguwa et al. (2024) studied burnout and job satisfaction among lecturers in two public universities in Enugu State, Nigeria, namely the University of Nigeria, Nsukka and Enugu State University of Technology. The researchers sought to determine the extent of burnout and job satisfaction and identify factors associated with these conditions. A cross-sectional analytical design was used, with 392 lecturers selected through multistage sampling. The Oldenburg Burnout Inventory and Job Descriptive Index served as the major instruments for data collection. The findings showed that only 38.3% of the lecturers indicated a high level of job satisfaction, while satisfaction with several specific aspects of their jobs was also relatively low. Furthermore, burnout was significantly related to job satisfaction, as lecturers experiencing burnout were more likely to report lower satisfaction with their jobs. The study highlighted working conditions, remuneration, career opportunities and supervision as important factors associated with lecturers' job satisfaction.

Mohamud et al. (2024) investigated job satisfaction among academic and non-academic employees of SIMAD University in Mogadishu, Somalia. The researchers sought to assess employees' overall satisfaction with their jobs and determine the workplace factors associated with such satisfaction. A quantitative research approach was adopted, and 208 university employees were selected through purposive sampling. Data were gathered with a structured questionnaire and analysed using descriptive and correlation statistics, while Cronbach's alpha was employed to assess the reliability of the research instrument. The results indicated that the employees generally demonstrated a high level of job satisfaction. However, comparatively lower satisfaction was observed in relation to appointment and promotion procedures and the physical work environment. The

findings also established positive associations between the examined workplace factors and job satisfaction. The researchers suggested that improvements in promotion practices and the physical work environment could further strengthen employees' satisfaction.

Abiodun-Oyebanji and Iyiola (2023) examined the relationships among motivation, job satisfaction and turnover intention among academic staff in private universities in South-Western Nigeria. The study assessed the levels of these variables and investigated whether motivation and job satisfaction significantly influenced academics' intention to leave their institutions. A descriptive research design was employed, while multistage sampling was used to obtain 1,473 academic staff from eight private universities located across four states. The researchers analysed the data using frequency counts, percentages, mean, standard deviation and multiple regression. The results revealed that academic staff reported relatively low levels of motivation and job satisfaction alongside a high level of turnover intention. The analysis further showed that both motivation and job satisfaction significantly influenced turnover intention. The study consequently identified improvements in staff motivation and job satisfaction as important considerations in addressing turnover intention among academic staff.

Omolaiye et al. (2020) assessed job satisfaction among academic staff employed on full-time appointments in tertiary institutions in South-Western Nigeria. The study sought to establish the level of job satisfaction and determine the conditions that contribute to academics' satisfaction with their employment. Using a quantitative research approach, the researchers collected questionnaire data from 880 academic staff drawn from 18 tertiary institutions. Descriptive statistics, correlation and regression analyses were employed to analyse the data. The findings indicated dissatisfaction with opportunities for professional and personal development, particularly in relation to inadequate research environments, although a moderate level of overall job satisfaction was reported by the respondents. Factors such as remuneration, welfare provisions, recognition, availability of facilities and teamwork were also identified as relevant to job satisfaction. The study suggested that improving these aspects of the academic work environment could contribute to higher levels of job satisfaction.

Dube and Ndofirepi (2024) investigated the relationships among work-life balance, job satisfaction and organisational commitment among

academic staff in higher education institutions in western Zimbabwe. The study specifically examined whether work-life balance was associated with job satisfaction and whether job satisfaction mediated the relationship between work-life balance and organisational commitment. A cross-sectional survey design was employed, involving 224 teaching staff from two universities who were selected through convenience sampling. Partial Least Squares Structural Equation Modelling was used to analyse the data. The findings established that work-life balance significantly predicted job satisfaction. The analysis further indicated that the association between work-life balance and both affective and normative organisational commitment operated indirectly through job satisfaction. The study consequently highlighted the importance of promoting favourable work-life conditions as a means of supporting both job satisfaction and organisational commitment among academic staff.

Demir and Budur (2023) examined how different dimensions of work-life balance relate to motivation, job satisfaction and performance among university academics in the Kurdistan Region of Iraq during the COVID-19 period. The study considered three dimensions of work-life balance: work interference with personal life, personal life interference with work, and the extent to which work and personal life enhance one another. A quantitative survey design was adopted, and 490 valid responses were obtained from academic staff working in public and private universities in the region. Statistical analyses were conducted to determine the relationships between the dimensions of work-life balance and the selected work outcomes. The results showed that neither work interference with personal life nor personal life interference with work had a significant relationship with job satisfaction. In contrast, work-personal-life enhancement was positively and significantly associated with job satisfaction. The findings therefore suggested that positive interactions between professional and personal life may be particularly relevant to academics' job satisfaction.

Žnidaršič and Marič (2021) investigated work-family balance, job satisfaction, life satisfaction and work engagement among higher education lecturers in Austria, Croatia, the Czech Republic, Germany, Serbia and Slovenia. The researchers sought to establish how work-life balance was related to job and life satisfaction and whether these factors were associated with work engagement. Data were obtained from 164 lecturers through online questionnaires containing validated measures of the study variables. Structural equation modelling was subsequently used

to examine the proposed relationships. The findings showed that lecturers with higher levels of work-life balance also reported higher job satisfaction and life satisfaction. Life satisfaction was additionally found to have a positive relationship with work engagement. The study thus highlighted the relevance of helping academics manage their professional and family responsibilities as part of efforts to support job satisfaction, life satisfaction and engagement.

Rahman et al. (2020) examined the influence of work-to-family conflict, family-to-work conflict and work-family balance on job satisfaction among academics in Malaysian private universities. The researchers sought to determine whether conflicts arising between work and family roles could predict job satisfaction and whether work-family balance played a mediating role in these relationships. A quantitative survey design was adopted, and questionnaire data were obtained from 280 academic staff selected through convenience sampling. Structural equation modelling was used to test the relationships among the study variables. The results showed that both work-to-family conflict and family-to-work conflict were significantly and negatively associated with job satisfaction. Work-family balance was also found to partially mediate the relationship between work-to-family conflict and job satisfaction, whereas it did not significantly mediate the relationship between family-to-work conflict and job satisfaction. The study therefore emphasised the importance of minimising conflicts between work and family responsibilities and creating conditions that enable academics to achieve greater work-family balance.

Based on the identified gap in the literature, the study was guided by the following research questions and hypothesis

Research Questions

- What is the perceived level of work-life balance among academic staff at the University of Benin?
- What is the level of job satisfaction among academic staff at the University of Benin?

Hypothesis

H₀₁: There is no significant relationship between work-life balance and job satisfaction among academic staff at the University of Benin.

4. Research Methodology

The study adopted a descriptive correlational survey design. The design is considered appropriate because

the study seeks to determine the perceived level of work-life balance and the level of job satisfaction among academic staff at the University of Benin and to examine the relationship between the two variables. The descriptive component will enable the researcher to determine the levels of work-life balance and job satisfaction, while the correlational component will enable the researcher to establish whether a significant relationship exists between work-life balance and job satisfaction without manipulating the variables. Data will be collected from academic staff through a structured questionnaire.

4.1 Population of the Study

The population of the study comprised all academic staff of the University of Benin. According to the Academic Planning Division, University of Benin (2026), the total population of academic staff was 1,790. This figure constituted the population from which the sample for the study was drawn.

4.2 Sample Size

The sample size for the study was determined using Yamane's (1967) simplified formula:

$$n = N / [1 + N(e)^2]$$

Where:

n = required sample size

N = population size

e = level of precision (0.05)

Given:

$$N = 1,790$$

$$e = 0.05$$

Therefore:

$$n = 1,790 / [1 + 1,790 (0.05)^2]$$

$$n = 1,790 / [1 + 1,790(0.0025)]$$

$$n = 1,790 / [1 + 4.475]$$

$$n = 1,790 / 5.475$$

$$n = 326.94$$

Thus, the sample size for the study was 327 academic staff.

4.3 Sampling Technique

The study adopted the simple random sampling technique for the selection of respondents. The technique gave every academic staff member in the population an equal and independent chance of being selected for the study.

4.4 Instrument for Data Collection

The instrument used for data collection was a structured questionnaire developed by the researcher based on the objectives of the study and the

dimensions of the variables under investigation. The questionnaire was used to obtain information on work-life balance and job satisfaction among academic staff of the University of Benin.

4.5 Validity of the Instrument

The validity of the instrument was established through expert judgment. The structured questionnaire was submitted to three experts in the University of Benin for assessment of the adequacy, clarity, relevance and appropriateness of the items in relation to the objectives of the study. Their observations and suggestions were used to revise the instrument before its administration.

4.6 Reliability of the Instrument

The reliability of the instrument was determined using an appropriate reliability procedure. The reliability

coefficients obtained for the two major sections of the instrument were 0.86 for work-life balance and 0.89 for job satisfaction, respectively. These coefficients indicated that the instrument had satisfactory internal consistency and was suitable for data collection.

4.7 Method of Data Analysis

The data collected for the study were analysed using both descriptive and inferential statistics. Descriptive statistics included frequency counts, means and standard deviations, which were used to summarise to determine the levels of work-life balance and job satisfaction. Correlation analysis constituted the inferential statistic and was used to determine the relationship between work-life balance and job satisfaction among academic staff of the University of Benin. All data analyses were performed using the Statistical Package for the Social Sciences (SPSS), Version 29.0.

5. Results and Discussion

Research Question 1: What is the perceived level of work-life balance among academic staff at the University of Benin?

Table 1: Mean and standard deviation scores for the perceived level of work-life balance among academic staff at the University of Benin

S/N	ITEMS	N	Mean	SD	Remark
1	I am able to adequately balance my academic responsibilities with my family and personal responsibilities.	327	2.81	0.72	High
2	My academic workload allows me sufficient time for my family and personal activities	327	2.52	0.65	High
3	I am able to manage my family and personal responsibilities without negatively affecting my academic duties.	327	2.50	0.72	High
4	My academic work provides experiences and opportunities that contribute positively to my personal and family life	327	2.52	0.69	High
5	My family and personal life contribute positively to my effectiveness in carrying out my academic responsibilities	327	2.84	0.72	High
6	I am able to complete my academic responsibilities without regularly sacrificing important personal or family activities.	327	2.51	0.72	High
7	The support I receive from my family enables me to perform my academic responsibilities effectively.	327	2.77	0.65	High
8	I have sufficient flexibility to attend to important personal or family needs when necessary.	327	2.66	0.72	High
	Average		2.64		High

N = 327, 1.00–1.74 = Very Low, 1.75–2.49 = Low, 2.50–3.24 = High, and 3.25–4.00 = Very High.

Data in Table 1 show the mean and standard deviation of the questionnaire items measuring work-life balance among academic staff at the University of Benin. The grand mean of 2.64 indicates that the respondents reported a high level of perceived work-life balance, based on the adopted decision rule. Among the items, the highest mean score was recorded for the statement, “My family and personal life contribute positively to my effectiveness in carrying out my academic responsibilities” ($M = 2.84$, $SD = 0.72$), while the lowest mean score was recorded for the statement, “I am able to manage my family and personal responsibilities without negatively affecting my academic duties” ($M = 2.50$, $SD = 0.72$). Overall, the findings indicate that the academic staff generally perceived themselves as being able to balance their academic responsibilities with their family and personal responsibilities.

Research Question 2: What is the level of job satisfaction among academic staff at the University of Benin?

Table 2: Mean and standard deviation scores for the level of job satisfaction among academic staff at the University of Benin

S/N	ITEMS	N	Mean	SD	Remark
1	I am satisfied with the nature of the academic work I perform at the University of Benin.	327	2.74	0.72	High
2	I am satisfied with the opportunities available for professional growth and development in my job.	327	2.88	0.65	High
3	I am satisfied with the recognition and appreciation I receive for my academic contributions.	327	2.78	0.72	High
4	I am satisfied with the salary and other benefits associated with my academic job.	327	2.45	0.69	High
5	Overall, I am satisfied with my job as an academic staff member of the University of Benin	327	2.86	0.72	High
6	I am satisfied with the working conditions provided by the University	327	2.63	0.72	High
7	I am satisfied with the level of support I receive from my colleagues and university management.	327	2.77	0.72	High
8	I am satisfied with the opportunities available to me to use my skills and abilities in my academic work	327	2.89	0.65	High
	Average		2.75		High

N= 327, 1.00–1.74 = Very Low, 1.75–2.49 = Low, 2.50–3.24 = High, and 3.25–4.00 = Very High.

Data in Table 2 show the mean and standard deviation of the questionnaire items measuring job satisfaction among academic staff at the University of Benin. The grand mean of 2.75 indicates that the respondents reported a high level of perceived job satisfaction, based on the adopted decision rule. Among the items, the highest mean score was recorded for satisfaction with the opportunities to use skills and abilities in academic work ($M = 2.89$, $SD = 0.65$), while the lowest mean score was recorded for satisfaction with salary and other benefits ($M = 2.45$, $SD = 0.69$), which indicates a low level of satisfaction with this aspect of the job. Overall, the findings indicate that the academic staff generally reported high levels of satisfaction with various aspects of their academic work, including opportunities to utilise their skills and abilities, professional development, recognition, working conditions, and workplace support.

Hypothesis one: There is no significant relationship between work-life balance and job satisfaction among academic staff at the University of Benin

Table 3: Pearson's Correlation of Work-Life Balance and Job Satisfaction among Academic Staff of the University of Benin

Variables	N	Pearson's	Sig/2-Tailed
Work-life balance			
Job satisfaction	327	0.422	0.000

P-value significant at 0.05 level (2-tailed), (Reject Hypothesis)

The result presented in Table 3 indicates a positive and statistically significant relationship between work-life balance and job satisfaction among academic staff of the University of Benin ($r = 0.422$, $p < 0.05$, $N = 327$). The correlation coefficient of 0.422 indicates a moderate positive relationship, suggesting that higher levels of work-life balance are associated with higher levels of job satisfaction among the academic staff. Since the obtained p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis is rejected. Thus, there is a significant relationship between work-life balance and job satisfaction among academic staff of the University of Benin.

6. Discussion of findings

The finding of research question one revealed that academic staff at the University of Benin reported a

high level of perceived work-life balance, with a grand mean of 2.64. This finding indicates that the respondents generally perceived themselves as being able to manage their academic responsibilities alongside their family and personal responsibilities. The finding is consistent with Maduwansha (2024), who found that family support, interpersonal relationships, workload satisfaction, working conditions and supervisor support were important factors influencing work-life balance among academic staff. However, the finding disagrees with Enya et al. (2025), who reported considerable work-life balance challenges among academic staff due to heavy workloads, unpaid overtime and inadequate institutional support, and with Shange and Nyide (2025), who found that increasing academic demands and changing work conditions made it difficult for academics to balance their professional and personal

responsibilities. The differences may be attributed to variations in institutional contexts, workload experiences, working conditions and the availability of personal and organisational support. Overall, the finding suggests that academic staff at the University of Benin generally perceived themselves as capable of managing their professional responsibilities alongside their family and personal lives.

The finding from research question two revealed that academic staff at the University of Benin reported a high level of perceived job satisfaction, with a grand mean of 2.75. This finding indicates that the respondents were generally satisfied with various aspects of their academic work. The finding is consistent with Mohamud et al. (2024), who reported a high level of job satisfaction among university staff at SIMAD University, although lower satisfaction was observed in areas such as promotion processes and the physical work environment. However, the present finding disagrees with Aguwa et al. (2024), who found that only 38.3% of lecturers in selected public universities in Enugu State reported high job satisfaction and that many experienced low to moderate satisfaction. The finding also differs from Abiodun-Oyebanji and Iyiola (2023), who reported low levels of job satisfaction among academic staff in private universities in South-Western Nigeria, and from Omolaiye et al. (2020), who found dissatisfaction with opportunities for self-development and only moderate job satisfaction among academic staff in tertiary institutions in South-Western Nigeria. The differences may be attributed to variations in institutional context, working conditions, remuneration, promotion opportunities, welfare provisions, recognition, supervision and opportunities for professional development. Overall, the finding suggests that academic staff at the University of Benin generally perceived themselves as satisfied with their jobs, although specific aspects of employment may still require attention to sustain and further improve their level of job satisfaction.

The finding of the study revealed a positive and statistically significant relationship between work-life balance and job satisfaction among academic staff at the University of Benin ($r = 0.422$, $p < 0.05$, $N = 327$). The correlation coefficient indicates a moderate positive relationship, suggesting that higher levels of work-life balance are associated with higher levels of job satisfaction among academic staff. This finding is consistent with Dube and Ndofirepi (2024), who found that work-life balance significantly predicted job satisfaction among academic staff in higher education institutions in western Zimbabwe. The finding also agrees with Žnidaršič and Marič (2021), who reported

a positive relationship between work-life balance and job satisfaction among higher education lecturers across selected European countries. Similarly, Rahman et al. (2020) found that promoting work-family balance was important for enhancing job satisfaction among academic staff in Malaysian private universities. However, the present finding differs partly from Demir and Budur (2023), who found that work interference with personal life and personal life interference with work did not have significant effects on job satisfaction, although work-personal-life enhancement had a significant positive effect on job satisfaction. The differences may be attributed to variations in the dimensions of work-life balance examined, institutional contexts and the working conditions of academic staff across the different settings. Overall, the finding indicates that maintaining a satisfactory balance between professional and personal responsibilities is significantly associated with greater job satisfaction among academic staff at the University of Benin.

7. Conclusion

The study investigated Work-Life Balance and Job Satisfaction among Academic Staff of the University of Benin. Specifically, the study aims to determine the perceived level of work-life balance among academic staff at the University of Benin, examine the level of job satisfaction among academic staff at the University of Benin and determine the relationship between work-life balance and job satisfaction. Based on the findings of the study, it was concluded that academic staff at the University of Benin reported a high level of perceived work-life balance and a high level of perceived job satisfaction. The study further established that there was a positive and statistically significant relationship between work-life balance and job satisfaction among academic staff. This implies that academic staff who perceived a higher level of balance between their professional and personal responsibilities also tended to report higher levels of job satisfaction. The findings therefore suggest that work-life balance is an important factor associated with the job satisfaction of academic staff at the University of Benin.

8. Recommendations

The management of the University of Benin should sustain and strengthen the existing practices that support work-life balance among academic staff, since the staff reported a high level of perceived work-life balance. This may be achieved by maintaining policies and administrative practices that enable academic staff

to effectively manage their academic responsibilities alongside their family and personal responsibilities.

The management of the University of Benin should sustain and strengthen the existing conditions that contribute to the high level of job satisfaction among academic staff, particularly by maintaining supportive work environments and practices that enable staff to remain satisfied with various aspects of their academic work.

The management of the University of Benin should pay more attention to helping academic staff achieve a better balance between their work and personal lives. Since the study found a significant positive relationship between work-life balance and job satisfaction, creating conditions that enable staff to manage their academic responsibilities alongside their family and personal commitments may contribute to greater satisfaction with their jobs.

9. Implication and Contribution to Knowledge

The findings of the study have important implications for the management of the University of Benin, particularly in relation to the management and welfare of academic staff. The high level of perceived work-life balance and job satisfaction reported by the respondents suggests that existing organisational arrangements and administrative practices provide a relatively supportive environment for academic staff to manage their professional responsibilities alongside their family and personal commitments. However, the significant positive relationship between work-life balance and job satisfaction indicates that maintaining favourable work-life conditions remains relevant to the overall work experience of academic staff. University management should therefore continue to pay attention to workload distribution, teaching and research responsibilities, committee assignments, administrative duties, leave arrangements and other institutional demands that may affect employees' ability to coordinate work and personal commitments. Academic administrators, including Heads of Department and other relevant managers, should also promote supportive communication, reasonable workload allocation and staff welfare practices while maintaining institutional standards and academic responsibilities. Although work-life balance is not the only factor that influences job satisfaction, the finding suggests that it represents an important aspect of the employment environment that should be considered when developing human resource policies and making decisions concerning staff welfare, workload and administrative responsibilities.

The study contributes to existing knowledge by providing empirical evidence on the relationship between work-life balance and job satisfaction among academic staff of the University of Benin. In particular, the finding of a moderate, positive and statistically significant relationship between the two variables provides empirical support for the view that employees' ability to manage work-related and personal responsibilities is associated with their perceptions of their jobs. The study further extends the literature by providing context-specific evidence from academic staff within a Nigerian university, where employees perform multiple and interconnected responsibilities involving teaching, research, student supervision, academic administration and community service. This context provides a useful basis for understanding work-life balance and job satisfaction within the higher education sector. The findings may serve as a reference for university administrators, human resource practitioners and researchers interested in employee well-being and job satisfaction in higher education. They also provide a foundation for future studies to examine the relationship across different universities, academic ranks, faculties and categories of staff, as well as to investigate specific dimensions of work-life balance that may be associated with different aspects of job satisfaction. The contribution of the study should, however, be interpreted within the population, variables, methodology and institutional context covered by the research.

10. Suggestions for further studies

Future researchers could examine differences in work-life balance and job satisfaction among academic staff based on demographic and occupational characteristics such as gender, age, academic rank, marital status, years of work experience and faculty. This would provide a broader understanding of how these characteristics may relate to work-life balance and job satisfaction among academic staff.

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