

Work-Life Balance Strategies and Job Satisfaction of Teachers in Akwa Ibom North East Senatorial District

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Abstract

The study examined work-life balance strategies and job satisfaction of teachers in Akwa Ibom North East Senatorial District. It was directed by 3 research questions and 3 hypotheses. The researcher used correlational research design for the study. 4,322 teachers' comprised the population of the study. 350 public secondary schools teachers made up the sample size for the study. "Work-Life Balance and Job Satisfaction Questionnaire (WLBJSQ)" was the instrument developed and adopted by the researcher in collecting data for the study. Three experts validated the instrument to ensure that it measures what it is designed to measure. Statistics used in obtaining the reliability coefficient of the instrument was Cronbach Alpha. It was used to obtain a reliability coefficient of 0.87 for the instrument. Research questions and testing of hypotheses at 0.05 level of significance were done using Pearson Product Moment Correlation Statistics. The findings of the study revealed that there is a significant relationship between time management, teaching load, personal abilities and job satisfaction of teachers in Akwa Ibom North East Senatorial District. Recommendations made included: Teachers should properly manage their time for academic and other activities to enhance job satisfaction. Also, government should reduce the teaching load of the teachers through employment of many teachers in our schools so that they would not be stressed up in the profession.

Keywords: Work-Life Balance, Strategies, Job Satisfaction

Introduction

The role of teachers in the educational system cannot be under-emphasized and their job satisfaction is not what should be overlooked. It is so important that quality and successful educational system is measured by the quality of teachers. Therefore, teachers are the human resources that boost the effective implementation of the school curriculum. They are the outstanding variables whose job satisfaction should be considered in the nation's helm of affairs. The primary and traditional role of a teacher is the transmission of knowledge and the training of human minds. A teacher that is satisfied with his job specification will effectively transmit knowledge and give quality training to the learners. On the other hand, a dissatisfied teacher could strengthen educational gaps in curriculum implementation. In fact, the Federal Republic of Nigeria (2014) has emphasized on the necessity of teachers job satisfaction through in-service training and teachers incentives.

Furthermore, teachers' job satisfaction is concerned with the level of balance a teacher maintains between an engaged job and other personnel engagements such as lesson preparation, quality teaching with suitable teaching materials, marking and giving students feedback in time, cooperation with colleagues, accepting change, obeying the school rules, liking the students, giving help when necessary and teaching on time as well as family and personal commitments. A teacher that is able to accomplish these tasks and set objectives cheerfully to meet the learners and personal needs has job satisfaction. When teachers are happy or satisfied in their job, they are less likely to leave their company, which leads to higher morale and more productivity for the organization as a whole. Flynn (2019) asserted that there are two major forms of job

satisfaction and they include intrinsic and extrinsic job satisfaction. Intrinsic job satisfaction is the contentment with the type of work a person is doing, while extrinsic job satisfaction includes the environment that the job is being completed in. Mendie (2022) posited that job satisfaction has a balance and the major balance in job satisfaction is reimbursement, work-life balance, job security, job responsibilities and relationships with coworkers. Mendie iterated that there are several strategies to increase teachers' job satisfaction. These include providing opportunities for career advancement, offering competitive compensation, and fostering job security, focusing on employee engagement and providing job benefits.

On the contrary, Okoro (2018) submitted that job satisfaction could be influenced by different conditions such as the organizations' way of doing things, the employee's relationship with the co-workers, type of work itself and the work environment. It is worthy to note that the achievement of job satisfaction indices depend on a large extent of teachers' work - life balance. Odo (2018) defined work – life balance as maintenance of balance in one's occupation, family engagements and other personal commitments. It is an employee's idea of a balance that exists between personal life and career engagement. It has to do with how individuals fulfill their work and personal aspirations so that an overlapping situation is prevented.

The differences in how persons work and the high demand for domestic activities could negatively affect individuals' family lives, occupation and socials. Therefore, Fred (2021) suggested that human resource management of an organization should put up effective policies of work-life balance such as flexible working hours, reduction in work load, adequate mentoring, support, among others that can promote a decrease in workers' work-life conflict and thereby promote their achievement and job satisfaction. Work-life balance could promote a good relationship between a person's occupation and personal life, as it helps an individual to effectively make use of available time to achieve personal obligations and professional demands while at the same time maintaining personal care. Phillip (2016) posited that work – life balance is very important for teachers and other persons that engage in other professions as job satisfaction depends on it. Thus, a positive work – life balanced teacher could be highly motivated, committed and an excellent contributor to the achievement of educational goals.

Consequently, it is a well known fact that an appreciative working environment allows staff to balance occupational and personal activities. Okpeyemi (2017) asserted that organization that takes the issue of work – life balance with less concern suffer from low growth and poor employee performance. Indeed, employees with an easily bent work – life balance could always be applauded by the employer. Therefore, teachers' work – life balance could be strengthened through effective time management, reduced work load, and personal abilities considering the importance of teachers job satisfaction in fostering teaching and learning processes in Akwa Ibom North east Senatorial District.

Time management by teachers is concerned with directing, coordinating, maintaining, planning, and scheduling the amount of time at the teachers' disposal which is to be allotted for different activities, programmes and tasks, in order to enhance effectiveness and efficiency in teaching the students and doing other activities. Effective time management in the school system by teachers has the tendency of promoting a high success rate in the students learning and also makes the teachers to serve time for their personal activities. Adebajo (2018) stated that teachers should endeavour to avoid procrastination, prioritize, organize their time, especially when there is pressure while preparing to teach the students and in attending to other endeavours of life that would make them to feel achieving in the occupation and other life activities.

Time management, as defined by Fakeye (2017), is the process of managing the amount of time available to allocate to different projects, activities, and tasks in order to maximize productivity and efficiency within the job as well as to accomplish goals. The skill of time management is making sure that all of the actions in a group are scheduled so that the entire work or program may be finished on time (Ike, 2016). The practice of organizing and arranging how to split one's time between various tasks is another way to think of time management (Cletus, 2019). This suggests that effective time management will enable a person to work more productively—rather than harder—so that, even in times of stress and limited time, more work may be completed in a shorter amount of time in order to feel happy with their work.

To accomplish daily objectives, educators must effectively manage and allocate their time. For all humans, time is extremely valuable and significant as it influences all activities and increases work satisfaction. Because it improves each worker's work-life balance, time is a valuable tool for humanity (Oke, 2021). Humans have converted seconds, minutes, hours, days, weeks, months, and years into other units of measurement. While time well spent is lost and indicates a lack of job satisfaction, time wisely used is gained. According to Dale (2019), nature understands the significance of seasons and times in human existence. In all human endeavours, time is crucial to achieving desired outcomes and levels of pleasure. This illustrates the necessity of good time management for teachers in order to foster job happiness.

According to Silas (2014), time management for teachers is the process of allocating and conserving time based on the demands of their jobs and extracurricular activities in order to efficiently advance their schools, succeed, and feel fulfilled in their line of work. The construction and implementation of a timetable, lesson planning, regularity and punctuality on the part of teachers in the classroom, advance planning of class activities, subject distribution, total number of periods taken by teachers, counselling and guidance of teachers, time allocation to students individually, school, and preparation of extracurricular activities for students to boost job satisfaction are some of the ways that Cletus (2022) suggested that teachers demonstrate time management skills.

According to Eric (2016), a teacher may become productive and successful in the classroom if they can manage their time well and maintain a work-life balance. Okon (2019) made the observation that instructors who are proficient in time management may find it easier to reconcile their personal and professional lives by giving interpersonal relationships more attention. Planning and controlling time in order to reduce stress is a crucial factor in any professional success and happiness, as noted by Edem (2017). This can help teachers manage their time effectively and improve their students' academic performance as well as their ability to have time for other personal activities. Alaska (2020) offered a number of methods for improving time management and job happiness, including prioritizing daily tasks, defining objectives, and keeping daily activity logs to evaluate how people use their time.

Work load of a teacher is viewed to be concerned with repeated teaching activities like preparing lesson plans, assessing students' homework, delivering lessons, the number of students which the teacher is teaching in the class at a time, among others. Pius (2016) asserted that work load of a teacher indicates teachers' satisfaction in the work. This is because when the teaching load is too much for the teacher, there is the tendency that the teacher would be stressed up after teaching the students. When a teacher is stressed up because of heavy teaching load, there is the possibility that he will be dissatisfied in the job as the teacher will find it difficult to evaluate the students through giving of class works, assignments and at the same time mark it

to ascertain students understanding of the concept taught through their scores. Odo (2018) opined that teachers teaching load should be reduced for teachers to always feel satisfied in the profession.

Wilson (2019) asserted that the burden associated with teaching is limited to routine tasks like planning lessons, assigning homework, and grading assignments, among other things, and that it has an impact on instructors' job satisfaction. Okoro (2018) asserted that teachers' work load means time spent in teaching, marking of assignments, filling academic diaries and attending to other academic activities. Okoro iterated that teachers' workload load may further be elaborated to include administrative, extracurricular activities, and performing co-curricular responsibilities. Osharive (2015) asserted that the total number of students for which a teacher is accountable throughout the course of a day which is part of teaching load is a determinant to teachers' satisfaction in the profession or not. According to Philip (2016), teachers' productivity and job happiness may be greatly impacted by the amount of work they have to do in secondary schools and other educational settings. Philip reiterated that concerns over teachers' workloads have grown in recent years, as many educators have reported high levels of stress and burnout that are not conducive to increased job satisfaction.

Pally (2021) asserted that teachers' excessive workloads prevent them from being fulfilled in their work because of the large class sizes, demanding administrative responsibilities, and mounting pressure to achieve performance goals. Teachers may experience significant levels of stress and weakness as a result of this, which lowers their degree of job satisfaction. According to Bright (2018), instructors who are overworked and under stress may find it difficult to stay focused and pay attention when instructing the students. This may have a detrimental effect on their productivity, their capacity to give their students a high-quality education, and their ability to take care of their own needs in order to improve job satisfaction. Excessive teaching load, according to Ola (2019), prevents instructors from properly preparing for their lessons, which results in inadequate lesson preparation, inefficient teaching techniques, and little one-on-one time with students and other teachers. In addition, an excessive workload may cause teacher burnout, which may have a lasting negative impact on their health and wellbeing. Stress from a heavy workload can cause instructors to lose interest in what they do, which lowers job satisfaction and increases productivity.

Wilson (2019) argued that there can be a substantial effect on pupils and other activities from a teacher's teaching load. Students will be less engaged in learning when teachers are overworked and under stress because they will be less effective at providing teaching. Lack of feedback and one-on-one time can also affect students, which lowers their incentive to pay attention in class. Philip (2016) asserted that the influence of workload load on teachers' efficiency cannot be ignored as it makes teachers job satisfaction not to be enhanced as teachers are being denied of the time to get involved in other activities that will make them to feel satisfied in the profession. Odo (2018) posited that maintaining job satisfaction in the teaching profession is very important and as such there is need for teachers to be provided with adequate training, resources, and supports to enable them adopt those measures that would enhance job satisfaction.

On this note, Udofia (2015) stated that there is need to encourage reduction in teachers teaching load to enhance job satisfaction for teachers to feel happy in carrying out their primary duties. This reduction in teachers work load can be through reducing the number of students taught by a teacher in the classroom. This is due to the fact that a smaller class would allow the teacher to spend more time getting to know each student's unique needs and academic strengths and shortcomings. Additionally, with fewer students in the class, the teacher can give each one more attention, and there may be fewer discipline issues and less time spent on

classroom management. Teachers can then concentrate more on teaching in the classroom without feeling stressed, freeing up their energy for other activities that will increase their job satisfaction (Raymond, 2015).

On the other hand, Personal responsibilities has to do with the preparedness to both make strenuous personal efforts to live by those norms and accept the importance of standards that society establishes for individual behaviour. Personal responsibility also known as self responsibility is the acknowledgment that an individual, through thinking, feelings and behaviour is in control of his/her experiences in life. Wilson (2019) stated that taking personal responsibility is vital for living a fulfilling life, achieving success and being satisfied in the profession of involvement. By considering persons' accountability, actions and decisions, the individual gain satisfaction, confidence and purpose in different occupations of engagement. Okon (2018) submitted that it is pertinent for teachers to start taking charge with regards to their profession and start working towards achieving the goals encapsulated in it with satisfaction through maintaining work life balance.

According to Mentor (2018), personal responsibilities is being accountable for individuals' actions and following various conduct codes, rules and laws. It is the personal responsibilities of teachers to treat others fairly and honour their commitments. Okpeyemi (2017) asserted that personal responsibilities that would help in enhancing job satisfaction is made possible through critical thinking, motivation, punctual to work, problem-solving, flexibility, dependability and interpersonal skills as exhibited by the teacher. Teachers that adhere to personal responsibilities work to understand their own power and resistance in a given situation. They know external factors matter, but they also understand their individual responsibility as well that is meant to boost job satisfaction. Leo (2018) stated that taking personal responsibility is essential for achieving success, satisfaction in job and living a fulfilling life.

Furthermore, personal responsibility is a way of living. It all comes down to making the effort to manage what one can control and having the self-assurance to take responsibility for it. It's a useful, yet sometimes overlooked, talent in the job. To put it simply, personal responsibility empowers individuals to take charge of their decisions and live up to their own interpretation of reality. In the words of Mentor (2018), taking personal responsibility improves one's perception of reality. Personal responsibility is essential because it keeps people's lives in check and keeps their emotional and physical well-being from suffering. Teachers' work-life balance will be improved, and their job satisfaction will rise when they take on personal obligations. According to Francis (2018), instructors' personal responsibilities are crucial because they allow them to play a crucial part in their students' character development and personal growth. For this reason, it is important to provide a positive work environment for teachers in order to increase job satisfaction. In addition to their duty as educators, teachers also act as mentors and role models, helping students develop morals, values, and critical life skills. For this reason, policies that encourage happy work should be implemented.

As part of their personal obligations, teachers take full ownership of the outcome and accomplishment of every work they do. Arguably, this is one of the most crucial components of being a really responsible teacher. According to Leo (2018), the first step in fostering honesty and trust at work is taking personal responsibility. According to Bassey (2013), instructors who take personal accountability are better equipped to set objectives and make plans for personal growth. This is due to the fact that educators who create plans and goals are more likely to succeed and be satisfied in their roles. Bassey further emphasized that objectives are critical because they help instructors stay on course for long-term success, provide direction and structure to their efforts, and hold them accountable for their actions.

Personal responsibilities help instructors learn from their mistakes and make necessary corrections to maintain work-life balance. (Udofia, 2015). For one thing, errors are unavoidable, but they can also serve as opportunities for growth and development. A strong sense of accountability, according to Abbete et al. (2017), helps educators recognize that mistakes are inevitable and that what matters is how one responds to them in order to enhance professional performance. Teachers may frequently bring about changes in the efficient execution of their work to improve satisfaction and performance by learning from their errors rather than trying to prevent them. Teachers, for instance, may utilize this information to create more realistic objectives for the future if they set a goal and are unable to complete it within the allotted time. This will make them feel more satisfied in their work.

In the words of Flynn (2019), teachers can pursue their career with vows to show reliability and honesty when they have personal duties. It is crucial to remember that keeping promises requires an understanding of people's capacities for both time and energy. This can guarantee that the instructor can successfully train students and appropriately oversee classroom activities in order to make them feel satisfied with their work. As stated by Robert (2022), instructors need to accept personal accountability for maintaining attentiveness. This is due to the fact that admitting fault requires guts, particularly when the individual in question is aware that the error might harm the teacher's reputation, personality, and identity. In the opinion of Desmond (2017), honesty is a crucial quality for teachers to have in order to be happy in their roles. Honesty calls for bravery and self-assurance. Many times, it is simpler to keep a mistake hidden than to own up to it and take responsibility. It is about managing the fallout as well as stating the facts. Being honest about oneself allows teachers to advance in their careers while upholding their moral principles and finding fulfillment in their work.

Hertzberg's Motivation - Hygiene Theory developed in 1959 by Frederick Hertzberg (1923 – 2000) is one of the theories that stressed on work – life balance and job satisfaction. Hertzberg's assumption in Motivation – Hygiene theory is that there is a set of factors or job conditions that when present, leads to a high levels of motivation and job satisfaction. Such factors are intrinsic in nature and are highly linked to the nature and content of the job being performed. Hertzberg identified some components of the two-factor motivation theory that may bring about satisfaction or dissatisfaction in the work environment. These factors are: satisfiers and work itself. These factors are called motivators or satisfiers because, their presence cause high level of motivation but when absent do not necessarily cause dissatisfaction. He stated that the following are dissatisfaction or hygiene factors. They include policy and administration, supervision, interpersonal relation with peers, supervisors and subordinates, working conditions, salary, status and job security.

Dissatisfiers factors are expected to be higher or equal to what prevail in organizations of similar feature once employee such as teachers discovers that the hygiene factors are deficient in the school, in comparison to similar organizations, the teachers could be unhappy, develop low motivation to work and job performance in the school and this will negatively affect the predetermined educational objectives. This theory is related to the present study because its suggests that reduction in teaching load and provision of teaching resources to aid instructional delivery would enhance job satisfaction of teachers as it would make instructional delivery easy for teachers to have time for other activities to be satisfied in the job.

Consequently, the concept of work – life balance and job satisfaction has been in many empirical studies over the years in different settings and locations. These include the study of Benson (2015). The

researcher investigated work – life balance and job fulfillment of teachers in Enugu state. The findings revealed that there is a significant relationship between personal responsibilities, work load, interest, self-efficacy and time management on job fulfillment of teachers in Enugu state. Michael (2019) studied the influence of time management on job satisfaction of teachers in Rivers West Senatorial District, Nigeria and found a significant influence of time management on job satisfaction based on experience, age, gender, self – efficacy and interest. Narad (2016) study revealed that school policies, personal responsibilities and teaching load predicts teachers job performance based on gender and school location in Ahafo Region, Ghana. Onyene (2005) assessed motivational package as predictive instructional efficiency in Lagos Secondary Schools and found that irregular and inadequate payment of teachers in Lagos Metropolis do not relate significantly to the way teachers go about their job. This suggests that job-satisfaction could be achieved as a result of the teachers' willingness and personal responsibilities, concern for production and selflessness despite unfavorable situations at home or at work.

Statement of the Problem

Maslow Hierarchy of Need Theory (1940) assumed that human beings have a hierarchy of needs. That all humans behave in a way which will address basic needs, before moving on to satisfy other higher level needs. The teachers' ability to meet up with the demand of work and personal obligations such as marital, child-care, school runs, religious activities is of a great concern. It is a basic need, if neglected could render a teacher unmotivated. The teachers' lack of satisfaction could be as a result of excessive demands from work. This has brought about adverse emotional and psychological effect on the teacher. The trend, if not balanced through the reduction of work – related issues, time management and initiating a sustainable and stable pattern to work while keeping to general well-being and health render the teachers unsatisfied in their work. This is what prompted the researchers to examine the relationship between work – life balance and job satisfaction of teachers in Akwa Ibom North Senatorial District. Based on the above premise, the following research questions and hypotheses were formulated.

Research Questions

The following research questions were answered in the study:

1. What is the relationship between time management strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District of Nigeria?
2. What is the relationship between work load strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District of Nigeria?
3. What is the relationship between personal abilities strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District of Nigeria?

Research Hypotheses

To guide the study, the following hypotheses were tested at 0.05 level of significance;

1. There is no significant relationship between time management strategy and job satisfaction of teachers.
2. There is no significant relationship between work load strategy and job satisfaction of teachers.
3. There is no significant relationship between personal abilities strategy and job satisfaction of teachers.

Methods

This study adopted a correlational research design. Correlational research design examines the level and direction of relationship that exist between the dependent variable and one or more independent variables. The target population for this study was 3422 teachers in public secondary schools in Akwa Ibom North East Senatorial District. According to the Akwa Ibom State Secondary Education Board (2023), there are 3422 teachers in the 246 public secondary schools in Akwa Ibom State.

A multistage sampling technique was adopted in the study. At the first stage, a proportion of 30% of Local Government Areas in Akwa Ibom North East Senatorial District was selected which gave three Local Government Areas in the Senatorial District. At the second stage, 50% of secondary schools in the three Local Government Areas was selected for the study and it gave 15 public secondary schools. At the last stage, a sample size of 30% of teachers in the 15 public secondary schools which gave 350 public secondary school teachers was used for the study.

“Work-Life Balanced and Job Satisfaction Questionnaire (WLBJSQ)” was the researcher developed instrument used in collecting data for the study. The Work-Life Balanced and Job Satisfaction Questionnaire is a four point scale instrument with two sections, A and B. The A section of the instrument was used in measuring the sub-independent variables of time management, work load and personal responsibilities and the B section of the instrument was used in measuring the dependent variable of job satisfaction of teachers. The A section of the instrument contains 15 items with five items measuring each of the five sub-independent variables of work-life balance while the B section of the instrument contains 3 items used in measuring the dependent variable, making it a total of 25 items for the instrument. The Work-Life Balanced and Job Satisfaction Questionnaire is scored using a four point scale as described below; 1= Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Face validation was carried out by three experts for the instrument. The experts includes: two lecturers in Educational Evaluation from the Department of Psychological Foundations, Faculty of Education, University of Uyo, Uyo. An internal consistency approach was adopted in establishing the reliability of the instrument. The Work-Life Balanced and Job Satisfaction Questionnaire (WLBJSQ) were administered to 30 teachers in public secondary schools in Akwa Ibom North East Senatorial District who did not take part in the main study. After which a reliability coefficient of 0.87 was obtained for the WLBJSQ using Cronbach Alpha statistics. According to Benson (2016), such reliability coefficient shows a positive coefficient, hence reliable for used.

The researcher, after obtaining permission to carry out the study in the schools involved explained the purpose of the study to the school principal and the teachers concerned that the research work would help in examining the relationship between work-life balance and job satisfaction of teachers in Akwa Ibom State North East Senatorial District. After the explanation, the researcher administered the questionnaire to the teachers with the help of a research assistant and waited for it to be filled and returned for analysis. The entire questionnaire was retrieved. Pearson Product Moment Correlation (PPMC) was used in answering the research questions and testing the null hypotheses at 0.05 level of significance. PPMC was used to determine if the level of relationship between variables were statistically significant to warrant rejection or acceptance of the hypothesis. The results of the findings are presented below:

Results

Research Question 1

What is the relationship between time management strategy and job satisfaction of teachers?

Table 1: Relationship between time management strategy and job satisfaction of Teachers (N = 350)

Variable	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	r	Remarks
Time Management	3059	7242	13353	0.69*	SPR
Job Satisfaction of Teachers	3356	9645			

*SPR = Strong Positive Relationship

The data in Table 1 shows the responses on the relationship between time management and job satisfaction of teachers. As Shown in Table 4.1, the value of r-cal is 0.69. This implies that majority of the respondents used in the study agreed that there is a strong relationship between time management strategy and job satisfaction of teachers.

Research Question 2

What is the relationship between work load strategy and job satisfaction of teachers?

Table 2: Relationship between work load strategy and teachers' job satisfaction (N = 350)

Variable	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	r	Remarks
Work Load	3215	6349	14265	0.58*	MPR
Job Satisfaction of Teachers	3356	9645			

*MPR = Moderate Positive Relationship

The result in Table 2 shows the responses on the relationship between work load strategy and job satisfaction of teachers. As shown, the value of r-cal is 0.58. This implies that majority of the respondents used in the study agreed that there is a moderate relationship between work load strategy and job satisfaction of teachers.

Research Question 3

What is the relationship between personal abilities strategy and job satisfaction of teachers?

Table 3: Relationship between personal abilities strategy and job satisfaction of teachers (N=350)

Variable	$\Sigma X \Sigma Y$	$\Sigma X^2 \Sigma Y^2$	ΣXY	r	Remarks
Personal Abilities	3025	7314	14151	0.72*	SPR
Job Satisfaction of Teachers	3356	9645			

*SPR = Strong Positive Relationship

The data in Table 3 shows the responses on the relationship between personal abilities strategy and job satisfaction of teachers. As Shown in Table 3, the value of r-cal is 0.72. This implies that majority of the respondents used in the study agreed that there is a strong relationship between personal abilities strategy and job satisfaction of teachers.

Hypothesis 1:

There is no significant relationship between time management strategy and job satisfaction of teachers

Table 4: Pearson Product Moment Correlation Results of relationship between time management strategy and job satisfaction of teachers (N = 350)

Variable	$\Sigma X\Sigma Y$	$\Sigma X^2\Sigma Y^2$	ΣXY	r	P
Time Management	3059	7242	13353	0.69*	0.02
Job Satisfaction of Teachers	3356	9645			

*S = Significant at $p < 0.05$

The data in Table 4 is a summary of Pearson Product Moment Correlation test of significant relationship between time management strategy and job satisfaction of teachers. Table 4 shows that the value of r-cal is 0.69 while the p-value (level of significance) is 0.02. Since the obtained p-value is less than the level of significance 0.05, it implies that the r-value is significant at $p \leq 0.05$. Hence, the null hypothesis is rejected implying that there is a significant relationship between time management strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District.

Hypothesis 2:

There is no significant relationship between work load strategy and job satisfaction of teachers.

Table 5: Pearson Product Moment Correlation Results of relationship between work load strategy and job satisfaction of teachers (N=350)

Variable	$\Sigma X\Sigma Y$	$\Sigma X^2\Sigma Y^2$	ΣXY	r	P
Work Load	3215	6349	14265	0.58*	0.04
Job Satisfaction of Teachers	3356	9645			

*Significant at $p < 0.05$

The data in Table 5 is a summary of Pearson Product Moment analysis of relationship between work load strategy and job satisfaction of teachers. Table 5 shows that the value of r-cal is 0.58 while the p-value (level of significance) is 0.04. Since the obtained p value is less than the level of significance 0.05, it implies that the r-value is significant at $p \leq 0.05$. Hence, the null hypothesis is rejected signifying that there is a significant relationship between work load strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District.

Hypothesis 3:

There is no significant relationship between personal abilities strategy and job satisfaction of teachers.

Table 6: Pearson Product Moment Correlation Results of relationship between personal abilities strategy and job satisfaction of teachers (N=350)

Variable	$\Sigma X\Sigma Y$	$\Sigma X^2\Sigma Y^2$	ΣXY	r	P
Personal Abilities	3025	6349	14151	0.73*	0.03
Job Satisfaction of Teachers	3356	9645			

*Significant at $p < 0.05$

The data in Table 6 shows the responses on the relationship between personal abilities strategy and job satisfaction of teachers. As Table 6 shows, the value of r -cal is 0.73 while the p -value is 0.03. Since the obtained p -value is less than level of significance 0.05, it implies that the r -value is significant at $p \leq 0.05$. Hence, the null hypothesis is rejected signifying that there is a significant relationship between school personal abilities strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District.

Discussion of Findings

The result of the first hypothesis revealed that there is a significant relationship between time management strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District. This implies that there is a strong relationship between time management strategy and job satisfaction of teachers. This is possible because when teachers properly manage their time, there is a tendency that they would effectively deliver lessons to the understanding of the students and have time for other personal activities to enhance job satisfaction. A teacher that effectively teach the students to achieve the primary purpose of education through effective time management would always be satisfied and also work more harder to achieve the teaching and learning objectives. On the other hand, if teachers do not manage time allotted to teach a particular lesson well, there is the possibility that they would find it difficult to teach a scheduled lesson within a given time which would definitely lead to job dissatisfaction. The findings of the study are in agreement with the assertion made by Ike (2016) that effective time management by teachers enhances job satisfaction.

The result of the second hypothesis reveals that that there is a significant relationship between work load strategy and job satisfaction of teachers in Akwa Ibom North East Senatorial District. This means that teaching load strongly relates to teachers job satisfaction. This is possible because when the teacher is overloaded with work, there is the tendency that the teacher would be stressed up and would not be satisfied in the job. Overloading the teachers with work would make them not to focus on preparing lessons that is effective enough to enhance students' learning. On the other hand, when teachers are not overloaded with teaching works, this would make them to relax after teaching to regain energy for another class. Any teacher that teaches and relaxes would be satisfied in the profession because there is time to do other things. The finding of the study is in line with the submission made by Wilson (2019) that work load of a teacher is a determinant of job satisfaction.

The result of the third hypothesis reveals that there is a significant relationship between personal abilities and job satisfaction of teachers in Akwa Ibom North East Senatorial District. This means that personal abilities strongly relates to teachers' job satisfaction. This is possible because when the teachers have a personal ability in delivering on their primary duty of teaching the students, there is every tendency that they would be satisfied in their jobs. Personal abilities of the teachers can be seen in their content knowledge of subject of specialization and commitment to teaching the students. The good content knowledge of a subject by a teacher is a determinant to job satisfaction because it enables teachers to deliver a lesson with self efficacy and confidence to enhance learning. On the other hand if personal abilities are not promoted by the teachers, this would make it difficult for them to be satisfied in the job as they would not be able to deliver in the job as expected. The findings of the study is in agreement with the submission made by Mentor (2018) that personal abilities of the teachers should be promoted to bring about job satisfaction. Likewise, the contrary findings of

Onyene (2005) also agree that despite irregular and inadequate payment, teachers' personal abilities boost job satisfaction.

Conclusion

Based on the data collected and analyzed in the study, it was concluded that: there is a significant relationship between time management, teaching load, personal abilities and job satisfaction of teachers in Akwa Ibom North East Senatorial District. Implications of the findings are that time management is crucial to job satisfaction of the teachers. This is because when teachers properly managed their time, this would make them to teach the students the prepared lesson within the schedule time and put the remaining time to doing other personal activities that would enhance satisfaction in the job. Also, there is need for teachers' teaching load to be reduced. When teachers' teaching load is reduced, the teacher would not be much stressed up in teaching the students and this would make the teacher to be satisfied in the job. Finally, personal abilities are vital to job satisfaction of the teachers. This is because when teachers have content knowledge of the subject taught; this would make them to teach the students to their understanding with ease and this would promote job satisfaction.

Recommendations

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

1. Teachers should properly manage their time for academic and other activities to enhance job satisfaction.
2. Government should reduce the teaching load of teachers through employment of many teachers in our schools, so that the few teachers will not be stressed up.
3. Personal abilities of teachers should be motivated through rewards and promotion by government and school management to encourage job satisfaction.

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