



Work-life Balance as a Predictor of Psychological Well-being of Private School Teachers in Enugu Metropoli

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Abstract—The challenging nature of private school teachers as well as the administrative responsibilities often results to stress, burnout and declined mental health. This study evaluates the relationship between work life balance and psychological wellbeing among private school teachers in Enugu metropolis. Three hundred and forty three private school teachers with the age range of 18-60 years, mean of 31.5years and SD of 1.16 were selected as participants. Two instruments were employed for the study: work life balance: work life balance scale was developed by Hayman's (2005) and psychological wellbeing scale developed by Carol Ryff. This is a cross-sectional design and it employs a multiple Regression for data analysis. The hypothesis was tested and following were the findings. The result revealed that work-life balance predicted psychological well-being [autonomy] among private school teachers in Enugu metropolis [F (3,340) = 10.115, P< .000, R=.286, R²=.082]. It also show that work-life balance predicted psychological well-being [environmental mastery] among private school teachers in Enugu metropolis [F (3,340) = 75.173, P< .000, R=.631, R²=.399]. The result indicate also that work-life balance predicted psychological well-being [personal growth] among private school teachers in Enugu metropolis [F (3,340) = 4.088, P< .000, R=.187, R²=.035]. Similarly the result in table 4 revealed that work-life balance predicted psychological well-being [positive relations] among private school teachers in Enugu metropolis [F (3,340) = 42.098, P< .000, R=.520, R²=.271]. Also, that work-life balance did not predicted psychological well-being [purpose in life] among private school teachers in Enugu metropolis [F (3,340) = .497, P> .05, R=.520, R²=.271]. The hypothesis is rejected .And finally that work-life balance predicted psychological well-being [personal growth] among private school teachers in Enugu metropolis [F (3,340) = 14.497, P< .000, R=.337, R²=.113]. The study points to the need for policy interventions and institutional support to enhance work life

harmony, eventually promoting teachers psychological wellbeing and their job performance.

Keywords: Psychological wellbeing, Work life balance, private, school, teachers.

I. INTRODUCTION

Psychological well-being is a positive condition of mind with contentment and self-actualization. Psychological Well-being evaluates the factors that characterize and influence mental health and wellbeing, nurturing understanding of the cultural, social and economic contexts in which they develop (Barakat, 2021). The extent to which a person experiences his/her positive feelings and emotions of their happiness and is referred to as subjective well-being, and is also a part of psychological well-being (Akdere, & Egan, 2020).In recent years there has been a substantial increase in what has been termed casual or temporary employment. Employers are drawn to the use of casual employment because it is thought to contribute to lower labour costs, improved flexibility and affects psychological wellbeing (Aşkun, (2023).). However, increasing evidence points to the finding that the growth of casual employment is not necessarily a path to productivity or cost-saving, and that there are in fact, a number of hidden costs in employing significant numbers of casual workers (Chan, & Tay, 2022).)irrespective of the adverse effect on their psychological wellbeing.General well-being is defined as optimal psychological functioning that refers to subjective evaluation of happiness, and pleasant versus unpleasant experiences and it includes all judgments of good and bad elements of life (Ryan & Deci, 2001).Conceptions of well-being are an individual's cognitive representations of the nature and experience of well-being. Several professional thinkers from a broad range of disciplines have theorized about the nature of psychological well-being and the good life, providing explicit conceptualization of the experience of well-being. Le., Newman, Menzies, Zheng and Fermelis,



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(2020) assessed the psychological well-being and factors associated with post-traumatic stress disorder among front-line workers during the coronavirus disease-2019 (COVID-19) pandemic using a predictive study design. In their study the workers working at First Affiliated Hospital of Bengbu Medical College, Anhui, China subjected survey two times, before and after the workers worked at the Covid-19 facility. The statistically significant results reported a higher association.

Psychological wellbeing, is defined as a state of positive functioning where individuals recognize their capabilities, effectively manage stressors, contribute to their communities, and experience overall life satisfaction (World Health Organization, 2004). However, very few studies have examined the possible role of psychological well-being, considered a global construct, as a personal resource that could favor adaptive coping to work demands. Based on this consideration, significant differences in coping strategies have been observed in adolescent students according to their level (high vs. low) of psychological well-being ((Stankevičienė, Tamaševičius, Diskienė, Grakauskas & Rudinskaja, 2021). Higher levels of psychological well-being led to the adoption of adaptive strategies such as commitment, positive reappraisal, or seeking for instrumental and emotional support. Psychological Well-being in the maternity period for women in general implies a complex interrelationship between simultaneously occurring physiological and psychological changes (Sekhar, & Patwardhan, 2023). As the episodes of pregnancy and childbirth are immense events reminisced for years afterwards, the emotional well-being is crucial for women's health in a lifecycle viewpoint afterwards. In other words, general well-being has two aspects; subjective and objective wellbeing. (1) Subjective well-being includes two components – cognitive evaluation of satisfaction with life and affective aspect made of the presence of positive affects and absence of negative affects independent of each other. (2) Objective wellbeing which is the experience that the person is having physically. Contemporary psychological research has also begun to examine how laypersons conceptualize and think about the nature of well-being ((Saxena & Gautam, 2021), often focusing on the degree to which individuals define well-being in hedonic (e.g., the experience of pleasure) and eudaimonic (e.g., the experience of meaning) terms. As a fundamental representation of wellness, these conceptions likely exert a pervasive influence on behaviour and psychological functioning. In reality, general well-being connotes both physiological and psychological feelings. This study focused on work life

balance as correlates of psychological wellbeing among casual workers in Enugu metropolis.

Work-Life Balance (WLB) is defined by Xu, (2019) as the achievement of fulfilling experiences in the different aspects of life that require various resources, like energy, time and commitment and these resources are spread across all the domains. Work-life balance is oftentimes compared to a similar term work-family balance, but the former term incorporates other roles like community, social, religious and leisure roles taken up by an individual. Work-Life balance is increasingly challenging in the modern context and the challenge arises from the fact that it is very difficult to strike the balance between work and other domains of life. In addition to being a challenge to the individuals, the WLB as a concept has been taken up by the organizations and human resource departments across the board, in lieu of which many policies and strategies have been formulated to alleviate the conflict between the domains of work and life. While limiting the number of hours of work to protect workers' health has been an important issue for more than a century, the emergence of work-life balance as a significant social goal came much later, stemming from policymakers' increased awareness of the difficulty workers faced in reconciling their personal lives with their paid work. This awareness first arose from the decline of the "male breadwinner model" and the subsequent mass entry of women into the labour market, which led to a "dual earner model" in which all adults are assumed to be in paid work. The reduction in women's economic dependence on men was a positive development but it also brought new challenges, since many women now faced a "double shift": – a first shift of paid labour and a second shift of unpaid labour performed in the home (Saxena & Gautam, (2021).. This work-life conflict persists today, particularly for women, who continue to perform the majority of household and care tasks in all countries (Saxena & Gautam, (2021).. However, the conflict is also faced by men, perhaps increasingly so due to their slow but persistent catch-up in terms of family involvement (Harrington et al. 2016; Knop & Brewster 2016). In addition, demographic shifts associated with an ageing population and the burden of providing care for elderly family members has further intensified work-life conflict. Aside from the individual impacts of this development, such as stress, enterprises experience negative externalities from work-family conflict, including lower productivity levels and absenteeism related to workers who struggle to care for their family members (Saxena & Gautam, 2021).



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Work–life balance is associated with a multitude of benefits for employees. For one, it has been empirically shown to facilitate increased job satisfaction and greater feelings of job security among those workers who report high levels of work–life balance (Weideman, & Hofmeyr, 2020).. A reasonable work–life balance also has significant positive effects on the psychological and physical health of employees. For example, an empirical analysis based on data from the United States National Study of the Changing Workforce (a nationally representative sample of working adults) found that work–life balance policies reduce stress levels (Weideman & Hofmeyr, 2020). On the other hand, if workers are not able to achieve a reasonable work–life balance, they may experience negative health consequences and working hours are an important factor influencing workers’ work–life balance. For example, long hours of work per week (more than 48) are associated with reduced levels of reported work–life balance and increased work–family conflict, particularly if such long hours are involuntary (Stankevičienė, Tamaševičius, Diskienė, Grakauskas & Rudinskaja, 2021). Indeed, Fagan et al. reviewed a large number of studies that have identified long hours of work as an important predictor of work–life conflict and concluded that work–family incompatibility, less engagement in community and civic life and lower fertility rates are all common outcomes of long hours of work. Moreover, such work–life imbalances may also reduce mental well-being, resulting in stress, anxiety and lower job and life satisfaction. For example, workers reporting substantial work family conflict have been found to face higher levels of depression and poorer physical health and to be more likely to engage in heavy alcohol use (Wood, Oh, Park & Kim, 2020). Overall, a healthy work–life balance has been shown to have a positive effect on the experience of work and is effective in preventing negative psychological and physiological health effects.(Chan & Tay, 2022).

Work-life balance is even distribution of time among work and private life, flexibility in work in the specialized field while maintaining the time and energy to spend on personal life (Mızrak, 2023). The work-life balance is associated with job engagement and turnover attitudes. Moreover, it is linked to job engagement and turnover intentions (Mızrak, 2023). The remote working and various forms of flexible employment modes allow to maintain the work-life balance (Chung & Lippe, 2020) and facilitate the development of a balance between private and professional life. The work-life balance is the time spent of an employee, how well a working-class person managing or arranges his/her time for family, managing relations, for personal

growth, his/her interest or hobbies. How well a person is juggling his/her time to address the demands of both the personal life and professional constitutes a work-life balance. However, the working class struggles to achieve the work-life balance as the landscape is complicated and people are stressed not to balance their time managing activities perfectly. Working more than the standard of stipulated time leads to serious health and safety concerns for an employee. However, the actual phrase “work-life balance” was seen in the United Kingdom during the 80s as part of the Movement of Women’s Liberation. The movement advocated for flexible time programs, and maternity leaves to care for infants, but only a small relief. However, in the recent past, the focus was shifted to integrating the issues related to the time management of the employees. This resulted to protect the employees from burnout issues, stress-reducing mechanisms. Nowadays employees insist on better time management and with their acumen take out considerable time spend with their families and other personal interests. Now the work-life balance is attainable and maintains gender parity (2015 EY Global Generations Survey). Erlyn, Pepa and Jovit (2024).studied the association between remote working and challenges, and its impact on employee work-life balance and reported, personal habits of the employee’s habits, work schedules, and ergonomic issues, are impacting the employee work-life balance.

Through the history of the work life balance as a discipline, a number of theories have been proposed in seeking to explain this phenomenon. Some of those theories are described as under: Spillover Theory For most of the work on work-life balance theories that has been done in the last twenty years, a good deal of literature has focused on positive and negative spillover (Erlyn, Pepa & Jovit, 2024).). Originally proposed by Wilensky (1960), spillover model is based on the notion that there is an ‘extension’ of experiences from the sphere of work to non-work in a way that the perception of the social experience of the spheres of work and non-work for an individual is effectively boundary-less (Gálvez,, Tirado & Martínez, 2020).). Theoretically, spillover has been characterized as Positive Spillover and Negative Spillover. Positive spillover appears in the literature under various names like extension, generalization, familiarity, identity, isomorphism, continuation and congruence (Erlyn, Pepa & Jovit, 2024). Positive spillover refers to the fact that positive experiences in one domain result in fulfilment and attainment in another domain (Ferreira-Lopes & Van Rompay-Bartels, 2020). The negative approach, which is also referred to as contrast, complementarities, opposition, regeneration and



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heteromorphism etc. in the literature, states the relationship between work and non-work spheres is inverse and antithetical (Forge, 2022).). Elsewhere, spillover has also been categorized as Vertical and Horizontal Spillover. Horizontal spillover is defined as the effect that one domain of life has on the neighboring domain e.g., the affect that job satisfaction may have on private life. Vertical spillover has been expressed in terms of domain hierarchy which refers to the hierarchical organization of domains of life like job, family, leisure etc. Satisfaction or dissatisfaction in a subordinate domain spills over into super ordinate domain. Overall life being the most super ordinate of the domains ends up being affected the most ((Forge, 2022).

Conflict Theory Conflict theory, originally propounded by Greenhaus and Beutell (1985) posits that the fulfilment and achievement in one aspect of life result in sacrifice in the other aspect. This is based on the assumption that the two domains viz life and work are fundamentally incompatible with each other and that they have different norms and requirements. Citing earlier studies, like Sánchez-Hernández, González-López, Buenadicha-Mateos, & Tato-Jiménez, (2019). define work-life conflict as “a form of inter role conflict in which the pressures of the role from the work and family domains are mutually unharmonious in some respect”. That is, taking part in the one role is made more difficult by virtue of participation in the other role. Chan, and Tay (2022). base the conflict theory on role theory. The role theory itself is based on scarcity perspective, according to which there is a limited quantity of time and energy that is available to the individuals that may be divided among the various roles. In describing the conflict theory, Saxena, and Gautam, (2021). differentiated between three types of conflict viz; Time based conflict, Stress based conflict and Behavior based conflict. The time-based conflict occurs because of limited time which makes it difficult to manage effectively the demands of different roles. Long working hours, irregular shift work and work time not being flexible have been pointed out to being the source of the time-based work-life conflict. Strain based conflict arises from psychological demand of work, interaction fatigue and job burnout. Behavior based conflict arises from a situation when work demands exhibiting behaviors which may not be conducive to a family role and switching between the two roles can be a source of conflict (Mızrak, 2023).

In Nigeria, from statistics, it is a fact that the relationship of conflict that work and life has is bidirectional. That is, the domain of work can interfere with the domain of non-work and non-work can interfere with the work

(Akdere, & Egan, 2020). Both of the aforementioned conflicts have a negative effect on work and family domains (Adams, King, & King, 1996). Work-life balance has evolved into a critical consideration in contemporary workplaces, reflecting the changing dynamics of employment and the recognition that employee well-being directly impacts organizational success (Stankevičienė, et. al., 2021). The concept of work-life balance has undergone a transformative journey, influenced by societal, technological, and economic changes. Historically, work and personal life were viewed as distinct entities, with a clear demarcation between professional responsibilities and personal pursuits. However, as industrialization, globalization, and technology advanced, this demarcation blurred, necessitating a reconsideration of the relationship between work and life (Brough, et. al., 2020, Gálvez, Tirado & Martínez, 2020). Casualization is a worldwide issue that cuts across various sectors and professions. According to Fapohunda (2012), these issues have bred a dangerous work environment and have given much aid to the prevalence of little or no concern for workers welfare by the employers as a result of casualization, as many desperate job seekers in the labour force are willing to take any job no matter how degrading it is. This research studies work life balance as correlate of psychological wellbeing among private school teachers in Enugu metropolis.

Research Question

To what extent will work life balance [work inference with personal life (WIPL), personal life interference with work (PLIW) and work personal life enhancement (WPLE) significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance) among private school teachers in Enugu metropolis?

Research Objective

Generally this study seeks to evaluate the work life balance as correlates of psychological wellbeing among private school teachers in Enugu metropolis. And specifically to study:

To determine if work life balance [work inference with personal life (WIPL), personal life interference with work (PLIW) and work personal life enhancement (WPLE) will significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth,

positive relations, purpose in life and self-acceptance) among private school teachers in Enugu metropolis

Research hypothesis

Work life balance[work interference with personal life(WIPL), personal life interference with work(PLIW) and work personal life enhancement(WPLE)] will significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance) among private school teachers in Enugu metropolis

Method

Participants: out of 250 approved private primary schools in Enugu metropolis with about 1, 067 teachers, 343 teachers were drawn as participants. Their age ranges from 18-35 years (22.4%) while 36 and above were (18.9%). The educational level indicated that, OND were (13.1%), First degree were (25.9%) while M.SC and above were (10.8%). Their marital status indicated that singles were (2.86%) married were (29.9%), divorces were (31.7. %) while widows were (34.6. %).

Instruments

Two measures were used in the study and they are:

Work life balance scale: This was developed by Hayman’s (2005). The scale consists of 15 items, scores ranges from (1) most strongly disagree to (7) most strongly agreed. It measures three domains of work-life balance which are; work interference with personal life(WIPL), personal life interference with work(PLIW) and work personal life enhancement(WPLE) The KMO measure of sampling adequacy was .90. The Cronbach’s alpha coefficients for the total scale and subscales are .93, .85, and .69 for the WIPL, PLIW, and WPLE subscales, respectively.

Psychological wellbeing Scale: it is 42-item Scale, developed by Carol Ryff, is a widely used tool to measure psychological well-being across six key dimensions. Each dimension reflects a central aspect of positive psychological functioning. They include: Autonomy, environmental mastery, personal growth, positive relations to others, purpose in life, self-acceptance. All the dimensions have high and low scores. The Internal Consistency (Reliability):Cronbach’s alpha for the 42-item version generally ranges from 0.70 to 0.90 for each subscale.

Procedure

The questionnaire was divided into sections, the first section covers statement that elicits demographic information such as gender, age, marital status, educational qualification. The other sections focused on measures of the variables of interest. Two scales were used to measure work life balance need and psychological wellbeing. The researcher first went to these organizations to get official permission from management before carrying out the research. The researcher recruited research assistants in each of the schools. The researcher trained the research assistance on how the questionnaires were administered. The participants were randomly selected using simple random sampling. The researcher administered the questionnaires to the casual workers in their different offices. The participants were given enough time (20mins) to fill the questionnaire

Design and Statistics

This is a cross-sectional design and it employs a multiple Regression for data analysis

RESULT

Table 1. Simple linear regression showing influence of work-life balance on psychological well-being (autonomy) among private school teachers in Enugu Metropolis.

Variable	R	R ²	β	F	t	P
Constant	.286	.082		10.115	10.710	.000
WPLE			.205		3.925	.000
WIPL			-.216		-3.967	.000
PLIW			-.015		-.274	.785

Result in table 1 revealed that work-life balance predicted psychological well-being [autonomy] among private school teachers in Enugu metropolis [F(3,340) = 10.115, P< .000, R=.286, R²=.082]. The value of R= .286 shows the level of relationship between work-life balance and psychological well-being and R²= .082 shows that work-life balance explains 8.2% of variability on psychological well-being [autonomy]. The β value of .205 indicates that there is a positive relationship between work personal life enhancement[WPLE] and psychological well-being[autonomy] that is as work personal life enhancement increases, autonomy will increases and vice versa. While the β value of -.214 indicates that there is a negative relationship between work interference with personal life [WIPL] and psychological well-being [autonomy]. That is as work interference with personal life increases psychological well-being decreases and vice versa. Personal

life interference (PLIW) with work did not predict psychological well-being.

PLIW	-1.36	-2.470	.014
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Table2. Simple linear regression showing influence of work-life balance on psychological well-being (environmental mastery) among private school teachers in Enugu metropolis

Variable	R	R ²	β	F	t	P
Constant	.631	.399		75.173	-2.687	.000
WPLE			.118		2.801	.005
WIPL			.353		8.080	.000
PLIW			-.609		13.987	.000

Result in table 2 revealed that work-life balance predicted psychological well-being [environmental mastery] among private school teachers in Enugu metropolis [F (3,340) = 75.173, P< .000, R=.631, R²=.399]. The value of R= .631 shows the level of relationship between work-life balance and psychological well-being [environmental mastery] and R²= .399 shows that work-life balance explains 39.9% of variability on psychological well-being [environmental mastery]. The β value of .118 and .353 indicates that there is a positive relationship between work personal life enhancement[WPLE], work interference with personal life[WIPL] and psychological well-being[environmental mastery] that is as work personal life enhancement and work interference with personal life increases, environmental mastery will increases and vice versa. While the β value of -.609 indicates that there is a negative relationship between personal life interference with work [PLIW] and psychological well-being [environmental mastery]. That is as personal life interference with work increases environmental mastery decreases and vice versa.

Table 3 Simple linear regression showing influence of work-life balance on psychological well-being (personal growth) among private school teachers in Enugu metropolis

Variable	R	R ²	β	F	t	P
Constant	.187	.035		4.088	1.643	.001
WPLE			1.61		2.911	.004
WIPL			0.34		.633	.057

Result in table 3 revealed that work-life balance predicted psychological well-being [personal growth] among private school teachers in Enugu metropolis [F (3,340) = 4.088, P< .000, R=.187, R²=.035]. The value of R= .187 shows the level of relationship between work-life balance and psychological well-being [personal growth] and R²= .035 shows that work-life balance explains 3.5% of variability on psychological well-being [personal growth]. The β value of 1.61 indicates that there is a positive relationship between work personal life enhancement [WPLE] and psychological well-being[personal growth] that is as work personal life enhancement increases, personal growth will increases and vice versa. While the β value of -1.36 indicates that there is a negative relationship between personal life interference with work [PLIW] and psychological well-being [personal growth]. That is as personal life interference with work increases environmental mastery decreases and vice versa. Work interference with personal life did not predict personal growth.

Table 4 Simple linear regression showing influence of work-life balance on psychological well-being (positive relations) among private school teachers in Enugu metropolis

Variable	R	R ²	β	F	t	P
Constant	.520	.271		42.098	-3.642	.000
WPLE			.333		7.160	.004
WIPL			-.332		-6.912	.000
PLIW			-.103		-2.151	.032

Result in table 4 revealed that work-life balance predicted psychological well-being [positive relations] among private school teachers in Enugu metropolis [F (3,340) = 42.098, P< .000, R=.520, R²=.271]. The value of R= .520 shows the level of relationship between work-life balance and psychological well-being [positive relations] and R²= .271 shows that work-life balance explains 27.1% of variability on psychological well-being [positive relations]. The β value of .333 indicates that there is a positive relationship between work personal life enhancement [WPLE], and psychological well-being[positive relation] that is as work personal life enhancement and work interference with personal life increases, environmental mastery will increases and vice versa. While the β value of -.332 and -.103 indicates that

there is a negative relationship among personal life interference with work [PLIW], work interference with personal life [WIPL] and psychological well-being [positive relations]. That is as personal life interference with work and work interference with personal life increases positive relations decreases and vice versa.

Table 5 Simple linear regression showing influence of work-life balance on psychological well-being (purpose in life) among private school teachers in Enugu metropolis

Variable	R	R ²	β	F	t	P
Constant	.067	.004		.497	3.865	.685
WPLE			-.029		-.530	.596
WIPL			-.025		-.439	.661
PLIW			.048		.853	.394

Result in table revealed that work-life balance did not predicted psychological well-being [purpose in life] among private school teachers in Enugu metropolis [F (3,340) = .497, P> .05, R=.520, R²=.271]. The hypothesis is rejected.

Table 6 Simple linear regression showing influence of work-life balance on psychological well-being (self acceptance) among private school teachers in Enugu State

Variable	R	R ²	β	F	t	P
Constant	.337	.113		14.497	-.666	.000
WPLE			.189		3.693	.000
WIPL			.022		.408	.684
PLIW			-.291		-5.511	.000

Result in table 6 revealed that work-life balance predicted psychological well-being [personal growth] among private school teachers in Enugu metropolis [F (3,340) = 14.497, P< .000, R=.337, R²=.113]. The value of R= .337 shows the level of relationship between work-life balance and psychological well-being [self-acceptance] and R²= .113 shows that work-life balance explains 11.3% of

variability on psychological well-being [self acceptance]. The β value of .189 indicates that there is a positive relationship between work personal life enhancement [WPLE] and psychological well-being[self-acceptance] that is as work personal life enhancement increases, self acceptance will increases and vice versa. While the β value of -.291 indicates that there is a negative relationship between personal life interference with work [PLIW] and psychological well-being [self-acceptance]. That is as personal life interference with work increases self acceptance decreases and vice versa. Work interference with personal life did not predict self-acceptance.

Summary of the findings

1. Work life balance significantly predicted psychological wellbeing (autonomy) among private school teachers in Enugu metropolis
2. Work life balance significantly predicted psychological wellbeing (environmental mastery) among private school teachers in Enugu metropolis
3. Work life balance significantly predicted psychological wellbeing (personal growth) among private school teachers in Enugu metropolis
4. Work life balance significantly predicted psychological wellbeing (positive relations) among private school teachers in Enugu metropolis
5. Work life balance did not significantly predict psychological wellbeing (purpose in life) among private school teachers in Enugu metropolis
6. Work life balance significantly predicted psychological wellbeing (self-acceptance) among private school teachers in Enugu metropolis

Discussion

The result shows that work life balance significantly predicted psychological wellbeing (autonomy) among private school teachers in Enugu metropolis. The findings of this study aligns with previous research by .Erlyn, Pepa, Pontillas and Jovit (2024) in their study observed that there is a significant relationship existed between the casual workers’ work-life balance and their level of Well-Being. Therefore, when private school teachers are self-determined and independent, living with self-regulating behaviour based on internal standards while



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resisting social pressures they will enjoy flourishing positive mental health. This is also in line with the report of Emmanuel, Reyam, Okoli, Suhanya, Okpara, Chime et al. (2022) that anxiety was found to be negatively associated with the psychological, environmental, and social relationships domains of Quality of life.

The findings of this study reveal that work life balance significantly predicted psychological wellbeing (environmental mastery) among private school teachers in Enugu metropolis. This is in line with the finding of previous studies, Erlyn, Pepa, Pontillas and Jovit (2024) observed that Satisfaction with work - life balance also shows significant relationship with physical, mental, emotional, and social well - being. This according to them implies that a supportive environment will foster a positive impact on workers' life and when their satisfaction is higher their well - being also will be enhanced. So if the teachers develop and sustain a sense of competence in managing the surrounding world; effectively managing life responsibilities; shaping the environment to suit their needs they are bound to enjoy positive mental health.

Further, the result indicates that work life balance significantly predicted psychological wellbeing (personal growth) among private school teachers in Enugu metropolis. This implies that if the private school teachers maintain the sense of continued development, realizing their potential, and live with openness to new experiences, they will maintain positive mental health.

More so, this study discloses that work life balance significantly predicted psychological wellbeing (positive relations) among private school teachers in Enugu metropolis. This by implication entails that if the teachers maintain a positive relations with others by having warm, trusting, satisfying relationships, capable of empathy and intimacy, they will enjoy a positive mental health.

Again, the result unveils that work life balance did not significantly predict psychological wellbeing (purpose in life) among private school teachers in Enugu metropolis. Obviously, teachers who keep high spirit with their purpose in life such as having goals, direction and a sense of meaning; holding beliefs that sustain their life purpose will always maintain a positive mental health. As Okoli, Ezeme and Ofojebe, (2019) that one's social position might make him or her not to feel dissatisfaction in his or her marriage or life situation, thus keeping a positive mental health.

Therefore, this finding shows that whatever happens at work may not affect one's purpose in life.

Finally, the result discloses that, work life balance significantly predicted psychological wellbeing (self-acceptance) among private school teachers in Enugu metropolis. This implies that teachers with proper self-acceptance, who holds positive attitudes towards oneself, acknowledging their strengths and weaknesses will certainly live with a positive mental health.

Conclusion

The study has shown clearly that reveals serious insights into the factors influencing the all-inclusive wellbeing of casual workers as work-life balance significantly impacted on the psychological wellbeing of private school teachers in Enugu metropolis. These findings thus underscore the necessity for educational institutions to enhance work-life balance and psychological wellbeing of teachers to promote teachers' overall health and effectiveness. The significant relationships between work-life balance and psychological wellbeing suggest that there is need for targeted interventions to bolster work-life balance which can lead to comprehensive improvements of psychological wellbeing of private school teachers.

Recommendations

In order to foster a healthy work environment and to preserve private teachers' mental health, there is need for the organizations/managements as part of school policy to implement flexible work policies. In addition, mental health programmes should be introduced in the school policy to help psycho-educate the private school teachers on stress reduction and serves as a preventive measure against workplace burnout. Again, further research on this topic should explore gender and their experience-based differences.

Implications of the study:

The results of this study have important implications for policy and practice in organizations and mental health promoters. For the policy maker, it is a call on their part to mandate work-life balance training in organizations especially private organizations as well as implementing flexible policies in organizations to preserve private school teachers' mental health. And on a more practical level to organize workshops for private school on coping skills and mentorship programs to enhance work-life balance among teachers especially in private schools. The

study has set a pace for further longitudinal studies on work-life balance, a sort of qualitative investigation of cultural buffers like family-kinship.

Limitations of the study:

The research has shown that work-life balance correlates with psychological wellbeing among private school teachers in Enugu metropolis. However, the result should be viewed within the context of the limitations posed by the method and sample size. The cross-sectional design limits the ability to establish causal relationships between variables. Longitudinal studies would offer a more comprehensive understanding of the dynamics between work-life as correlates of psychological wellbeing among private school teachers in Enugu metropolis. Additionally, the work-life balance on self-report measures may introduce response bias, and future research could benefit from multi-method approaches to validate the findings.

Authors' contribution

All the authors contributed equally to this study, they read and approved the final manuscript.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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