

**COMPREHENSIVE STAFF HEALTH AND WORK-LIFE
BALANCE PROGRAMMES AS CORRELATE OF JOB
SATISFACTION AMONG BUSINESS EDUCATORS IN TERTIARY
INSTITUTIONS IN SOUTH-EAST, NIGERIA**

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ABSTRACT

This study was motivated by the need to ensure the job satisfaction of business educators at tertiary institutions. The study ascertained comprehensive staff health and work-life balance programmes as correlate of business educators' job satisfaction in tertiary institutions in South East, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted correlational research design, and 262 business educators in public tertiary institutions in South East, Nigeria that offer business education programme were studied without sampling. Two instruments namely; Comprehensive Staff Health and Work-Life Balance Programme Questionnaire (CSHWBPQ), Business Educators' Job Satisfaction Questionnaire (BEJSQ) with 20 items and 15 items, and structured in four point rating scales were used for data collection. Face and content validity of the instrument were established by three experts in the Vocational Education and Educational Foundations of Chukwuemeka Odumegwu Ojukwu University. Pilot-testing was used to establish the reliability of the instruments and data collected were analyzed using Cronbach Alpha method and Coefficient values of 0.78 and 0.72, were obtained for clusters B₁ to B₂ with an overall reliability value of 0.75 for CSHWBPQ, while Coefficient

value of 0.82 was obtained for BEJSQ. The researchers and six research assistants were involved in administering copies of the questionnaires to the respondents. Pearson product moment correlation and simple regression analysis were used to carry out the data analysis. Findings of the study disclosed that there were moderate positive and significant relationships between comprehensive staff health, work-life balance programmes and business educators' job satisfaction. Based on the findings of the study, the researcher concluded that the implementation of effective aspects of comprehensive staff health and work-life balance programmes covered in this study can enhance job satisfaction of business educators in tertiary institutions. It was recommended that management of tertiary institutions in Nigeria should encourage comprehensive health practices by ensuring that all business educators have full health insurance. Also, the management should offer mental health support services for stress management. This will help to enhance business educators' job satisfaction in Nigerian tertiary institutions.

Key Words: Staff Health, Work-life Balance, Job Satisfaction, Business Educators

Introduction

Job satisfaction is a crucial aspect of organizational psychology, influencing employee well-being and success. It is influenced by internal and external factors, impacting motivation and performance. Understanding job satisfaction's drivers, repercussions, and solutions is essential for guiding policies and practices to increase workplace productivity. Job satisfaction is the level of contentment and fulfillment employees feel in their roles, particularly in tertiary institutions. Adebayo (2019) viewed job satisfaction as an individual's subjective emotional response to their job and work experiences. Agbakwuru and Iyawe (2023) saw employee job performance as how employees feel about their duties and workplace. Factors such as incentives, work nature, training opportunities, and supervision can be used to gauge employees' job satisfaction.

The demands of human resources in every tertiary institution have made job satisfaction a hot topic in discussions of issues affecting management and lecturers. Okolocha et al. (2021) posited that the degree of job satisfaction stemming from business educators' evaluations of the intrinsic and extrinsic aspects of their profession is job satisfaction. Okwelle and Okubo (2022) agreed that salary, working environment, policy, responsibility, and career advancement were some of the internal and extrinsic factors that affect job satisfaction.

Unsatisfied business educators in Nigerian tertiary institutions are more likely to skip work, arrive late, and whine non-stop. Therefore,

management's responsibility is to ensure a supportive workplace, good employee morale, and access to necessary tools in tertiary institutions. Ukah and Atah (2021) observed that some lecturers have a poor work ethic, leading to tardiness, absences, and lack of enthusiasm. Similarly, Nigerian lecturers (particularly business educators) frequently encounter issues due to poor pay and inadequate perks such as healthcare, retirement plans, and housing allowances (Adebayo, 2019). These considerations can contribute to feelings of discontent and demotivation among business educators. In addition, business educators face demanding workloads that include teaching multiple courses, undertaking research, and sitting on various administrative committees. The administrative burden might take away from time spent on scholarly interests and personal pursuits, resulting in job dissatisfaction of business educators in tertiary institutions (Nwachukwu, 2019).

Tertiary institutions are crucial for both developed and developing countries as they develop human capital, empower youth and women with skills, and contribute to economic transformations. Tertiary institutions are formal post-secondary education that imparts skills for socio-economic and technological advancement. In Nigeria, the National Policy on Education (NPE) of the Federal Republic of Nigeria (FRN) (2013) categorized tertiary institutions as universities, colleges, polytechnics, and monotechnics. The goals of tertiary institutions according to FRN include 'developing values, contributing to national development, increasing people's understanding of local and external environments, and acquiring physical and intellectual skills. Nigeria's government is increasing financing to tertiary institutions to ensure high-quality teaching and learning. Nigerian tertiary institutions often face staff dissatisfaction due to low salaries and limited benefits. The lack of competitive compensation packages and political interference in academic and administrative affairs can lead to job dissatisfaction (Adebayo, 2019).

Business education, a niche branch of vocational education, is defined by its focus on career, entrepreneurship, and office understanding. It is an organized efforts and activities of individuals to produce and sell services for profits. (Oguejiofor, 2020). It supports the development of relevant skills and knowledge necessary for successful working life, including the ability to operate independently and be an independent citizen (Nwachukwu, 2018). Business education covers courses in Accounting, Office Technology and Management, Cooperative/Distributive Education, and Entrepreneurship Education (Barde et al., 2022). The goals of business education include; providing business knowledge and vocational skills necessary for industrial, commercial, and economic development, and providing skilled labour in applied technology and business among others. Business educators are expected to take the initiative in achieving these objectives. Teachers are essential in implementing business education curriculum, ensuring effective learning, and promoting students' academic success through a conducive learning environment, mutual planning, and program objectives.

In Nigeria, there is a renewed call for government and administrators to prioritize the welfare of lecturers, as it is essential for institutions' quality educational services. Oguejiofor and Ezenwanne (2020) opined that staff especially teachers are the most important inputs in the education system. Properly managed staff optimizes return on investment and boosts institutions' competitiveness. However, in Nigeria, administrators seem to give less attention to staff welfare, leading to a lack of dedication from lecturers. This raises concerns about the risk of low standards in business education programme. Agbakwuru and Iyawe (2023) define staff welfare as the system implemented by tertiary institutions to ensure the physical, social, environmental, and financial comfort of business educators. Types of staff welfare programs include occupational health, succession planning, training and development, remuneration, economic, recreational, and facilitative welfare, allowances, housing, transportation, medical insurance, and food. The choice of a staff welfare program should consider the population's interests, study location, and the program's ability to accurately measure variables. This study covered comprehensive staff health and work-life balance welfare programme.

A comprehensive health welfare programme is a comprehensive approach to healthcare services and insurance coverage for tertiary institution lecturers. It includes activities such as medical allowances, facilities, and insurance (Malgwi et al., 2020). Examples include providing free medical screenings, dental care, accident and emergency care, and maternity care. These programmes also include organizing healthy school days, providing first aid kits, toilets, disinfectants, water systems, and sanitary disposal. A study by Poi (2020) revealed a positive and significant correlation between health welfare programmes and staff job satisfaction. Maina (2020) found that improved staff health programmes contributed to employees' high levels of job satisfaction in universities. However, Adebayo (2019) and Malgwi et al. (2020) observed that many Nigerian tertiary institutions lack adequate healthcare facilities, leading to untreated medical conditions, increased absenteeism, and decreased productivity among academic staff. In addition to staff health welfare programme, a work-life balance programme could correlate job satisfaction of business educators.

Organizations worldwide are prioritizing work-life balance to ensure their workforce's strategic contribution to organizational goals. In Nigeria, administrators of tertiary institutions need to create a workplace that balances work and family life, addressing the strains of work on family (Agbakwuru & Iyawe, 2023). Work-life balance includes time, psychological involvement, and satisfaction. Effective work-life balance programmes include scheduling paid work, family activities, exercise, social clubs, and leisure Kunwar and Paudel (2022). A study by Zakwai and Zakwai (2023) revealed that work-life balance welfare programme resulted to lecturers' feeling of happiness on their job. In South East Nigeria, public tertiary institutions offer business education programmes, with business educators

trained to provide students with the necessary skills for employment. However, some business educators do not teach as well as they should, often focusing on unimportant topics and missing class due to personal responsibilities. Poor staff health and work-life balance welfare programmes among business educators contribute to poor instruction and lack of enthusiasm for productive work. However, there is a lack of research on the correlation between comprehensive staff health, work-life balance welfare programmes and business educators' job satisfaction in Nigeria. This study investigated this relationship.

Statement of the Problem

Business education in Nigeria's tertiary institutions aims to equip students with skills for employment or entrepreneurship after graduation. However, some business educators neglect teaching courses, arrive late, and express frustrations on vulnerable students. Poor work ethics, fatigue, and lack of enthusiasm contribute to job dissatisfaction among business educators in Nigerian tertiary institutions. This results in the non-impairment of necessary skills needed by students for securing employment upon graduation. Many business education graduates struggle to secure respectable positions or successfully run small scale businesses.

Various factors contribute to this issue, with experts attributing it to lecturers who fail to provide essential skill-building opportunities. Debates among education professionals in Nigeria focus on predictors of lecturers' job satisfaction in tertiary institutions, such as leadership styles, institutional culture, communication styles, knowledge management techniques, motivation, the institutional learning environment, and funding. Comprehensive Staff health and work-life balance welfare programmes could potentially correlate with business educators' job satisfaction in Nigerian tertiary institutions, especially in the South East region. The issue at hand is that dissatisfaction among business educators compromise the quality of training provided to students, leading to half-backed business education graduates lacking emerging employability skills required for gainful employment in the competitive labour market. It is therefore, necessary to specifically determine the: (1) relationship between comprehensive health welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria, (2) relationship between work-life balance welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria.

Research Questions

The following research questions guided this study;

1. What is the relationship between comprehensive health welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria?
2. What is the relationship between work-life balance welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

H₀₁: There is no relationship between comprehensive health welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria.

H₀₂: There is no relationship between work-life balance welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria.

Method

The study adopted a correlational research design. It was carried out in South-East Nigeria comprising of Abia, Anambra, Ebonyi, Enugu, and Imo states. The population of this study consisted of 262 business educators in both federal and state public tertiary institutions in South East, Nigeria that offer business education programme. There are five Federal Universities with 87 business education lectures, four State universities with 35 business education lecturers, two Federal Colleges of Education with 85 business education lecturers and four State Colleges of education with 55 business education lectures. (Source: Heads of Departments of Business Education Departments in all the institutions studied as at July, 14th, 2023). Census method was employed for the study, and there was no sampling since the population was manageable and accessible to the researcher.

Two instruments used for data collection were 'Comprehensive Staff Health and Work-Life Balance Programme Questionnaire (CSHWBPQ), and Business Educators' Job Satisfaction Questionnaire (BEJSQ)'. The CSHWBPQ consisted of sections A and B. Section A elicited demographic information of the respondents while section B was divided into two clusters B1 to B2 covering the comprehensive staff health and work-life balance welfare programmes. The BEJSQ contained 15 items, and was an adapted questionnaire originally designed by Spector (1997). The face and content validity of the instrument were established using the researcher's supervisor and opinions of three experts, two experts from the field of Business Education while one expert was from Educational Foundations Departments, all from Faculty of Education, Chukwuemeka Odumegwu University, Anambra State. The reliability of the instruments were established through pilot-testing and data collected were analyzed using

Cronbach Alpha method and Coefficient values of 0.78, and 0.72, obtained for clusters B₁ to B₂ with an overall reliability value of 0.81 for CSHWBPQ. Coefficient value of 0.82 was obtained for BEJSQ.

The researcher administered copies of the questionnaires to the respondents using six research assistants adequately briefed on the modalities for administration and retrieval of the questionnaires. On the spot distribution and retrieval of the questionnaires were employed but those respondents that did not complete their copies immediately were revisited on agreed date for collection. Pearson product moment correlation, and simple regression were used for data analysis. Pearson product moment correlation was used to answer the two research questions using Bryman and Bell (2011) for interpretation of correlation scale. Simple regression was used to test the two hypotheses at 0.05 level of significance. In testing the null hypotheses, when p-value is less than or equal to .05 (P <.05), the null hypothesis was rejected otherwise, the null hypothesis was accepted. The analysis was carried out using Special package for Social Sciences (SPSS) 23.0.

Result

Table 1: Summary of Product Moment Correlation Coefficient on the relationship between health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria

| | | Correlations | | |
|--------------------------------------|---------------------|--------------------------|--------------------------------------|-----------------------|
| | | Health welfare programme | Business educators’ job Satisfaction | Remark |
| Health welfare programme | Pearson Correlation | 1 | 0.41** | Moderate relationship |
| | Sig.(2-tailed) | 257 | 0.00 | |
| | N | 0.41** | 257 | |
| Business Educators’ job satisfaction | Pearson Correlation | 0.00 | 1 | |
| | Sig.(2-tailed) | 257 | 257 | |
| | N | | | |

Correlation is significant at 0.05 level 1(2-tailed).

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed a moderate positive relationship between comprehensive health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria with ‘r’ =0.41** and N =257. This revealed positive correlation coefficient value of 0.41 indicated that there is a moderate positive relationship between comprehensive health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

Table 2: Summary of Pearson Product-Moment Correlation Coefficient on the relationship between work-life balance welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

| | | Work-life-balance welfare programme | Business educators’ job satisfaction | Remark |
|---|---------------------|--|--|--------------------------|
| Work-life-balance- welfare programme | Pearson Correlation | 1 | 0.43** | Moderate relationship |
| | Sig.(2-tailed) | 257 | 0.00 | |
| | N | 0.43** | 257 | |
| Business Educators’ job satisfaction | Pearson Correlation | 0.00 | 1 | |
| | Sig.(2-tailed) | 257 | 257 | |
| | N | | | |

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

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 2 above showed a moderate positive relationship between work-life balance welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria with ‘ r ’ =0.43 ** and N =257. This revealed positive correlation coefficient value of 0.43 indicated that there is a moderate positive relationship between work-life balance welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

Table 3: Test of Pearson Product-Moment Correlation Coefficient on relationship between comprehensive health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

| | | Correlations | | |
|---|---------------------|--------------------------------|---|-------------|
| | | Health welfare programme | Business educators’ job Satisfaction | Decision |
| Health welfare programme | Pearson Correlation | 1 | 0.41** | Significant |
| | Sig.(2-tailed) | 257 | 0.00 | |
| | N | 0.41** | 257 | |
| Business educators’ job satisfaction | Pearson Correlation | 0.00 | 1 | |
| | Sig.(2-tailed) | 257 | 257 | |
| | N | | | |

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

Table 3 presented an analysis showing positive value, r = 0.41 **and n = 257 and P -value =0.00. Since P -value (0.00) is less than 0.05, the study rejects the null hypothesis and decided that there is a

significant relationship between comprehensive health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

Table 4: Test of significance of Pearson Product-Moment Correlation Coefficient on the extent of relationship between work-life balance welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

| Correlations | | | | |
|---|---------------------|--|--|-------------|
| | | Work-life balance welfare programme | Business educators’ job satisfaction | Decision |
| Work-life balance welfare programme | Pearson Correlation | 1 | 0.43** | Significant |
| | Sig.(2-tailed) | | 0.00 | |
| | N | 257 | 257 | |
| Business educators’ job satisfaction | Pearson Correlation | 0.43** | 1 | |
| | Sig.(2-tailed) | 0.00 | | |
| | N | 257 | 257 | |

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

Table 4 presented an analysis showing positive value, $r = 0.43^{**}$ and $n = 257$ and $P\text{-value} = 0.00$ Since $P\text{-value}$ (0.00) is less than 0.05, the study rejects the null hypothesis and decided that there is a significant relationship between work-life balance welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria.

Discussion of Findings

Findings of the study disclosed that there was a moderate positive relationship between health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria. This finding concurs with that of Agbakwuru and Iyawe (2023) which showed a moderate positive relationship between employees’ welfare programme and their job satisfaction. Abasili, Achufusi, and Nwokike (2023) found that employee wellness programmes positively impacted job satisfaction, though these impacts vary across organizations. The findings of this study can be due to improved physical and mental well-being leading to moderate job satisfaction of business educators or perceived value of health programmes which increases satisfaction but limited by other factors. Findings of the hypothesis revealed a significant relationship between comprehensive health welfare programme and business educators’ job satisfaction in tertiary institutions in South East, Nigeria. This finding is supported by Poi (2020) which noted that health welfare programme plays a crucial role in fostering job satisfaction among educators. Oloda and Pedro (2023) reported a significant relationship between employees’ wellness and their job satisfaction. Oyetakin et al. (2019) reported a significant relationship between teachers' welfare packages and job satisfaction.

Findings revealed that there was a moderate positive relationship between work-life-balance welfare programme and business educators' job satisfaction in tertiary institutions in South East, Nigeria. The findings of this study corroborates that of Kotey and Sharma (2021) which found a moderate positive relationship between work-life balance initiatives like paid leave, wellness programs, and job satisfaction. Kotey and Sharma notes that though employees appreciated these benefits, the effect on job satisfaction varied based on the nature of the job and the individual's ability to manage both work and personal commitments. Shagvaliyeva and Yazdanifard (2014) earlier reported a moderate positive relationship between flexible work arrangements and employees' job satisfaction. Furthermore, Susanto et al. (2022) disclosed that work-life-balance had a positive relationship between employees job satisfaction. Findings of the study also showed that the relationship between work-life-balance welfare programme and business educators' job satisfaction was significant. This findings support the findings of Agha, Azmi and Irfan (2017) which found a significant relationship between work-life-balance programme and job satisfaction of teachers. Similarly, Abdulghani and Ibrahim (2022) discovered that flexible working hours, reduced workloads, and professional development opportunities boost teachers' job satisfaction, reduce burnout, and increase motivation.

Conclusion

The study found that comprehensive staff health, and work-life balance programme had moderate positive and significant impact on business educators' job satisfaction. Overall, the researcher concludes that the implementation of effective staff health and work-life balance welfare programmes can enhancing job satisfaction of business educators in tertiary institutions in South East, Nigeria.

Recommendations

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

1. Management of tertiary institutions in Nigeria should encourage preventative health practices by ensuring that all business educators have full health insurance. Also, the management should offer mental health support services for stress management. This will help to enhance business educators' job satisfaction in Nigerian tertiary institutions.
2. To strike a balance between work and personal obligations, management of tertiary institutions should implement flexible work schedules, remote work choices, childcare services, family-friendly policies, sabbaticals, and research leave for business educators. These programmes will help to reduce excessive workloads which cause work-related stress and burnout that leads to job dissatisfaction and increased turnover rate of business educators in Nigerian tertiary institutions.

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