

Juggling of Work-Family Conflict and Academic Job Stress on Life Satisfaction Among Private University Lecturers In Ogun State, Nigeria

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Abstract- *Studies have revealed that, the majority of health difficulties among academics are caused by their everyday exposure to work stress, which reduces productivity. According to studies, work-family conflict lowers life satisfaction. However, little has been done to relate academic-job stress with work-family conflict on life satisfaction or measured using an academic stress scale which this study developed (Cronbach alpha 0.85 <.05) to reflect the true stress that lecturers face in private universities, where they are required to multitask under severe conditions. The study examines the relationship between life satisfaction and married status, as well as the effects of academic job stress and work-family conflict among lecturers at private universities. University lecturers' life satisfaction was strongly impacted by work-family conflict and academic job stress, with a large interaction effect between work-family conflict and marital status. According to this study, university management should take steps to decrease lecturers' dissatisfaction and increase employment to alleviate their workload.*

Indexed Terms- *Work-family Conflict, Academic Job stress, Life Satisfaction, Lecturers*

I. INTRODUCTION

Life satisfaction is the way an individual feels about the life he/she is living as a whole. Life satisfaction of an individual comprises an individual's mental and physical health status. According to some literature, most academics nurture health problems more than other professionals, such as high blood

pressure, stroke, and mental health issues like insomnia, anxiety, and depression, which affects the long-term relationship and psychological contract among university lecturers (Asiegbu, 2024; Hall and Mirvis 2016; Edison 2015). Also, due to their sedentary lifestyle, they are not able to keep relationships with families and friends; most students and friends in other professions tag them as “sadists”—trying to solve the world's problems at their own detriment (Calixtro, 2024). As a result of their sedentary lifestyle, they forget about their health and rarely go for checkups (Husin, 2018). Certain health issues, such as dementia, sleeplessness, stroke, hypertension, and depression that lead to death, have been reported to be widespread among professors and lecturers (Gahagan 2018; Correntte et al., 2022, Calixtro, 2024). This is due to the tremendous demand of their profession, which has resulted in neglect of their health, resulting in physical and mental health deterioration owing to stress and their sedentary lifestyle with their book (Correntte et al. 2022). A major symptom of stress among lecturers is greyish or white hair, which most of them develop as they advance in their careers as a result of stress (Asiegbu, 2024 Rosenberg et al., 2021). Some scholars, such as Kinnunen et al. (2020) and Dartey-Baah (2021), have acknowledged the importance of the interaction between work-family conflict and health as well-being determinants. Academic stress among lecturers is a major contributor to many psychological diseases that affect today's society (Ferguson and Bourgeault, 2022).

The imbalance between academic job stress and family can have a significant impact on a lecturer's life satisfaction and productivity, perhaps leading to work-family conflict (WFC). Work-family conflict occurs when work expectations and responsibilities interfere with family or personal life, or when family obligations interfere with employment commitments. Naturally, ongoing conflict causes disturbances, diminishing life satisfaction (Joseph et al., 2017). The task of balancing work and family duties can be tough and stressful. Juggling many roles all the time can cause emotional tension, exhaustion, and burnout, reducing overall life enjoyment. It can also induce shame and unhappiness because when people are pushed between career and family obligations, they may feel guilty or unsatisfied in both areas. This unhappiness might permeate other aspects of life, lowering total life satisfaction (Greenhaus and Beutell, 2015). Meanwhile, strong family-work compatibility fosters a sense of high performance in the workplace by motivating individuals (Byrne, 2010).

The role conflict theory has been connected to work-family conflict and life satisfaction. According to Greenhaus and Beutell (1985), conflict occurs when an individual's roles in one domain (job) clash with those in another (family). Greenhaus and Beutell (1985) define conflict as having three components. The first is a time conflict, which comes when one's obligation (academic work) takes up more time than the other role's participation (family). As a result, marital status, family size, children and dependent parents, and a lack of social support influence the amount of time spent at home, while commuting time influences the amount of time spent at work (Greenhaus and Beutell, 2015). It is expected that lecturers should have less time conflict to enable them flexible for research work because of their autonomy (Ogunode and Adanna, 2022; Ibijola, 2015). Sometimes they may reschedule lecture appointments to a convenient time. However, this is not applicable to private universities instructors, who are required to clock in and out of the four walls of the institution. Thus, lecturers' autonomy in

university settings is removed, resulting in time conflict.

The second type of conflict is strain-based conflict, which occurs when a person's stress or tiredness from work interferes with other people's ability to operate. For example, once a lecturer has completed a minimum of three classes in a day, he or she is still responsible for attending meetings that were scheduled to begin at 11 a.m. and end at 5 p.m. but now begin at 4 p.m. and last until 10:30 p.m. due to the chairman's tardiness. This lecturer is required to clock in at 8 a.m. the following day, even if he does not have lectures. Such a person is heavily influenced by strain-based conflict and time conflict (Matias and Fontain, 2015). Obviously, the lecturer will be unable to attend to his or her family that day, and the family will most certainly suffer as a result.

Finally, the third conflict originates from the incomparability of a person's behaviour, work, and daily functioning. When an individual's behaviour or job performance is not related to family functioning or needs. Because of the difficulties of the job, a person's behaviour at work may differ from his or her behaviour elsewhere. A great example is when a lecturer decides to lock himself up in a room to work on academic assignments (Calixtro, 2024). Or attempting to focus on producing a good article. Most lecturers are also researchers, and they need to publish to develop in their careers (Ibijola, 2015). In order to accomplish this, they may appear introverted, remain quiet, and delve into their own trunk or imagination and thought to generate the best ideas. Their modest approach often leads their friends, family, and relatives in other professions to misinterpret them as having separate personalities (Calixtro, 2024). Because of this, they would rather stay away from social gatherings and activities that could divert them. Accordingly, when compared to the roles in the family, all three aspects of role conflict have an impact on a lecturer's ability to perform as a teacher, administrator, and researcher (Greenhaus and Beutell, 1985). WFC exists as a result, and as it is thought to be very high in Nigeria, it is crucial to look into how it affects life satisfaction, particularly

among teachers at private universities.

Further more, lecturers in universities often face unique challenges that affect their overall life satisfaction but more for private university lecturers. A lecturer at a private institution is typically expected to publish in high-ranked journals, which will push the university to the forefront and boost its rating meanwhile, the university does not fund such research especially in Nigeria (Ibijola, 2015), most research done is at the cost of the lecturer and researcher (Montgomery et al., 2022; Akinyele et al., 2014). Demands to teach more than the NUC (National University Commission) required number of courses also exist, since they do not wish to hire additional hands in order to maximize profit (Ogunode and Adanna, 2022; Ibijola, 2015). All these affects lecturers who, must balance family obligations with academic responsibilities working in such universities. These responsibilities include, meeting up with dead lines, research, writing for grants, teaching, marking of scripts, supervision of students, mentoring of students, submitting monthly progress report, standing as internal/external examiners, invitations for programmes and a lot of administrative responsibilities, combined with personal and family obligations, can create significant stress (Erkutlu and Chafra, 2019; Montgomery et al., 2022). Dewhurst and Fitzpatrick, (2022) state that "a happy employee is a more productive employee." A cheerful lecturer is also a more productive lecturer. Meaning that if a lecturer's family life is balanced, her/his work life will be balanced as well, and she/he will be more effective at work.

Several studies point to the heavy workload of university lecturers as a primary contributor to WFC. Lecturers are tasked with teaching, research, and administrative responsibilities that often extend beyond regular working hours (Montgomery et al., 2022; Negru-Subtirica et al., 2021; Akinyele et al., 2014). Similarly, research in Ghana has also shown that academic workload and administrative duties contribute to work-family conflicts (Dartey-Baah et al., 2021). Erkutlu and Chafra (2019) also reported that excessive job demands and lack of support from management exacerbated the work-family

conflict among Turkish academics. According to research by Yadav and Rathi (2022), WFC negatively impacts job satisfaction, as lecturers feel less able to meet the demands of both work and family roles. This dissatisfaction can lead to decreased commitment and lower turnover intentions among university lecturers. Meanwhile, occupational stress conflict has been consistently linked to reduced job satisfaction and organizational commitment among university lecturers in Nigeria (Akinyele et al., 2014) but not among private university lecturers. Other studies have investigated the impact of work-family conflict on workload. (Dartey-Baah et al., 2021), job performance (Santos et al., 2021), and job satisfaction (Akinyele et al., 2014; Yadav and Rathi, 2022), but no studies have linked academic job stress as a form of work-family conflict to overall life satisfaction. Some studies have looked at WFC on life satisfaction, while others have looked at occupational stress or stress in general, but no study had looked at the impact of academic stress with a unique scale measuring academic job stress, which was also developed by the researcher for this study and accessed on life satisfaction; this study fills that gap. Therefore, there is a need to check the influence of academic job stress with the aid of the newly developed scale on life satisfaction.

Family work conflict, arises mostly for married people who have marital commitments to their spouse and children. Work activities are hampered by family commitments, such as having to cancel an essential meeting because a child became ill unexpectedly (Nwadike et al. 2024; Frone et al. 2022). Similarly, a newly married couple whose husband is a lecturer and comes home late at night due to his commitment to the institutional demand may have problems with the wife who is at home. During the focused group discussions, most senior lecturers mentioned this as part of their travail in marriage, but as they grew older in marriage, their spouses understood them, and some of them reported it as a form of regret that has affected their marriage to this day. Therefore, knowing the impact of marital status on lifesatisfaction would improve results for this study .

Academic Job stress is a serious issue that must be addressed. Workplace productivity suffers as a result of academic job stress. University management should also keep in mind that these lectures are also part of families, with expectations and roles as a father, mother, spouse, wife, kid, sister, brother, aunt, or uncle on the one hand, and employees on the other. As a result, home-work interface stress appears to have a particularly negative impact (Son Hing et al., 2023). Their role at home appears to be influenced by their work, and their work appears to be influenced by divided attention from home or work. This could have a negative impact on their health, happiness, and life satisfaction. This study, therefore, aims to expand the range of possible variables in the relationship between work-family conflict, a lecturer's academic job stress, and life satisfaction among private university lecturers in Ogun State, Nigeria. The research addresses the following research questions:

1. Would there be an impact of WFC on life satisfaction among private universities lecturers?
2. Would there be an impact of academic job stress impact on life satisfaction among private university lecturers?
3. Would the roles of marital status and work family conflict impact life satisfaction of private university lecturers?

The data provided in this study provides appropriate scientific information on the psychosocial predictor of well-being among private university lecturers in Ogun State, Nigeria. Ogun State was purposively selected because it had more private universities in Nigeria (NUC, 2023). This report provides data for NUC to take strict measures to successfully supervise private university management. This study is useful for psychologists and organizations concerned with measuring academic stress with the academic job stress scale. A clear understanding of life satisfaction determinants among lecturers from all walks of life is essential, as the findings of this study serve as a good recommendation for an appropriate psycho-educational intervention that can aid in the development and improvement of the well-being of single and married working lecturers

through policy implementation, particularly in Nigerian cities.

II. RESEARCH REVIEW

A. *Work-Family Conflict and Life Satisfaction among private University lecturers*

Work-family conflict (WFC) is a form of inter-role conflict where work and family roles create competing demands, leading to tension and difficulty in fulfilling responsibilities in either domain. WFC is typically categorized into two types: Work-to-family conflict (WFC): where work demands interfere with family responsibilities (Greenhaus & Beutell, 1985) and family-to-work conflict (FWC): where family demands interfere with work obligations. Both types of conflict arise due to various factors such as time pressures, psychological strain, and role overload, contributing to overall stress and reduced well-being.

Life satisfaction refers to a person's cognitive judgment of their overall well-being and quality of life. Several studies have established that work-family conflict can have detrimental effects on life satisfaction, with individuals experiencing higher levels of WFC reporting lower levels of happiness and life satisfaction (Allen, et al., 2000). The negative relationship between WFC and life satisfaction can be explained by multiple mechanisms.

Greenhaus and Powell (2006) proposed the work-family enrichment model, which opposes the negative impacts of WFC by arguing that under certain settings, resources obtained from one domain (work or family) can improve functioning in the other. However, when conflict arises, the opposite occurs, resulting in drained emotional resources and a negative influence on life satisfaction. Work-family Conflict has been consistently linked with diminished life satisfaction. Research shows that WFC creates role strain and emotional exhaustion, which leads to lower overall well-being (Allen, et al., 2000). Another study by Michel, et al. (2011) viewed that higher levels of work-family conflict result in reduced satisfaction with life, as individuals struggle

to balance the competing demands of their professional and personal lives. A meta-analysis by Ford et al. (2007) demonstrated that work-family conflict is negatively correlated with life satisfaction, primarily due to increased stress levels and impaired personal relationships. This dissatisfaction is particularly pronounced among individuals in dual-earner households, where both partners face pressure from both roles (Sanz-Vergelet al., 2015). Likewise, Hill et al. (2001) found that individuals who experience a balance between work and family life tend to report higher levels of life satisfaction, as the absence of conflict enables them to devote adequate time and energy to both domains.

Work-family conflict is also associated with impaired mental and physical health, both of which are key components of life satisfaction. The Stress arising from balancing work and family demands often leads to burnout, anxiety, and depression, all of which have negative impacts on an individual's sense of well-being (Nohe et al., 2015). Yadav and Rathi (2022) corroborate that individuals who experience chronic WFC report poorer mental health outcomes, contributing to lower life satisfaction. Work-family conflict has a significant and constant negative impact on life satisfaction, mostly due to emotional weariness, decreased well-being, and strained family ties. Both work-to-family and family-to-work conflict reduce life satisfaction (Yadav and Rathi, 2022). Thus, achieving work-family balance and reducing conflict through flexible work rules and support networks is critical for increasing life satisfaction. Work-family conflict has been examined in literature from all types of jobs, but little has been done among private university lecturers, who are required to accomplish a lot to make a livelihood. This study intends to investigate the impact of work-family conflict on life satisfaction among private university lecturers in Nigeria. Therefore, the first hypothesis investigates that:

H1: there would be a significant influence of work-family conflict on life satisfaction among private university lecturers in Ogun State.

B. Job stress and Life satisfaction among university lecturers

Academic Job stress is also a product of work-family conflict peculiar to university lecturers. It refers to the psychological and emotional distress arising from the pressures of professional duties in an academic setting. University lecturers, due to the unique nature of their job, often face high levels of academic stress. They must manage multiple roles, including teaching, research, administration, and student mentoring, while meeting institutional expectations and personal career development goals (Winefield et al., 2003). The sources of stress for university lecturers can be broad and may include workload, publication pressure, job insecurity, and balancing academic work with personal life (Kinman & Wray, 2013).

Research by Kinman and Jones (2008) found that lecturers often work beyond their contracted hours to meet deadlines, which leads to chronic stress. The pressure to publish regularly and the expectations of research output add to the stress, especially in competitive academic environments where promotions and tenure are tied to research productivity (Nwadike et al., 2024; Akinyele, 2022; Ajayi et al., 2020; Negru-Subtirica et al., 2021). Many lecturers experience role ambiguity, where there is uncertainty about their job expectations, and role conflict, where their responsibilities clash (Nwadike et al., 2024; Boyd and Wylie, 1994). University lecturers are expected to excel in multiple roles simultaneously—teaching, research, administration, and community service—often without clear guidance or support (Ajayi et al., 2020; Nwadike et al., 2024; Calixtro, 2024). This creates a sense of frustration, stress, and emotional exhaustion, all of which negatively impact their overall well-being (Kinman and Wray, 2013). Winefield et al. (2003) also reported that job insecurity is common among lecturers, particularly for early-career academics and those on short-term contracts, which can contribute to academic stress. The pressure to secure permanent positions, publish in high-impact journals, and meet performance metrics can result in heightened anxiety and stress (Nwadike et al. 2024; Winefield et al., 2003). The precariousness of academic positions can also reduce lecturers' life

satisfaction by affecting their financial stability and career prospects.

Life satisfaction is a cognitive evaluation of one's overall quality of life, and high levels of stress are often linked to reduced life satisfaction. Research has demonstrated that academic stress among lecturers can lead to lower levels of life satisfaction (Santos et al., 2021; Montgomery et al., 2022; Akinyele, 2014), primarily through its detrimental effects on mental health and work-life balance. Winfield et al.'s 2008 study has shown that academic stress is negatively correlated with mental health outcomes among university lecturers. They found that high levels of occupational stress in academia are associated with depression, anxiety, and burnout. Kinman and Wray (2013) also viewed that chronic stress over time can lead to emotional exhaustion, reducing lecturers' overall life satisfaction. Similarly, Gillespie et al. (2001) identified that stressors such as lack of control over workloads and insufficient support contribute to poor mental health outcomes, thereby decreasing life satisfaction among lecturers. Kinman and Wray (2013) also explored the emotional toll of academic stress on lecturers, highlighting that stress-related anxiety, emotional strain, and burnout lead to decreased job satisfaction, which in turn reduces overall life satisfaction.

Work-life conflict causes imbalance, which is a major factor linking academic stress to lower life satisfaction. Santos, et al. (2021) reported that many lecturers struggle to balance the demands of their professional lives with their personal and family commitments. Nwadike et al. (2024) affirmed that it is strenuous juggling a full-time academic job with full-time family responsibilities, especially as a young parent. The demanding nature of the academic profession, with its long working hours and constant pressure to perform, often leaves little time for personal or family life. Santos et al. (2021) found that university lecturers who experience high levels of work-family conflict report lower levels of life satisfaction due to the imbalance between work and personal life. Taris, et al. (2001) noted that lecturers who experience job stress often sacrifice their personal time to meet professional demands, leading to feelings of inadequacy in both their professional and personal lives. Asiegbu (2024) also added that

lecturers do not have time for recreational activities; they spend most of their break time on work. Thus, this imbalance not only affects their happiness but also contributes to long-term mental health challenges (Nwadike et al. 2024).

Meanwhile, Montgomery et al. (2022) explained that academic stress negatively affects life satisfaction, but lecturers who receive institutional support or have effective coping mechanisms in place often report better well-being. Kinman and Wray (2013) suggested that university policies promoting better work-life balance, professional development opportunities, and mental health Support can significantly reduce stress and improve life satisfaction. Social support from colleagues, family, and friends plays a critical role in mitigating the effects of academic stress (Asiegbu, 2024). Lecturers who receive support from their peers and supervisors tend to report higher life satisfaction (Barkhuizen et al., 2014). A supportive work environment that includes mentorship, collaborative research, and recognition of efforts can buffer the negative effects of academic stress.

Job autonomy, or the ability to have control over one's work, has been shown to improve lecturers' life satisfaction even in the face of stress. Deci and Ryan's (2000) self-determination theory emphasizes the role of autonomy, competence, and relatedness in improving well-being and life satisfaction. When lecturers have the freedom to choose how they manage their workload, they experience less stress and more job satisfaction, which leads to greater life satisfaction. Montgomery et al. (2022). Meanwhile, job autonomy has been reduced (Ogunode & Adanna, 2022). Especially in private universities where lecturers are required to clock in and clock out. As a result, more research into the influence of academic job stress on life satisfaction at private universities is needed. Therefore, the second hypothesis stated that:

H2 there would be a significant influence of academic stress on life satisfaction among private university lecturers in Ogun state.

C. Marital status on Life satisfaction among university lecturers

Marital status and family satisfaction can also, in turn, lower life satisfaction. Michel et al. (2011) conducted a meta-analysis showing that WFC was significantly related to lower marital satisfaction. When individuals bring work-related stress into the home, it disrupts family harmony, causing friction in family relationships and reducing overall happiness. This creates a cascading effect where strained family relationships contribute to decreased life satisfaction (Allen et al., 2000). Alshahrani et al. (2020) observed that married female academics were more likely to report interruptions during work hours and found it challenging to meet research deadlines, which further intensified feelings of conflict between their professional and personal roles (Ajayi et al., 2020). Nwadike et al. (2024) added that married women lecturers who have their husbands in different cities have more burden juggling family responsibilities with their academic work demands, which leads to lower productivity and unhappiness at work and home. Negru-Subtirica, et al. (2021) also added that there is a relationship between academic stress, job satisfaction, and life satisfaction in higher education, highlighting the roles of married women with kids and academic discipline as important factors. They found that women, either married or unmarried, in academia tend to experience higher stress levels, which negatively impacts their job and life satisfaction. This suggests that academic stress and its effect on life satisfaction are not uniformly distributed across academia and that tailored interventions based on marital status might be needed to enhance well-being in the academic environment. By integrating this insight, there is the need to hypothesize that:

H3 married university lecturers will significantly have higher work family conflict on life satisfaction than single university lecturers in private universities.

III. METHODOLOGY

This study's research design is a cross-sectional survey. This approach was chosen in order to ensure that samples could be drawn from all of Ogun State's private universities. Ogun State was chosen on purpose. Due to the fact that it is the most patronized private university in Nigeria. As a result, a sample was selected from each of Ogun State's 13 private

universities as of 2022. Samples were collected between April and June of 2022, a period of two months. The 13 universities on the list were numbered. Six universities were randomly selected using the head or tail technique and arranged alphabetically. Only 73% of the 120 university lecturers who were anticipated—at least 20 from each university—responded. The academic institutions are Babcock University, Chrisland University, Covenant University, Crescent University, McPherson University, and Southwestern University. The researcher had one focal lecturer from each university, and a snowball sampling was adopted to get the participant from each university with a questionnaire via an online Google form. Among other things, a method called "snowball sampling" allows a participant to use existing social networks to locate possible new participants and spread information. Because it was difficult to physically contact participants due to COVID-19 restrictions in 2022, this method was employed for the study. Having recently recovered from the COVID-19 pandemic, people were cautious about using paper products, such as paper and pencil questionnaires, which may easily spread the virus. Because COVID-19 was extensively studied, an online Google Form that academics were previously familiar with was created. However, this sample technique has disadvantages because of its substantial social desirability bias. Prejudice was lessened and made accessible to everyone by designating a focus person to each university, who shared the questionnaire on their academic WhatsApp network.

The questionnaire was divided into 4 sections. Section A entails background information such as institutional name, gender, years of experience, and marital status. While section B measured the 5-item life satisfaction scale by Diener et al. (1985), it is measured on a Likert format ranging from strongly disagree to strongly agree. Its Cronbach's alpha is 0.77. Some sample items are: The conditions of my life are excellent; I am satisfied with my life, among other high scores on the scale that indicate satisfaction of life. Section C was a 10-item work and family conflict scale by Haslam, D. et. al., 2015, with a Cronbach's alpha of 0.86. It is also a Likert format response, and it ranges from strongly disagree to strongly agree. Some of the sample items include *my*

family missing out because of my work commitments, working often makes me irritable or short-tempered at home, and my work performance suffers because of my personal and family commitments. High scores on the scale indicate high work-family conflict. Section D contained 18 items measuring academic job stress developed by the researcher. Its Cronbach's alpha is 0.85, while split-half validity is 0.44. All items on the scale were asked in a negative dimension except item 6, which was asked in a positive tone. It was measured on a 7-point Likert scale, ranging from strongly disagree to strongly agree. The items were compiled through a concentrated, focused group discussion from private university lecturers who voiced their daily academic job stress (the researcher scheduled the group meeting with them at a multidisciplinary conference in February, 2022). 23 items were compiled and tested in a pilot research study with 20 lecturers from two private universities from a different location from the one used for the study. The scale was also tested for face validity by professionals in the field. Following that, a content validity check was performed, and any items that loaded less than 0.5 were eliminated, leaving us with 18 valid items on the scale. Samples of the item are: *I have more than NUC-required courses to take in a semester; I am compelled to do my work under tense circumstances due to deadlines; my interests are not considered in making appointments and/or promotions; I have less autonomy to do my job effectively...* among others. High scores indicate high academic job stress.

The data was analysed using the Statistical Package for Social Sciences (SPSS) version 26. Simple descriptive data analysis, frequency tables, and percentages are being adopted in the presentation and analysis of the data generated for the study. Descriptive analysis was used to quantify the relationship between the dependent variable and the independent variables. The researcher used linear regression analysis for hypotheses 1 and 2 because we want to reveal the influence of work-family conflict (as a continuous variable) and academic job stress (as a continuous variable) on life satisfaction, respectively. A 2X2 ANOVA was also explored for hypothesis 3 to show the main interaction effect which reveal the impact between marital status (categorical variable in 2 levels, married and single)

and work-family conflict (also categorical variables in 2 levels high and low work-family conflict) on life satisfaction.

Demographic of respondents

The descriptive analysis shows the frequency distribution among participants in the study. The 88 (100%) respondents who took part in the study were university lecturers. Females were 51% while males were 49%. 75% of the respondents were within 25-40 years of age. 60% were Yoruba. 85% had Christian religion. 57% were married while 43% were single.

IV. RESULTS

The first hypothesis, shown in Table 1, was tested using linear regression analysis. The findings showed that work-family conflict significantly impacted life satisfaction ($R^2 = .11$, $F(1, 86) = 10.73$, $p < .05$). Additionally, the results show that work-family conflict accounts for 11% of the variation in life satisfaction among university teachers. This hypothesis was approved.

Table 1: A Linear regression table showing influence of work family conflict on life satisfaction among University lecturers in Ogun State

Model	SS	Df	MS	R	R ²	F	P
Regression	138.29	1	138.29	.33	.11	10.73	< .05
Residual	1108.70	86	12.89				
Total	1246.99	87					

Hypothesis 2 was further tested using linear regression analysis, as shown in Table 2, and the results show that academic job stress significantly affects life satisfaction. $F(1,86) = 10.87$, $p < .01$, $R^2 = .11$. The findings indicate that academic stress accounts for 11% of the variation in life satisfaction among university instructors. The hypothesis was approved

Table 2: Linear regression table showing influence of Academic Job-stress on life satisfaction among University lecturers in Ogun State

Model	SS	Df	MS	R	R ²	F	P
1 Regression	139.98	1	139.98	.34	.11	10.87	< .01
Residual	1107.01	86	12.87				
Total	1246.99	87					

Hypothesis 3 was analysed with 2X2 ANOVA. The result is presented in Table 3. The result showed that there was a joint interaction effect between marital status and work-family conflict on life satisfaction among university lecturers, $F(1,84) = 10.26$, $P < .05$. Also, work-family conflict has a significant main effect on life satisfaction, $F(1,84) = 5.58$, $p < .05$. However, marital status has no significant main effect on life satisfaction, $F(1,84) = 0.75$, $p > .05$. Hypothesis was approved. This indicates that work-family conflict and marital status jointly have an impact on life satisfaction, but not only because they are married or single, is it further described in graph 1 and table 4.

Table 3: Table of 2X2 Analysis of Variance (ANOVA) showing main and interaction effects between marital status(M.S) and work family conflict (WFC) on life satisfaction among University lecturers

Source	SS	Df	MS	F	P
M.S	9.11	1	9.11	0.75	> .05
WFC	67.85	1	67.85	5.58	< .05
M.S x WFC	124.72	1	124.72	10.26	< .01
Error	1020.95	84	12.15		
Total	2107.00	88			

The mean table of interaction on Table 3b, between marital status and work-family conflict, shows that married university lecturers with low work-family conflict scored higher on life satisfaction (17.48) than single university lecturers with low work-family conflict (14.42); married university lecturers with high work-family conflict scored lower (13.29) on

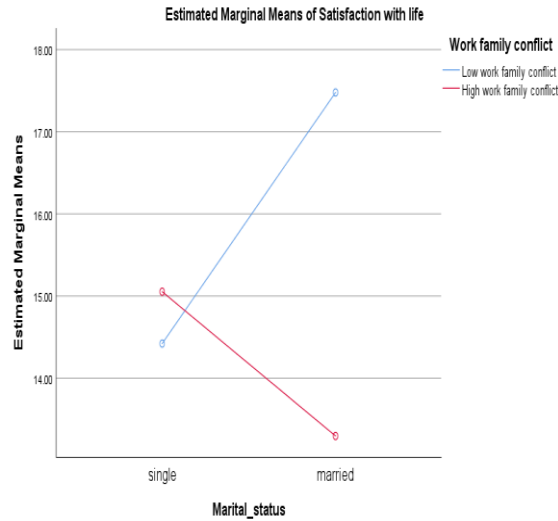
life satisfaction than single university lecturers with high work-family conflict (15.05). This is further explained in graph 1

Table 3b: Mean of interaction effect between marital status and work family on life satisfaction

Marital status	Work family conflict	Mean	Std. Dev.	N
Single	Low work family conflict	14.4211	3.84875	19
	High work family conflict	15.0526	3.27403	19
Married	Low work family conflict	17.4783	3.71569	23
	High work family conflict	13.2963	3.14783	27
	Single	14.7368	3.53885	38
	Married	15.2200	3.98615	50
	Low work family conflict	16.0952	4.03527	42
	High work family conflict	14.0217	3.28288	46

As shown in graph 1, the interaction pot graph shows that married university lecturers who have low work-family conflict reported higher life satisfaction than married university lecturers who have high work-family conflict. Likewise, single university lecturers with high work-family conflict also reported low on life satisfaction but not as low as the married university lecturers. Hence, high work-family conflict is not good for both married and the single on life satisfaction.

Graph 1: Showing interaction effect between marital status and work family on life satisfaction among university lecturers



IV. DISCUSSION

Discussion based on the objectives and findings are discussed below

Impact of work-family conflict on life-satisfaction

According to the results of this study, work-family conflict has a significant impact on life satisfaction. This is corroborated by Hanif and Naqvi (2014), who argue that employees will have less time to spend with their families and friends as a result of workload, meeting deadlines, or spending longer hours at work. Akinyele et al. (2014) agree that an employee's job satisfaction suffers as a result of a work-family imbalance. Mart et al. (2023) also agree that work-family conflict has a significant impact on workers' commitment, lowering their job satisfaction. According to Ajayi et al. (2020), work-family conflict places significant demands on the productivity of African women, resulting in low job satisfaction. This implies that work-family conflict has an impact on the life satisfaction of private university lecturers.

Influence of academic job stress on life satisfaction

Our findings show that academic job stress has a major impact on life satisfaction. This also implies that academic job stress have an impact on the life satisfaction of lecturers in private universities. This suggests that stressful academic responsibilities have a negative impact on the life satisfaction and

effective output of teachers in private institutions (Eddison, 2015). Nicole (2013), corresponds that stress emanating from academic work condition has been connected to an increase in chronic fatigue, increased absence from work, poor physical health, and even family disintegration (Corentte et al, 2022; Joseph et al., 2017) .

Ferguson and Bourgeault, 2022 also supports that lecturers' stress level is as a result of work load and lack of resources which affect their home lives and productivity is being affected. Calixtro et al, 2024 and Asiegbu 2024 also support that the various illness causing lecturers sudden death are due to the high level stress they are constantly exposed to. This means that academic stress among lecturers is a major contributing factor to many psychological illness which also plagues in today's society (Landy 2018). The focused group discussion report confirmed that lecturers experience extreme stress and a form of enslavement because their pay does not match the level of stress they endure. "You cannot be happy and satisfied with life when there is not enough money to take care of yourself," they stated. It was also said that private colleges often do not sponsor attendance at foreign conferences; nonetheless, if you are promoted, you are required to attend an international conference at least once a year. In comparison to federal and government-owned universities, this implies that we must spend our savings in order to do this, which is fearful. Two of the respondents also stated that, it is difficult to attend to one's health, it is also tough to take permission to attention to one's health. They declared, "The days of lecturers controlling their own schedules are long gone!" they said. There is absolutely no time autonomy for lecturers at private universities. These reports also support the result of the study that academic job stress is real and draining on lecturers' life satisfaction.

Influence of married university lecturers and work-family conflict on life satisfaction.

The result of our findings shows that there was not really a difference in the level of work-family conflict in terms of marital status on life satisfaction. Interestingly, the finding shows that the single university lecturers have higher work-family conflict

on life satisfaction than the married lecturers. However, in this study, single includes the unmarried, the widowed, the separated, and the divorced. Byron (2005) argues that single-earner families are also faced with responsibilities for work, household, and childcare unlike in traditional gender roles. Nwadike et al. (2024) viewed that it is essential for couples to live together in the same cities to reduce the burden of sole parenting by single parents. The prevalent assumption that married individuals have more work-family conflict than individuals who are single (Matias and Fontain, 2015) is not supported by this study. Mart et al. (2023) found that married women exhibit higher turnover intentions at work than unmarried people. This implies they can execute their jobs more effectively and are less influenced by work-family conflict than single lecturers. Parker (2023) viewed that a married person would be psychologically, emotionally, and sexually more balanced than the single. A married woman who has been exposed to many family conflicts would have a large heart and the ability to handle work-family conflict based on his/her experience compared to a single person who is not exposed to such experience (Lee et al., 2014). This suggests that marriage acts as a buffer against work-family conflict (Matias and Fontain, 2015), which explains why there is a significant impact of the interaction between marital status and work-family conflict on life satisfaction. Additionally, solo parenting is more taxing than dual parenting (Nwadike et al. 2024). Therefore, the single, widowed, and separated marital statuses should be separated in future research.

CONCLUSION

This study concluded that work-family conflict and academic job stress had a significant impact on the life satisfaction of private university lecturers, which in turn affected productivity. Therefore, academic employment pressures should be decreased and addressed. Workload, lack of cooperation with co-workers, undervaluation by university management, low salary, lack of autonomy, and lack of promotion were among the issues identified. If these issues are resolved, academic job stress may be reduced.

Married private university lecturers with high work-family conflict reported lower life satisfaction, negatively impacting productivity. The university administration should implement work-life policies and programs that allow professors to bring their families to social events with colleagues. There should be an annual event when the family gets to meet his or her spouse's colleagues, similar to a social gathering or picnic. This will give the lecturer's family a sense of pride in their spouse's career. If they must work late at night, they should establish a forum where they may discuss their burdens and communicate with one another. There should be a WhatsApp group or a phone number that they may call in an emergency. This would allow university teachers to balance their professional duties at work with their personal activities outside of work. The lecturer's family, including wives and children, will benefit from increased understanding and unity. Government policies should encourage married couples to live together in the same cities in order to prevent lonely parenting. If couples are allowed to live together, spouses will share family responsibilities, which will definitely boost productivity and life satisfaction.

Limitation

This study focuses on private universities in Nigeria. The majority of lecturers at the selected universities did not answer to the snowball Google style questionnaire as predicted. This study did not examine the impact of career advancement or years of experience on life satisfaction, which should be considered for future research. This study viewed marital status as only married and single.

Recommendations and suggestions

1. This study recommends that this study be extended to public universities owned by the government because results may vary.
2. Future research should separate marital status as married, unmarried, widowed, separated, and divorced because result may vary.
3. University management should employ more hands to work so that the workload can be reduced. Likewise, more administrative and clerical staff should be employed.

4. In order to safeguard lecturers from the enslavement of private university owners and maintain the integrity of Nigeria's educational system, the NUC should continuously and strictly monitor private universities.
5. Social gatherings, recreation, outings, picnics and traveling should be organized, this will enable the lecturer to have a form of relaxation outside the four walls of the university.
6. University management should establish a flexible work arrangement, such as the use of technology for meetings i.e. virtual meetings, to alleviate the pressure of regular meetings and time management.
7. University management should also set up a stress management training for their staff
8. University management should create a platform for interaction between them and their staff's family. This would give the family a sense of responsibility to the lecturers' effectiveness at work.
9. Government policies should encourage married couples to live together in same cities, to enhance work productivity.

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