

WORK-FAMILY BALANCE AND CREATIVE INVOLVEMENT AS PREDICTORS OF LIFE SATISFACTION AMONG ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN OGUN STATE, NIGERIA

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Abstract. Life satisfaction among academic staff of universities could go a long way in boosting their overall performance. Examining factors that could impact life satisfaction is therefore a worthwhile venture. Hence, this paper investigated work-family balance and creative involvement as predictors of life satisfaction among academic staff in public universities in Ogun State, Nigeria using a survey design. A sample of 417 academic staff was chosen from the population of public universities in Ogun State through the proportional stratified random sampling technique. The mean age of the sample was 43.6 years with a standard deviation of 5.8. Instruments used for data collection were the Satisfaction with Life Scale (SWLS), Work-Family Balance Scale (WFBS), and Creative Involvement Scale (CIS). Five hypotheses were formulated and tested by means of multiple regression analysis and Pearson's r at the .05 level of significance. Results revealed a significant combined contribution of work-family balance and creative involvement ($F_{(2, 314)} = 6.714, p < .05$) and significant relative contributions of work-family balance ($\beta = .047, t = 2.603, p < .05$)

and creative involvement ($\beta = .121, t = 4.260, p < .05$) to life satisfaction. There were also significant and positive relationships between work-family balance and life satisfaction ($r = .417, p < .05$), work-family balance and creative involvement ($r = .382, p < .05$), and creative involvement and life satisfaction ($r = .226, p < .05$). It was recommended, among other things, that universities should organize periodic seminars and workshops for academic staff on how to ensure work-family balance and creative involvement with a view to enhancing their satisfaction with life and that all programmes designed to promote work-family balance and creative involvement should be designed to cover academic staff of various cadres.

Keywords: work-family balance, creative involvement, life satisfaction, academic staff

Introduction

Universities occupy the highest level of formal educational edifice set up to produce high level manpower required for various sectors of the economy. Academic staff members of these institutions are expected to transmit requisite knowledge, skills, and competencies onto undergraduate and postgraduate students effectively. Having committed lecturers is fundamental to the functioning of any university or academic institution for that matter. Without qualified, experienced, and committed faculty staff, ensuring sustainability and quality in the long run would be a pipedream. Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of their academic staff than most other organizations (Hull, 2015). In the absence of a feeling of satisfaction with life, getting qualified lecturers might not be an issue but getting them committed to their job might be a problem.

Life satisfaction is a situation in which an individual is happy with what he or she does, enjoys his/her daily work activities and environment, receives adequate compensations for the work done, affords most of the basic necessities

of life, and enjoys the love and support of the members of their immediate family and social network. The researcher proposes that life satisfaction could be a function of employees' ability to maintain equilibrium between quality home and work relationships to be creatively involved at work. Life satisfaction is a relative term encompassing individuals' ability to earn decent living, maximize their potentials and reach highest possible positions in their choosing fields leading to attainment of a sense of self-fulfilment and personal accomplishment equivalent to Maslow's self-actualization paradigm which states that human needs are divergent and many from the desire for basic necessities of life which Maslow tags as physiological needs to the desire for protection against threats and unsafe work condition tags as security needs to the desire to be loved and wanted in group tags as affiliation needs to the desire for status, recognition, achievement, confidence refer to as esteem need up to the pinnacle of need such as full potential, self-development and the pinnacle of one's calling tags as self-actualization need. Individuals yearn for self-actualization, self-fulfillment and this will manifest in form of self-satisfaction especially when individuals enjoy what they do at work, the type of life they live, the family happiness they enjoy and the kind of fulfillment they experience in interpersonal relationships.

Although several factors may influence life satisfaction, the pervasive influence of work-family balance remains a thing of concern to many workers. The home is an important factor in the life of employees since it remains the primary social group where individuals take off in the morning and return to later in the day. The family should therefore be a place of comfort, an abode of peace, a source of joy and dependable place of support to employees. The family does not only support individual well-being, it also goes a long way to make a worker resume at work full of joy and energy to carry on with the day's work (Abasimi et al., 2015). Otherwise, a turbulent family has the potency to impede individual's well-being and functioning at work as it may be difficult to discard issues bordering the mind of the individual in order to show satisfaction with life. Besides, individuals have family responsibilities that are as important

as the job responsibilities and there may always be the need to strike a harmonious balance between work and family. Hence, work-family balance is considered to be a potential factor in job commitment and life satisfaction of academia.

Work-life balance in this study is anchored on the role balance theory of Marks et al. (2013). The theory of role balance suggests that people who have well-balanced role systems, which they conceptualize as full engagement in and enjoyment of all unspecified roles, have higher levels of well-being. Using a sample of employed parents, Milkie & Peltola (1999) showed that those who were more role balanced, who enjoy every part of their life equally well, were not necessarily the ones who worked the fewest hours. They worked the same number of hours as the less balanced, and they reported less overload, had higher self-esteem, and lower depression levels. One could deduce from this that work-family balance enhances life satisfaction. Workers should ideally strike a balance between the demands of their job and family responsibilities in order to experience optimum life satisfaction.

Creative involvement relates to individuals' creativity and the perceived freedom to use such creativity in carrying out their assignments. Individuals have some level of ingenuity and creativity which, if allowed to manifest, have the potency to turn things around and create a sense of satisfaction and fulfillment (Akpotu & Nwadiani, 2003). University academic staff members in particular are not expected to merely possess and transmit knowledge but to also have the capacity to create knowledge through the use of their creative ability and personal ingenuity (Potter, 2013). However, this can only be possible where individuals enjoy some level of creative involvement and they are not just tied to a pedagogy which might have become outdated and irrelevant in addressing contemporary issues. Creative involvement occurs when individuals are allowed to use their initiatives and such initiatives are properly valued and compensated. Institutions that give room for creative involvement tend to foster life satisfaction. Estes & Michael (2005) maintain that creative involvement could

be an important factor influencing life satisfaction among academic staff of universities.

Hypotheses

(1) There is no significant combined contribution of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria.

(2) There is no significant relative contribution of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria.

(3) There are no significant bivariate relationships among work-family balance, creative involvement, and life satisfaction of academic staff in public universities in Ogun State, Nigeria.

Method

Design, population, sample, and sampling technique

The survey research design was adopted in this paper. The population comprises 1525 academic staff of public universities in Ogun State, Nigeria. The sample size was determined through the application of the Taro Yamane's formula which is given below:

$$n = N/1+N(e)^2 \quad (1)$$

where n is the sample size, N is the population size, and e is the error margin (alpha value).

$$n = 1,525 / 1+1,525 (0,05)^2 = 317. \quad (2)$$

Thus, a sample of 317 academic staff was chosen through the proportional stratified random sampling technique. This involved first a division of the

population into two strata: Federal universities and State universities. The Federal University of Agriculture, Abeokuta, being the only Federal university in the State was in the Federal university stratum, while the Olabisi Onabanjo University, Ago Iwoye and Tai Solarin University of Education, Ijebu Ode were in the State university stratum. Participants were then chosen from each stratum using proportional and simple random sampling techniques. This process led to the selection of 118, 127 and 72 participants from the Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago Iwoye, and Tai Solarin University of Education, Ijebu Ode respectively.

Instruments

The instruments used for data collection in this investigation included Satisfaction with Life Scale (SWLS), Work-Family Balance Scale (WFBS), and Creative Involvement Scale (CIS). Further information on each of these instruments is given below.

Satisfaction with life scale (SWLS)

Life satisfaction was measured in this study using the Satisfaction with Life Scale developed by Diener et al. (1985). The Satisfaction with life scale is a short 5-item instrument designed to measure global cognitive judgments of satisfaction with one's life. The 5-Item consist of statements regarding life satisfaction, the subject is asked to rate his or her level of agreement with the statements: (1-Strongly Disagree, 2-Disagree, 3-Slightly Disagree, 4-Neither Agree Nor Disagree, 5- Slightly Agree, 6-Agree, 7-Strongly Agree). The Satisfaction with Life Scale has shown strong internal reliability and moderate temporal stability. Diener et al. (1985) reported a coefficient alpha of .87 for the scale and a 2 month' test-retest stability coefficient of .82. The Satisfaction with Life Scales has been found to have Construct Validity by being positively correlated with extraversion (inversely correlated with neuroticism), as well as marital status

and health. No correlation was found to do with gender or age. These correlational patterns have been replicated with both self-report and non-self-report measures of SWB (Diener et al., 1985). According to the author, the scale is not copyrighted and is free for use by anyone (public domain) as long as credit is given to the authors. A pilot study was carried out to determine the reliability of the instruments with Nigerian subjects. Using the test re-test reliability method, the instrument was administered twice with two weeks' interval on a normative sample (i.e., 20 academic staff selected from a University in Kwara State). The two sets of scores generated were correlated using Pearson Product Moment Correlation which yielded 0.81 co-efficient of reliability.

Work-family balance scale (WFBS)

The Work-Family Balance Scale was adopted for measuring work-family balance in this study. It is a 5-item self-report scale developed to assess workers' all work-related activities which workers do as part of their paid employment and how these relate to their family life. Responses are required on a 7-point Likert Scale format ranging from Strongly Disagree (1 point) to Strongly Agree (7 points). The WFBS has a reliability index of 0.79 and 0.83 index of internal consistency. For the purpose of using the scale in the local environment, it was trial tested in a pilot study involving a normative staff, that is, university academic staff in a university which is not part of the original sample for the study. Using the test-retest reliability approach, the RQS was administered twice in three weeks on the normative sample and the scores generated were correlated using Pearson Product Moment Correlation which yielded 0.77 co-efficient of reliability significant at 0.05 level. Moreover, when the data was subjected to Principal Component Analysis, it yielded .79 index of internal consistency.

Creative involvement scale (CIS)

The Creative Involvement Scale is an adapted version (by the researcher) of the Potter (2013) Perception of Creativity Scale (PCS). Just like the original

scale, this instrument has three sub-sections. Section A requests for demographic data from respondents; section B is a 12 item scale assessing creativity among academia in higher educational institutions using 4-point Likert scale format ranging from strongly agree to strongly disagree; section C contains only two free-response items. Again, the CIS was subjected to a pilot study by the researcher involving a normative sample, that is, university academic staff in a university which is not part of the original sample for the study. Using the test reliability approach, the CIS was also administered twice in three weeks on the normative sample and the scores generated were correlated using Pearson Product Moment Correlation which yielded 0.79 co-efficient of reliability significant at 0.05 level. Moreover, when the data was subjected to Principal Component Analysis, it yielded .85 index of internal consistency. Moreover, the CIS was co-administered with the Potter (2013) PCS to test for con-current validity. The scores generated from the two instruments were correlated using Pearson Product Moment Correlation and it yielded 0.91 indicating high con-current validity between the two instruments.

Method of data analysis

The hypotheses formulated for this study were tested by means of multiple regression analysis and Pearson's *r*. Tests were carried out at the .05 level of significance.

Results

Ho1: There is no significant combined contribution of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria.

Table 1. Combined contribution of work-family balance, relationship quality and creative involvement to life satisfaction

	Sum of Squares	<i>df</i>	Mean Square	F	Sig.
Regression	786.225	2	393.113	6.714	.000
Residual	18384.144	314	58.548		
Total	19170.369	316			

Model Summary: $R = .338$, $R^2 = .114$, $Adj. R^2 = .111$, Std. Error = 2.04659

Dependent Variable: Life Satisfaction

Predictors: (Constant), Creative Involvement, Relationship Quality, Work-Family Balance

Table 1 revealed significant results ($F_{(2, 314)} = 6.714$, $p < .05$). This indicated a significant combined contribution of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria. Table 1 further showed that work-family balance and creative involvement together accounted for 11.1% of the variance in life satisfaction ($Adj. R^2 = .111$).

Ho2: There are no significant relative contributions of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria.

Table 2. Relative contribution of work-family balance and creative involvement to life satisfaction

	B	Std Error	B	t	Sig.
(Constant)	16.061	1.733		9.270	.000
Work-Family Balance	.017	.029	.047	2.603	.009
Creative Involvement	.125	.029	.121	4.260	.000

Dependent Variable: Life Satisfaction

Results in Table 2 were significant leading to the conclusion that there were significant relative contributions of work-family balance and creative involvement to the prediction of life satisfaction among academic staff in public universities in Ogun State, Nigeria. Specifically, creative involvement ($\beta = .121$,

$t = 4.260, p < .05$) was a more potent predictor of life satisfaction than work-family balance ($\beta = .047, t = 2.603, p < .05$). Table 2 further showed that the relationship among the variables of the study could be expressed by the regression equation:

$$\text{Life Satisfaction} = (.017 \times \text{Work-Family Balance}) + (.125 \times \text{Creative Involvement}) + 16.061$$

Ho3: There are no significant relationships among work-family balance, creative involvement, and life satisfaction of academic staff in public universities in Ogun State, Nigeria.

Table 3. Correlation matrix for the relationships among work-family balance, creative involvement, and life satisfaction

	Work-Family Balance	Creative Involvement	Life
Satisfaction			
Work-Family Balance	1.000	.382*	.417*
Creative Involvement		1.000	.226*
Life Satisfaction			

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

Table 3 revealed significant positive relationships among the variables of the study. The strongest relationship was between work-family balance and life satisfaction ($r = .417, p < .05$). This was successively followed by the relationships between work-family balance and creative involvement ($r = .382, p < .05$) and creative involvement and life satisfaction ($r = .226, p < .05$).

Discussion

The examination of work-family balance and creative involvement as predictors of life satisfaction among academic staff in public universities in Ogun State, Nigeria was prompted by the need to address satisfaction issues

among the study population. There have been various disruptions in the academic calendar because of the dissatisfaction of academic staff with life. This has led to negative outcomes such as frequent strike actions by the Academic Staff Union of Nigerian Universities (ASUU), unending dispute with government over funding and related matters, etc. It was found that there were significant combined and relative contributions of work-family balance and creative involvement to the prediction of life satisfaction. This finding was consistent with the role balance theory which suggests that people who have well-balanced role systems, which they conceptualize as full engagement in and enjoyment of all unspecified roles, have higher levels of well-being. Using a sample of employed parents, Milkie & Peltola (1999) showed that those who were more role balanced, who enjoy every part of their life equally well, were not necessarily the ones who worked the fewest hours. They worked the same number of hours as the less balanced, and they reported less overload, had higher self-esteem, and lower depression levels.

Recommendations made in this paper include the following: (1) Universities should always strive to create conducive working environment which can help academic staff attain work-family balance and ensure adequate and rewarding creative involvement in the university system; (2) Universities should organize periodic seminars and workshops for academic staff on how to ensure work-family balance and creative involvement with a view to enhancing their satisfaction with life; (3) Government and other proprietors of universities should assist their academic staff to achieve work-family balance and creative involvement with the aim of improving their life satisfaction through regular payment of emoluments so that they could be able to fulfill their responsibilities at home and show more commitment to their jobs; (4) University personnel and staff welfare departments should facilitate regular trainings for academic staff on how to achieve work-family balance and promote creative involvement in order to improve their life satisfaction; (5) The National Universities Commis-

sion (NUC) should develop specific policies on work-family balance and creative involvement and ensure that universities implement such policies in order to facilitate life satisfaction; (6) University Visitors and proprietors should make adequate budgetary allocations in order to facilitate work-family balance and creative involvement of academic staff in the university system in Nigeria; (7) All programmes designed to promote work-family balance and creative involvement should be designed to cover all academic staff of various cadres.

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