



## WORK-LIFE BALANCE DIMENSIONS AND BUSINESS EDUCATORS' CURRICULUM PRACTICES IN UNIVERSITIES IN RIVERS STATE

Professor Margaret, E. Akpomi and Dr Christian O. Ikpesu

Department of Business Education

Faculty of Education

Rivers State University

Nkpolu – Oroworukwo

Port Harcourt

akpomi.margaret@ust.edu.ng; ikpesu.christian@ust.edu.ng

### Abstract

*This study established the correlation between business educators' work-life balance and curriculum practices in Universities in Rivers State. In achieving the purpose of the study, two research questions were posed and two hypotheses tested to determine the extent of interactions between time management, stress management and business educators' curriculum practices. In addition, the population which consisted of 48 business educators in the three universities in Rivers State, was also adopted as the sample. The respondents responded to the validated five-point rating scale to determine the influence of time management and stress management as essential components of work-life balance on curriculum practices by business educators in the universities. Apart from the above, the reliability of instruments was obtained through test re-test method and analyzed by PPMC having coefficients 0.78 and 0.85 respectively. The bivariate data collected from respondents were analyzed by SPSS Version 23 using PPMC statistics and t-transformation which established the strength of the significance. Empirical evidence revealed that time management was found to strongly associate with business educators' curriculum practices in universities as good time management increases their productivity, flexibility to attend other personal obligations and effective stress management in workplace. Based on the findings, the authors recommended that Business Educators should constantly maintain physical and mental health to have healthy balance between career, family, and leisure activities.*

**Keywords:** Curriculum practices, Time management, Stress and Stress management, Work-life balance

### Introduction

Technological innovations and globalization have changed the nature of work and work patterns in every organization. Many universities today currently are confronted with pressure of market-driven globalization and a strong drive for growth and efficiency. As a result of the increased need for employee work-life balance initiatives, work-life balance and work-life conflict have been increasingly studied in the last two decades. The dominance of technological innovations in our business environment and cultural shifts in attitudes toward their relationship has been currently witnessed between the work, family, and diversity of family structures (Greenhaus and Kossek, 2014). According to Thilagavathy and Geetha (2020, 2021) the proactive, aggressive, and demanding nature of businesses with the intention of reaching the top requires active participation and total commitment from the employees which equally alter their work life balance. Work life balance is today a major concern in both business organization and service organization since the Fair Labor Standards Act was enacted into use by President F.D. Roosevelt in 1938. The Act not only introduced some far-reaching new developments in the workspace but also prohibits child labor, set minimum hourly wage, regulations to determine and record overtimes and as well setting maximum work at 44 hours per week which was later reduced to 40 hours in 1940 (Sullivan, 2014, Khateeb, 2021). The reality of working life today is that employees attempted to constantly manipulate their work and personal lives. In their struggle to balance both, it is often the influence or the interference of one on the other that leads to positive or negative 'spillover' (Bell, Rajendran and Theiler, 2012). Work-family conflict can hardly be avoided in the present - day world. Academia, organizational practitioners, managers of educational institutions and employers initiate policies to engenders healthy living and physical fitness of their workers. This increasing concern seeks to improve their physical and mental health, stay alive in order to contribute maximally to organizational success. Large numbers of researches have been devoted to work -life balance (WLB), Lewis, Gambles and Rapport's in Khateeb (2021) study, focused on working mothers and dual earner families as a result of increasing participation of women in the workforce. According to Naithani (2010) the research was based on segmentation of work and family sequel to rural migration to urban workforce. Although work and family are mutually exclusive domains but there is still fundamental



interconnectivity between the two domains because work affects family and vice versa. Recent literatures have attempted to explore its meaning, define the construct in different ways. Perrigino, Dunford, and Wilson (2018) argued that the study of WLB remains snowed by a lack of conceptual clarity.

Till date, many people especially those in universities still struggle to share their time between work and family life due to numerous responsibilities and workloads in terms of teaching, research, community services. Adebayo (2016) lamented that 73 percent of teachers find their work stressful and thus suffer emotional and physical exhaustion. In most cases, some office works are done at home. Some identified work-life balance problems workers face include decrease in productivity, deadlines not being met, frequency of mistakes increasing, poor quality work, employees doing a lot of overtime, employees taking a lot of time off to deal with 'emergencies' involving children or other dependents and high levels of employee stress. In other words, work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life. Work imbalances occur when there are poor work-life balance especially increased responsibilities at work, working longer hours, increased responsibilities at home and having children. Work - life balance demands having reasonable time for one every day while we ensure it does not conflict with performance in the workplace.

Many researchers and organizational managers have articulated conceptual definitions and different perspectives about work-life balance. As Chansaengsee (2017) rightly pointed out WLB is a two-prong framework of what the company does for individuals and what individuals do for themselves. WLB is about something individual feel their lives are fulfilled both inside and outside of work. Work-life balance is key to attaining happiness and job satisfaction. According to Chansaengsee (2017) WLB is the balance between the different parts of life. It is developing work practices that benefits both businesses and their employees. In operationalizing the construct, Kalliath and Brough (2008) conceptualized work life balance as individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities. Vanitha (2011) viewed work life balance (WLB) as the perfect coordination of individual as a brand of employee at workplace without compromising their attitude toward work, working condition and at positive focus towards their personal life which is generally connoted as work life balance. By extension of the concept, work life balance is a self-defined, self-determined state of wellbeing that a person can reach or can set as a goal, that allows him to manage effectively multiple responsibilities at work, at home and in their community. This further involves physical, emotional, family and community health, which he does without grief, stress or negative impact. The process involves consciously managing one's time and energy to achieve both professional and personal commitments while prioritizing self-care and well-being. In another perspective, Clark (2000) viewed WLB as a satisfaction and good functioning at work and at home with a minimum role conflict. This definition was further corroborated by Kelliher, Richardson and Boiarintseva (2019) who refer to work life balance as a relationship between work and non-work aspects of individuals lives, where achieving a satisfactory work - life balance is normally understood as restricting one side (usually work) to have more time for the other.

Furthermore, Nwagbara and Akanji (2012) conceived the construct as interface of work and family and the consequences of these two variables on commitment to work, job satisfaction, family roles and social related themes that find resonance in this interface. Again, Akpomi (2023) noted that people spend sufficient time at their jobs while also spending reasonable time on other pursuits, such as family, hobbies, and community involvement. In other words, Duxbury and Higgins (2005) viewed WLB from three fundamental perspectives – role overload, work-to-family interference, and family-to-work interference. In addition to the above assertion, work-life balance experts have outlined four major ways work interferes with one's private life. Work can interfere with personal life; personal life interferes with work; personal life can enhance work and work enhancement of personal life. Work–life interface is bi-directional; for instance, work can interfere with private life, and private life can interfere with work. However, factors such as working environment, people at work, job security, and work responsibilities majorly impact on individual's job dissatisfaction levels. With better job satisfaction comes an improved quality of work life. An employee who is satisfied with his position at the company is more likely to be more productive.

The work environment of universities differs considerably from what is obtainable in the private business organizations. Universities are global academic community with many academic programmes, scholars, professionals, students inhabiting the workspace and diverse cultures all working together towards the attainment of predetermined goals. One most valuable asset in university organization is the human capital in this case, teaching and non-academic staff. Without these workers, the institution becomes lifeless and cannot qualify as an organization (Maduagwu & Nwogu, 2006). Educators and students are the greatest investments and resource in the university system that combine their intelligence, skills, and expertise to give the system distinctive character. Academic members in universities possess an



enhanced innate ability which they always harness for positive economic development of countries. Amongst various academic units in the university is business education. Business education is a special academic programme having a mix of academic professionals and students. Academic professionals in this context are otherwise known as business educators that build up critical mass of knowledge and intellectual capabilities of students for the labour market (Akpomi & Ikpesu, 2021). Business educators as higher education human capital, besides other considerations, are powerful and effective executors of educational curriculum and they equally contribute to nation's skilled workforce needed in both private sector and public sector of the economy. This category of specialists is described with reference to their training, experience, judgement, intelligence, relationship, and insights they hold. However, the current changing business world put pressures on business education providers to transform the illiterate students to an educated and value adding business leaders, managers, employees, entrepreneurs, producers, and consumers who can rightly fit into national and global economy. In achieving this purpose, it is important to relate WLB to time management because workers (business educators inclusive) deal with countless responsibilities using time management skill that eventually leads to work life balance. Work-life balance is not just the amount of time spent working but how people manipulate their time on work, rest, and empowering others by effectively using their time. Everybody has equal time while tasks have allocated timeframe for accomplishment. Workload in terms of teaching, research and community services is systematically organized to ensure equal participation of academics. By traditional practice, academic heads allocate courses based on specialization and expertise to academic members in addition to administration responsibilities in the department, faculty, and university in general. All these activities, functions and roles undertaken by business educators rely largely on time management. Many researchers have raised many controversial viewpoints and issues about time. Time is a valuable resource that determines how successful business educators become and accounts for career progression that they enjoy in dynamic work environment. Time is an important factor in all curricula activities in education. Curriculum reflects national socio-economic, political and cultural demands. Curriculum is a body of organized interrelated knowledge structure that provide learning experiences relative to students' future career and lifelong learning (Akpomi & Ikpesu, 2023). Curriculum practices range from teaching and learning, research, and publications of scholarly works, to the transmission of learning experiences to students, the ability to use technology, think creatively, and independently, construct knowledge, make informed choices and decisions as well as foster partnership and teamwork. In addition, curriculum practices take the form of time tabling for classes, time schedule for each lesson, holidays, and length of time for academic calendar. This explains why pickle jar theory is used to graphically describe human multi-complex activities in the university. The theory attributes time management to visual metaphor which helps human beings and organizations to prioritize their daily activities or tasks. It is more likely used by companies because of the general assumption of volume of wasted time on little tasks. Human life is likened to glass pickle jar packed with large rocks, pebbles and sand which eventually represents personal daily life as well as explain the complex multiple tasks in our daily lives. The various elements in the theory, for instance, sand represent distractions such as non-essential emails, phone calls and social media notifications, pebbles are those smaller jobs we need to complete but sometimes push to another day or delegated when necessary. Meanwhile, rocks represent large -scale tasks which could have serious consequences if not completed properly and on time or when neglected. Time is non-academic skills but when properly managed it result to increased job performance.

Many researchers in literature have articulated conceptual meaning and as well as emphasize the importance of time and time management. Time is a measure of the duration and systematic organization of events or activities in the past, present and future (Dalli, 2014). According to Akinfolarin (2017), time is valuable and irreversible abstract resource, available for human progression. On the part of Nakpodia (2010), time is the most perishable resource, a key resource in education sector, as all academic activities such as teaching, research and consultancy are consequently related to time frame. Since time wasted is irrecoverable, there is need to adopt effective time management to achieve our goals. Time management is prioritizing and ranking in order of importance. The concept refers to series of skills, tools, and techniques we can use to manage our time so we can achieve set institutional goals. Job stress is significantly related to time management variables and employees' goals setting, planning and performance evaluation. As Sahito and Vaisanen, (2017) have noted time management is the process of determining needs, setting of goals, prioritizing, and planning the tasks to achieve the organizational goals. Time, when used effectively, enabled employees achieve maximum productivity, involve in managing work schedules and engaging in advance planning, organizing and implementation to achieve the organizational objectives. We must plan and prioritize the application of various curriculum practices. Managing time presupposes business



educators plan, allocate, set goals, monitoring and evaluate time spent, as well as organize and prioritize teaching functions and other administrative roles. Effectiveness of all activities is the skill of knowing and the attitude of using time management techniques to achieve desired goals, which also dependent on personal motivation and commitment towards putting the plan into practice (Dumbeck, 2016). As Hisrich and Peter (2012) noted that effective time management portends mastery and sense of accomplishment, knowing how to judiciously use time. Managing time properly, in individual sense, provides an opportunity for career planning and preparation for the future, learning new development and technology, allocating more time to social activities, relaxation and developing new ideas and projects (Basak, & Annie, 2018). Unfortunately, lack of planning is the reason for procrastination of tasks and waste of time which builds pressure to meet deadlines, thereby facing stressful situations and burnouts. Number of studies conducted over the years linked work to stress and stressors amongst employees. Stress is an event or situation that endangers one's physical wellbeing. Stress is a threat to one's health, demanding and challenging. Stress is the relationship between people and their environment which endangers wellbeing. It is the body's reaction to any change that requires an adjustment or response. There are two categories of stress - Eustress and Distress, commonly experienced by academics in the workplace. Eustress is considered as 'good stress' and distress is 'bad stress'. In recent times, stress has been classified in negative terms and it is the responsibility of every working individual to manage stress, if he must have physical fitness and sound mental health in life. Individuals vary in their identification of stressors and response to the symptoms of stress. Long-lasting stress is one of the most common health issues in the workplace. It can lead to physical consequences such as hypertension, digestive troubles, chronic aches and pains and heart problems (Shintri & Kulkarni, 2019). Unabated stress can also negatively impact mental health because it closely causes a higher risk of depression, anxiety, and insomnia. Work-life balance is an important aspect of a healthy work environment. Ransome (2007) in his study "conceptualizing the boundaries between life and work" described "work" as formal paid employment and "life" as 'everything outside' that includes family life and other non-market activities such as personal time and recreational activities. Demarcating 'work' and 'home' is difficult, and they spill over each other (Emslie & Hunt, 2009). Work-Life Spill over theory states that a person's attitudes, emotions, skills and behaviours produced in one domain (either work or personal life), flow into the other. Spill over can have positive or negative effects and can occur in both directions - work-to personal life and personal life-to-work. Hence people strive to manage and negotiate work and family spheres and boundaries between them to attain balance (Clark, 2000). However, Poor work life balance leads to health issues, family and relationship issues, depression, arising from inability to cope with expectations at work and in personal lives. Escalating stress and pressures in addition to rapid organizational change in universities, have led to the increased importance of research on the impact of perceived job stress, work-life balance, and work-life conflict amongst academics. Very few studies have investigated business educators' ability to balance work and personal life and overcome work-life conflict. With technological intervention in every walk of our lives, job profiles across domains, are rapidly changing.

The need to frequently change the curriculum to quickly adapt to changing industrial requirements, institutional need to adhere to national and international standards and norms and the multiple roles teachers play at the institutions. The need to learn and relearn to keep abreast with technological developments in academics, personal and professional pressure to add academic and research degrees, to climb up the professional hierarchy and to handle varying behavioural outlook of students, mount pressure on teachers. In recent times, there is increasing number of studies on stress experienced by academics and its impact on performance of self and students, career development, work-life balance and many more. Along with teaching, a faculty member must perform varied other duties such as taking up administrative roles, attending faculty meetings, advising students, supervising research project works, internship, summer placement of students, conducting examinations, doing assessment and undergoing faculty advancement programmes. Changing management and administrative styles, decreasing mobility, financial constraints, increasing stringent requirements for promotion and tenure, erosion of academic governance, and the pressures of teaching and keeping professionally up-to-date with current standards are having both direct and indirect impact on faculty morale, satisfaction, and self-esteem. Substantial growth in student populations in institutions of higher learning, increased emphasis on research, concerns for equity and social benefits of education, and emphasis on job-training are becoming evaluating standards for faculty. A study by Rothmann (2008) reported an indirect relationship between job stress and ill-being, mediated by burnout amongst South African academics. Similarly, Kinman (2008) demonstrated that job demand-related stressors significantly increased physical symptoms of ill-being and psychological distress of academics in the United Kingdom (UK). One-quarter of another academic sampled in the UK,



reported suffering from anxiety and demand-related job stress illnesses, such as high blood pressure, migraine, recurrent virus infections and stomach ulcers (Kinman & Jones, 2003). United States of America researchers, Astin and Astin (1999) revealed that some of the effects of stress reported among academics were ill-being, divorce, over-consumption of caffeine and sleep deprivation. When academic staff are under significant stress, they are less likely to be effective educators, therefore academic stress should be regularly monitored. These changes are coupled with restraints forced by economic pressure and downturns in the economy (Catano et al, 2010). Drawing on Spillover theory, the current study hypothesized that efficient time management can be a catalyst for improving WLB and minimize perceived job pressure stress and work-life conflict. With reference to extant literature, the current study examines how effective time management can directly improve WLB and how imbalance can trigger up the consequences of stress and health on business educators' wellbeing.

### **Statement of the Problem**

The dominance of business environment by technological innovations alongside cultural shifts in attitudes closely influenced work, family, and diversity of family structures. Work life balance today remains a major concern in universities. Business Educators play important role in curriculum practices in various universities, as faculty members they perform varied duties such as teaching, research and publications, consultancy prior to taking up administrative jobs such as attending faculty meetings, advising students, guiding project work, internship, industrial work placement of students, conducting examinations, doing assessment and undergoing faculty advancement programmes. These curriculum practices frequently change and business educators must quickly adapt to changing industrial requirements, institutional need to adhere to national and international standards and norms. Work is not exclusively isolated from life. Both constructs are significantly interwoven with employees' personal lives. Work interferes with and enhances personal life so also life is enhanced by work. But the question has always been, how business educators can balance work with other parts of their personal lives, especially, using available time resource while working to meet institutional needs amidst financial constraints, increasingly stringent requirements for promotion and tenure, erosion of academic governance, and the pressures of teaching. Unfortunately, all these activities business educators do, if improperly managed, can lead to job stress and ill-being, mediate burnout amongst academics. Similarly, job demand-related stressors significantly increased physical symptoms of ill-being and psychological distress amongst business educators.

### **Research Questions**

1. To what extent does time management relate to business educators' curriculum practices in universities in Rivers State?
2. To what extent does stress management relate to business educators' curriculum practices in public universities in Rivers State

### **Hypotheses**

1. There is no significant relationship between time management and business educators' curriculum practices in universities in Rivers State
2. There is no significant relationship between stress management and business educators' curriculum practices in public universities in Rivers State.

### **Methodology**

The correlation research design was employed to investigate work-life-balance (WLB), time management and stress management among business educators in universities in Rivers State. In other words, the study established whether there is a likely relationship between these variables and curriculum practices among business educators in the three universities in Rivers State that award degrees in the different branches of business education. In addressing these important issues, two research questions and two hypotheses guided the study. The sample population of 48 business educators was used to respond to psychometric issues, which provided empirical evidence. The study adopted Stanton, Balzer, Smith, Parra & Ironson (2001) Self-reports measure of work stress - General Scale administered rapidly and uniformly by using a structured, closed-ended response scale. Despite the numerous measures of job stress that exist, the researchers assessed the general level of perceived work stress. Questionnaire was generated from the survey of extant literature. Each item captured a general, affectively focused evaluation of respondent's job situation. The Instrument consisted 21 items, rated on a five-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE), with consisting three sections. Section 1 & 2 had fourteen items that addressed the two main sub-independent variables while the last seven items were anchored on curriculum practices in business education, as



section 3. The Instrument was subjected to face and content validity by experts in business education and measurement and evaluation, all in the Faculty of Education, Rivers State University. The post validation of instrument followed immediately at the Niger Delta University, Amassoma to determine the reliability of the instrument, which was administered to 10 business educators only. The reliability was conducted and analyzed through SPSS 23 version, using correlate (PPMCC statistics) and an index of .78 internal consistencies was obtained. In investigating the sample of business educators, SPSS version 23 with PPMCC was adopted for computing the bivariate data to determine whether there is an increase or decrease in relationship between time management, stress and stress management alongside business educators' curriculum practices. In testing the hypotheses, the r-value of correlation was converted by t-transformation to determine the strength of significance.

**Result Presentation**

**Correlations Result to Determine Extent Time Management relates to Business Educators' Curriculum Practices in Universities**

		Time Management	Curriculum Practices
Time Management	Pearson Correlation	1	.577**
	Sig. (2-tailed)		.000
	N	46	46
Curriculum Practices	Pearson Correlation	.577**	1
	Sig. (2-tailed)	.000	
	N	46	46

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above showed r-value of .577, indicates high extent of time management; a critical aspect of work-life balance that associated with business educators' curriculum practices in universities in Rivers State. Thus, the empirical evidence confirmed a positive relationship existing between time management and curriculum practices.

**Correlations Result to Determine Extent Stress Management impact on Business Educators' Curriculum Practices in Universities**

		Stress Manage	Curri. Practices
Stress Management	Pearson Correlation	1	.330*
	Sig. (2-tailed)		.025
	N	46	46
Curri.Practices	Pearson Correlation	.330*	1
	Sig. (2-tailed)	.025	
	N	46	46

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

The table above revealed r-value of .330 which confirms that minimal extent stress management relates to the curriculum practices by business educators in universities in Rivers State. Stress management was positively associated with curriculum practices.

**Hypotheses Testing**

**Ho1**

**t-transformation of time management r-value of significance of the relationship and business educators' curriculum practices**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		



Time Management	2.634	.287		9.192	.000
Curriculum Practices	.189	.081	.330	2.322	.025

a. Dependent Variable: Curriculum Practices

The t- transformation value of 9.192 further established the strength of significance of the relationship between time management, a critical aspect of work-life balance and business educators' curriculum practices. This further revealed the importance of time that business educators use in performing their curriculum activities.

**Ho2**

t-transformation of stress management r-value of significance of relationship and business educators' curriculum practices

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Stress management	3.536	.620		5.701	.000
Curriculum Practices	-.025	.192	-.020	-.132	.896

a. Dependent Variable: Curriculum Practices

The t-transformation showed the value 5.701 at .000 level of significance of the relationship between stress management and business educator curriculum practices. This further revealed the negative consequences on the physical and mental health suffered by business educators who perform their curriculum practices in universities in Rivers State.

**Discussion of Findings**

The study hypothesized time management and stress management as critical dimensions of work – life balance to establish their influence on curriculum practices of business educators. The findings showed that time management, a critical aspect of work-life balance, highly underpinned business educators' curriculum practices in universities in Rivers State. Thus, the empirical evidence confirmed a positive relationship existing between time management and curriculum practices, thereby establishing the significance of time management and curriculum practices. The empirical evidence was underpinned by Nakpodia (2010) when he noted that time is the most perishable resource, a key resource in the education sector, as all academic activities such as teaching, research and consultancy are consequently related to time frame. Since time wasted is irrecoverable it is important that business educators adopt effective time management to achieve their goals. Time management is series of skills, tools, and techniques that business educators can use to manage time to achieve set institutional goals to minimize job stress, which is significantly related to other variables such as employees' goals setting, planning and performance evaluation. Basak and Annie (2018), while supporting the empirical evidence noted that when business educators properly manage their time, it provides academics opportunity for career planning and preparation for the future, learning and relearning, follow new development and technology, allocating more time to social activities, relaxation and develop new ideas and projects. Hisrich and Peter (2012) further corroborated this finding, when they observed that effective time management portends mastery and sense of accomplishment by judicious use of time.

In addition to the above findings, the study confirms the grave consequences of stress and stressors manifestations that subsequently affect curriculum practices by business educators in universities in Rivers State. Stress management was positively and significantly associated with curriculum practices. The t-transformation of r- value 5.701 at .000 level of significance, strengthened the influence of stress management on business educators' curriculum practices. The study revealed negative consequences of stress to physical and mental health likely suffered by business educators while performing their curriculum practices in addition to other administrative roles in universities. Similarly, the findings also aligned with work-Life Spill over theory which states that a person's attitudes, emotions, skills and behaviours produced in one domain (either work or personal life) flow into the other. Spill over can have positive or negative effects, and it occurs in both directions – work-to personal life and personal life-to-



work. Hence it is important for academics to manage and negotiate work and family spheres and create boundaries between them to attain balance (Clark, 2000). Stress as an event or situation, endangers one's physical wellbeing. Stress is a threat to one's health, demanding and challenging. Stress can either endanger our health, our bodies react to any change that requires an adjustment or response. In recent times, stress has been classified in negative terms, but the responsibility is that of the working individual to manage stress if he must have physical fitness and sound mental health in life. Individuals vary in their identification of stressors and response to the symptoms of stress. Long-lasting stress is one of the most common health issues leading to physical consequences such as hypertension, digestive troubles, chronic aches and pains and heart problems (Shintri & Kulkarni, 2019).

### **Conclusion**

Work – life balance has knitted with time management, a critical dimension of WLB that could largely influence curriculum practices in business education. Time is very fundamental to career success of any business educator. Significant interrelations have been found between time management and curriculum practices in universities. Empirical evidence underpinned time as perishable resource but a key resource in all academic activities such as teaching, research and consultancies. Effective time management is linked to achieving goals, planning and performance evaluation. In addition, business educators' face serious consequences of stress and stressors manifestation when time is improperly managed, it subsequently affects our physical and mental health making it difficult to practice the curriculum in universities in Rivers State.

### **Recommendations**

1. Business educators are enjoined to adopt effective and efficient time management in order to achieve global standard of work-life-balance that would directly spill-over on their physical and mental health at work.
2. Business educators should continuously engage in physical fitness exercises and undertake regular medical check-ups to monitor and eradicate symptoms of stressors caused by excessive workloads.

### **References**

- Adebayo, A. (2016). Work-Life balance among academic staff of the University of Lagos. *Makerere Journal of Higher Education* 8(2) 153 -164
- Akinfolarin, A.V. (2017). Time management strategies as a panacea for principals' administrative effectiveness for secondary schools in Enugu State. *Journal for Studies in Management and Planning*, 3(9) 22-31.
- Akpomi, M.E. & Ikpesu, O.C. (2021). Business educators' reflective practices and teaching effectiveness in universities in South – South, Nigeria. *Rivers State University Journal of Education* 24(2) 147 – 157
- Akpomi, M.E. & Ikpesu, O.C. (2023). Skill ecosystem development and the demand for new business education curriculum in Rivers State owned Universities. *Rivers State University Journal of Education* 26(1) 138 – 152
- Akpomi, M.E. (2023). Personal effectiveness and Christian living. A seminar delivered to the Ladies of St Mulumba (LSM) Sanguis Christi Sub-council, Port Harcourt, 26 August.
- Astin, A., & Astin, H. (1999). Meaning and spirituality in the lives of college faculty: A study of values, authenticity, and stress. Los Angeles: University of California.
- Basak, G., & Annie, G.W. (2018). 10 most important leadership skills for team success. *Journal of Social Relevance and Concern*, 4(3) 112 -117
- Bell, A.S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work life balance and work life conflict among Australian academics. *Electronic Journal of Applied Psychology*, 8(2) 25 – 37
- Catano, V., Francis, L., Haines, T. Kirpalini, H., Shannon, H., Stringer, B., & Lozanski, L. (2010). Occupational stress in Canadian universities: A national survey. *International Journal of Stress Management*, 17(3) 232 – 258.
- Chansaengsee, S. (2017). Time management for work- life and study-life balance. *International (Humanities, Social Sciences and Arts)* 10(5), 20 – 34
- Clark, S.C. (2000). Work and family border theory: A new theory work / family balance. *Human Relations*, 53(6), 747 -770



- Dalli, M. (2014). The university students' time management skills in terms of their academic life satisfaction and academic achievement levels. *Educational Research and Reviews* 9 (20)
- Dumbeck, A.K. (2016). A descriptive study of time management models and theories. *International Journal of Advanced Scientific Research and Management*, 3(9) 11 – 17
- Duxbury, L. & Higgins, C. (2005). Work-life balance in the new millennium: Where are we? Where do we need to go? *Journal of Organizational Human Relations* 6 (4) 240 -251
- Emslie, C., & Hunt, K. (2008). Live to work or work to live: A qualitative study of gender and work – life balance among men and women in mid -life. *Gender, Work and Organization*. 16(1) 151 - 172
- Greenhaus, J.H., & Kossek, E.E. (2014). The contemporary career: A work – home perspective. *Annual Review of Organizational Psychology and Organizational Behaviour* 1(1) 361 - 388
- Hisrich, O. & Peters, B. (2012). Toward the integration of transformational, charismatic, and visionary. *International Journal of Social Science* 14(3), 1-5
- Kalliath, T. & Brough, P. (2008). Work -life balance a review of the meaning of the balance construct. *Journal of Management and Organization* 14(3) 323 -327
- Kelliher, C., Richardson, J., & Boiarintseva, G. (2019). All of work? All of life? Reconceptualizing work -life balance for the 21<sup>st</sup> century. *Human Resource Management Journal* 29(4) 97-104
- Khateeb, F.R. (2021). Work life balance – A review of theories, definitions, and Policies. *Cross -cultural management Journal*, 23(1) 27 - 45
- Kinman, G. (2008). Work stressors, health, and sense of coherence in UK academic employees. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 28(7), 823-835.
- Kinman, G., & Jones, F. (2003). 'Running up the down escalator': Stressors and strains in UK academics. *Quality in Higher Education*, 9(1), 21-38
- Maduagwu, S. N & Nwogu, U.J. (2006). Resource allocation and management in education. Alakahia: Chadik Printing Press.
- Naithani, P. (2010). Overview of work – life balance discourse and its relevance in current economic scenario. *Asian Social Science* 6(4) 148 – 155. [www.ccsenet.org/ass](http://www.ccsenet.org/ass)
- Nakpodia, E.D. (2010). *Human resource management in school administration in Delta State, Nigeria*.<http://www.Krepublishers.Com>. 15 September 2023.
- Nwagbara, U., & Akanji, B. (2012). The impact of work-life balance on the commitment and motivation of Nigerian women employees. Retrieved from <http://repository.elizadeuniversity.edu.ng/jspui/handle/20.500.12398/339> 15 September 2023.
- Perrigino, M.B., Dunford, B.B., & Wilson, K.S. (2018). Work-family backlash the 'dark side' of work – balance policies. *Academy of Management Annals* 12(2) 600 -630
- Ransome, P. (2007). Conceptualizing boundaries between life and work. *International Journal of Human Resource Management* 18(3) 1245 -1266
- Rothmann, S. (2008). Model of work-related ill health of academic staff in a South African higher education institution. *South African journal of higher education*, 22(2), 404-422.
- Sahito, Z., & Vaisanen, P. (2017). Effect of time management on the job satisfaction and motivation of teacher educators: A narrative analysis. *International Journal of Higher Education*, 6(2) 213 -224
- Shintri, S., & Kulkarni, D.G. (2019). The relationship between stress and work -life balance among teaching staff: A review. *Paper presented at the 8<sup>th</sup> International Conference on Managing Human Resources at Worldwide at Mysuru, Kamataka, India*
- Stanton, J. M., Balzer, W. K., Smith, P. C., Parra, L. F., & Ironson, G. (2001). A general measure of work stress: The Stress in General Scale. *Educational and Psychological Measurement*, 61(5)
- Sullivan, T. A. (2014). Greedy institutions, overwork, and work -life balance. *Sociological Inquiry* 84(1) 160 - 172
- Thilagavathy, S. & Geetha, S.N. (2020). A morphological analysis of the literature on employee work-life balance. *Current Psychology* 1-26
- Thilagavathy, S. & Geetha, S.N. (2021). Work – life balance – a systematic review. *Vilakshan -XIMB Journal of Management*, 20 (2) 258 -276
- Vanitha, A. (2011). A study on work-life balance of IT employees through emotional intelligence with special reference to Indian context. *Indian Journal of Management Science* 1(1) 107 – 114