

Mediation of Role Conflict Between Occupational Stress and Work-life Balance Among Female Lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi

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Abstract

This study investigated the mediation of role conflict between occupational stress and work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. The study employed a cross-sectional design where 123 female lecturers were sampled using a convenience sampling technique. Participants' ages ranged between 34 to 49 years with a mean age of 41.30 years (SD=3.43). Data were collected using the Occupational Stress Scale, Role Conflict and Role Ambiguity Scale, as well as the Work-life Balance Scale. Four hypotheses were formulated and tested using Multiple Regression Analysis, Hayes Process Mediation Analysis, and Standard Multiple Regression Analysis. Findings indicated a significant influence of occupational stress on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. Also, findings revealed a significant influence of role conflict on work-life balance among respondents. Furthermore, findings showed significant mediation of role conflict between occupational stress and work-life balance among female lecturers. Finally, findings indicated a significant joint influence of occupational stress and role conflict on work-life balance among female lecturers. The study concluded that occupational stress and role conflict were significant determinants of work-life balance among female lecturers when independently and jointly tested. The study recommended, among others, that the management of MOAUM should adopt digital systems for course registration, result submission, and instructional delivery as a strategy for reducing manual administrative workload, thereby improving work-life balance.

Key Words: Occupational Stress, Role Conflict, Work-life Balance, Female Lecturers.

Introduction

In today's modern era, working has become a necessity for everyone to meet personal and family needs and is seen as the most important aspect of individual lives. According to Westman et al., as cited by Green (2021), individuals who pay attention to balancing work and personal life tend to prioritize their psychological well-being over merely pursuing wealth. This process is known as work-life balance. According to Pickett (2018), work-life balance is a sense of enjoyment, achievement, and control of daily activities, about the extent to which individuals are involved and equally satisfied with the time and psychological attachment to their roles in personal and work life. According to Hasan et al. (2021), the sense of satisfaction that a person feels when their roles at home and work run with minimal conflict is a picture of the application

of work-life balance. It is essential for a person's personal life and the organisation that both roles in or outside the organization run with minimal conflict in work life or outside work. An imbalance in work-family relationships can lead to health problems and reduce performance outcomes in the workplace (Gong et al., 2017; Hausberg & Spaeth, 2020). Waworuntu et al. (2022) stated that several indicators are used in qualifying this phenomenon. They are time balance, engagement balance, and satisfaction balance.

Work-life balance among female lecturers can be linked to some factors, including occupational stress. Along with the rapid changes in work dynamics, occupational stress has emerged as a major challenge faced by employees across various sectors. According to Robbins and Judge (2017), occupational stress refers to emotional and psychological conditions that arise due to an imbalance between occupational demands and an individual's capacity to handle them. This imbalance is sometimes triggered by excessive occupational demands, uncertainty about responsibilities, or lack of social support in the workplace. According to a 2024 Gallup survey, around 41% of workers worldwide reported frequently feeling stressed at work. Furthermore, a 2024 PricewaterhouseCoopers (PwC) survey stated that more than half of workers feel overwhelmed by rapid changes in the workplace, which leads to increased stress levels. According to Piscesta (2022), occupational stress negatively correlated with work-life balance, indicating that higher occupational stress leads to lower quality of work-life balance.

Relatedly, role conflict also seems to be one of the factors affecting work-life balance. It is a form of dual role conflict in which role pressures in work and family are not aligned (Breyer & Bluemke, 2016). It occurs when the energy and time devoted, the tension experienced, and the expected behaviour in the role at work perplex employees to fulfil their role obligations in the family (Gunaprasida & Wibowo, 2019). Employees with work-family conflicts attempt to find solutions to reduce the impact of the conflict. According to Lingard and Francis (2006), the solution is to seek support from superiors, coworkers, and organisations so that they can balance roles and responsibilities at work and in the family.

Two types of role conflict include intra-role conflict and inter-role conflict. Intra-role conflict refers to a person's conflict due to increased mental stress and pressure due to conflicting expectations and demands from one life domain (Okhankhuele, 2022). For example, tension at work due to multiple responsibilities can be considered a result of intra-role conflict. Another type of role conflict is inter-role conflict that a person faces due to conflicting demands from different life domains (Noppeney et al., 2022). For example, an employee's inability to be a good parent or spouse due to the demands of professional life can be considered an inter-role conflict that may cause them to quit their job (Lee & Lee, 2021). Both work and family roles can be determined by the obligations placed on the individual by coworkers and family members, and the values that a person holds regarding work and family role behavior. When work and family needs clash, it is easy to believe that the workplace interferes with family happiness and enjoyment (Randolph-Koranteng, 2023). Role conflict can also arise when family problems interfere with work happiness and performance. Dividing time between work and family (dual roles) can lead to inter-role conflict because these responsibilities can drain each other's resources (Waworuntu et al., 2022). In order to fulfill the needs of one's occupation, the expectations of the other role are neglected. If family responsibilities come after work, family tension can reduce the ability to fulfill occupational functions (Soelton et al., 2020).

Statement of the Problem

The academic profession has, in recent times, presented exceptional challenges to work-life balance due to its workload demands, including teaching, research, supervision, publication pressure, and administrative responsibilities, particularly among female academic staff. When work-life balance exists, individuals are able to allocate sufficient time, energy, and attention to professional responsibilities while also attending to personal needs, family obligations, and leisure activities. This balance enhances well-being, reduces stress, and promotes positive outcomes such as job satisfaction, productivity, and psychological health. Employees who experience good work-life balance often demonstrate higher engagement at work, stronger interpersonal relationships, and better resilience in the face of professional and personal

challenges (Cheung et al., 2017).

On the other hand, when there is no work-life balance, individuals face conflict between work and non-work roles. This imbalance arises when work demands such as long hours, high workloads, or excessive job stress spill over into the personal or family domain, which gives rise to insufficient time or energy to meet personal responsibilities. Similarly, personal obligations may interfere with the ability to fulfill work requirements, which creates tension and feelings of inadequacy in both domains. Lack of work-life balance is associated with negative consequences such as burnout, role conflict, job dissatisfaction, impaired mental and physical health, and low organisational commitment (Zulkarnain et al., 2015; Nwagbara, 2020). In such cases, employees may experience strain, fatigue and chronic stress, which not only diminishes their performance at work but also affects family relationships and overall life satisfaction.

In organisations, failure to support work-life balance can lead to higher absenteeism, turnover intentions and lower productivity (Spaeth, 2020). Thus, maintaining work-life balance is essential for both individual well-being and organisational efficiency.

Literature Review

Occupational Stress and Work-life Balance

Elifneh et al. (2025) examined WLB issues among academic leaders from public universities in Ethiopia to provide empirical evidence to narrow the knowledge gap on WLB (of academic leaders) from various contexts, especially from the less developed part of the world. Accordingly, the study surveyed the WLB circumstances of academic leaders in the study setting using a standard questionnaire, and a total of 205 complete questionnaires were collected from academic leaders of eight Ethiopian public universities. The (descriptive) analysis relied on mean analysis to assess the level of WLB among the academic leaders. The study found that the academic leaders' WLB is severely compromised across all dimensions of WLB that this study drew on (role overload, quality of health, dependent care issues, time management, and support networks). Thus, in addition to extending the subject of WLB among academic leaders to less explored territories, this study provides empirical contributions as well as practical/managerial and social implications.

Begum et al. (2024) explored the factors causing work-family imbalance among women administrators in higher education institutions in the UAE and how it affects their personal and organisational well-being. The research found that the existing literature doesn't give enough attention to the mismatch between women administrators' work and family goals. Furthermore, it provides little insight into the integration of work-family support systems. The study applied the Spillover theory to explain that women administrators face significant work-family imbalances that adversely impact their personal well-being and organisational effectiveness. The research also used the Facilitation theory to examine how work-family support systems could reduce the adverse effects of work-family imbalances. The study surveyed 271 female administrators working in higher education institutions in the UAE. The findings, presented through structural equation modeling, showed that the demanding nature of research, teaching, and administrative work in higher education and women administrators' professional aspirations in socially demanding societies create work-life imbalance and work stress. The study proposed work-family support systems that could moderate the effect of work-family imbalances on work stress.

Mbah (2018) investigated work-life balance practices at KASU and how they affect the career progression of female lecturers. The study used both qualitative and quantitative methods to collect data from respondents. The study revealed that there are a number of work-life balance policies at KASU, such as maternity leave and part-time work. The study also revealed that a positive relationship exists between work-life balance policies and career progression among female lecturers at KASU only if the policies were effectively implemented. It was also found that the support of family members plays a positive role in female lecturers' ability to balance work and life demands and career progression. The responses received from the study in connection to challenges faced in combining work and family life revealed that, indeed, female lecturers face a lot of challenges, such as missing lectures because of child care. It was therefore

recommended that the management of KASU should make a conscious effort to implement policies such as job share, compressed working hours, and paternity leave. These policies will go a long way to facilitate the balance between work and life and, consequently, help female lecturers to achieve their career goals and/or progression.

Role Conflict and Work-life Balance

Iqbal et al. (2024) investigated the impact of Work Family Conflict (WFC) on the job performance (JP) of female university employees. Using a causal-comparative research design, the focus of the study was the female teaching staff working in Islamabad public sector universities. The participants of the study were 300 female university teachers, providing data on the Work Family Conflict Scale and the Job Performance Scale. Data were analyzed using a regression model. Findings revealed a significant negative correlation between work-family conflict and job performance. It underscored the importance of addressing work-family conflicts to enhance organisational outcomes and the effectiveness of the performance of the employee. The recommendations were given about the implementation of tailored support mechanisms, such as in-service training and counseling, so that female university employees can be assisted in effectively managing work-family conflicts.

Agboola (2019) examined work-life balance and role conflict of career women in Ekiti State civil service in Nigeria. Specifically, the study examined the relationship between work-life balance and management of role conflict; work-life balance and management of work-to-family conflict; and work-life balance and management of family-to-work conflict of career women in Ekiti State civil service. The descriptive research design of the survey type was used in this study. The population for this study consisted of all career women in the Ekiti State civil service in Ekiti State. The sample for the study consisted of 100 career women drawn from the Ekiti State civil service. The sample was selected using a multistage sampling procedure. A self-designed research instrument, tagged Work Life and Conflict Questionnaire (WLCQ), was used to collect relevant data for the study. The face and content validity of the instruments were determined by experts in Adult Education and Test and Measurement. The reliability of the instrument was established using test re-test method, which yielded a coefficient value of 0.76. The responses obtained were analyzed using inferential statistics of Pearson's Product-Moment Correlation at a 0.05 level of significance. The findings of the study revealed that work-life balance is related to the management of role conflict, management of work-to-family conflict of career, and management of family-to-work conflict of career women in Ekiti State civil service. The study recommended, among others, that organisations should help or provide facilities required, like flexible working time arrangements, care of children and family members, paid leave, insurance schemes, crèche facilities, and maternity leave of more than six months.

Zulkarnain et al. (2015) conducted a study to find out the impacts of work-family conflicts and burnout among female lecturers in Kurufa, Uganda. The subjects of this study are 160 lecturers who are female, married, and have children. Research data are generated using the family-work conflict scale and the burnout scale. The data are analyzed using the regression analysis technique. The results of data analysis also show that the conflict between work and family is strongly associated with burnout among female lecturers. The results also show that there are two dimensions of work-family conflicts which may cause burnout: behavior-based conflict and time-based conflict. The study recommended, among others, that a better understanding of the impacts of living environments and individual characteristics on burnout can benefit the lecturers themselves and the institutions they work at.

Hypotheses

The following hypotheses guided this study.

- i. There will be a significant influence of occupational stress on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi.
- ii. Role conflict will significantly influence work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi.
- iii. Role conflict will mediate significantly between occupational stress and work-life balance

among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi.

- iv. There will be a significant joint influence of occupational stress and role conflict on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi.

Method

Design

This study adopted a cross-sectional survey design. A cross-sectional survey design is a type of research design in which data are collected at a single point in time from a sample that represents a larger population. This type of design was adopted because the study assessed the respondents across different parameters and drew scientific inferences without any form of manipulation.

Population

The population for this study comprised of one hundred and eighty-nine (189) female lecturers from Rev. Fr. Moses Orshio Adasu University, Makurdi (Department of Establishment, Rev. Fr. Moses Orshio Adasu University Makurdi, 2025).

Sample Size Determination

This study used Krejcie and Morgan (1970) table for sample size determination. Therefore, the sample size for this study was one hundred and twenty-three (123) female lecturers.

Sampling Technique

This study used convenience sampling technique to sample participants. Convenience sampling, also known as accidental sampling, is a type of non-probability sampling technique in which participants are selected based on their availability, accessibility and willingness to take part in a study. In this method, the researcher draws samples from a population that is readily accessible and convenient to reach, without employing random selection procedures. This technique is suitable for this study because the researcher used it to collect data from participants who were present either physically or online and met specific inclusion criteria at the time of data collection.

Participants

The participants for the study comprised of one hundred and twenty-three (123) female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. The result of the demographic characteristics of respondents indicated that their ages ranged between 34 to 64 years with a mean age of 39 years ($SD=3.433$). The result further indicated that 4(3.3%) were single while 119(96.7%) were married. Result further indicated that 6(4.9%) were Assistant Lecturers, 35(28.5%) were in the rank of Lecturer II, 29(23.6%) were in the rank of Lecturer I, 23(18.7%) were in the rank of Senior Lecturer, 18(14.6%) were Associate Professors while 12(9.7%) were Professors. Also, 64(52.03%) had less than 5 years of teaching experience, 58(47.54%) had 6 years and above of teaching experience. The result further indicated that 42(34.1%) were sampled from Faculty of Social Sciences, 2(1.6%) were from Faculty of Technology and Industrial Studies, 12(9.8%) were from Sciences, 8(6.5%) were from College of Health Sciences, 6(4.9%) were from Management Sciences and Administration, 27(23%) were from Arts while 26(20.1%) were from Communication and Media Studies. Lastly, the result indicates that 24(19.5%) were self-primary care-giver at home, 2(1.6%) had it as their spouse, 6(4.9%) used hired help as primary care-giver at home while 91(74%) had their relatives and other means of primary care-giver at home.

Instruments

The instruments used for data collection in this study was the questionnaire which was divided into four (4) sections: A-D. Section 'A' comprised the demographic variables assessed in the study. Section 'B' comprised of the Occupational Stress Scale, section 'C' comprised of Role Conflict and Role Ambiguity Scale, while section 'D' comprised of Work-life Balance Scale.

- ◆ **The Occupational Stress Scale (OSS):** The instrument was developed by House et al. (1979). It measures the frequency with which employees are bothered by stressful occurrences. The measure contains five subscales that assess the extent of occupational stress due to job responsibilities, quality concerns, role conflict, job vs. non-job conflict, and workload. Coefficient alpha values ranged from .59 to .76 for responsibility pressure, and from .56 to .76 for job vs. non-job conflict (Holder & Vaux, 1998; House et al., 1979). Alpha for quality concerns was .72. Alpha was .70 for role conflict and .73 for workload stress (House et al., 1979). Responses to the items for responsibility pressure, quality concerns, role conflict, and job vs. non-work conflict are obtained using a 5-point Likert-type scale where 0 = not at all, 1 = rarely, 2 = sometimes, 3 = rather often, and 4 = nearly all the time.
- ◆ **The Role Conflict and Role Ambiguity Scale:** This scale was developed by Rizzo et al. (1970). It is a standard tool used to assess stress resulting from unclear or conflicting job expectations. The scale comprises of 14 items divided into two subscales: 8 items for role conflict and 6 items for role ambiguity. Respondents rate each item on a 5-point Likert scale ranging from "Very False" to "Very True." The scale has demonstrated good reliability, with Cronbach's alpha values of 0.82 for role conflict and 0.78 for role ambiguity. In this study, it is useful in understanding the stress female lecturers face when navigating multiple roles within and outside the workplace.
- ◆ **The Work-Life Balance Scale (WLBS):** The instrument was developed by Agha et al. (2017). It is a tool designed to assess an individual's ability to manage the demands of work and non-work roles. This scale provides information about how individuals in professional settings perceive the balance between their professional responsibilities and personal life. It was introduced as part of a broader examination of work-family balance within the context of globalization and technological advances, with a focus on scale development and validation. The WLBS employs a 5-point Likert scale for responses, where participants rate their level of agreement with various statements. The response options range from 1 = Strongly Disagree to 5 = Strongly Agree, enabling respondents to express their perceptions of work-life balance across a spectrum. In terms of reliability, the scale has demonstrated a strong internal consistency, with a Cronbach's alpha coefficient of 0.87. This indicates that the items within the scale are correlated with one another.

Procedure

The researcher first and foremost informed respondents across faculties about the purpose of the study as well as the importance of their participation and confidentiality measures that guided the process. This notification was done through official emails and physical meetings. The researcher further recruited research assistants from the seven (7) faculties: Social Sciences, Sciences, Technology and Industrial Studies, College of Health Sciences, Management Sciences and Administration, Arts and Communication, and Media Studies to help in data gathering for the study. A combination of hand-delivered questionnaires and electronic survey links was used for data collection. For the hand-delivered questionnaire, the research assistants from each faculty met with willing participants during free periods or after lectures and provided clear instructions on how to complete the instruments. For online distribution, a secure survey link was used, and participants accessed the questionnaire through a link sent to their email addresses. Participation was voluntary, and respondents were assured that there were no negative consequences involved for declining. A period of three weeks was allotted for data collection to allow participants enough time to complete the questionnaire without disrupting their academic responsibilities. During this period, gentle reminders were sent to those who had not yet returned their questionnaire to ensure a high response rate while maintaining respect for participants' autonomy. Completed questionnaires were retrieved from respondents in the selected faculties and via the online platform, after which they were checked for completeness and coded for analysis.

Data Analysis

Data for this study were analyzed using both descriptive and inferential statistics. The researchers used descriptive statistics, including frequencies and simple percentages, mean, and standard deviation, to summarize data on the demographic characteristics of respondents. On the other hand, Multiple Linear Regression Analysis was used to test hypotheses one and two, Hayes Process Mediation Analysis was used to test hypothesis three, while Standard Multiple Regression Analysis was used to test hypotheses four. All the analyses were done using Statistical Package for Social Sciences (SPSS) Version 23.

Results

The hypotheses formulated for this study were tested using Regression Analysis as well as Process Mediation Analysis and the result is presented in the tables as follows:

Table 1: Multiple linear regression analysis showing the influence of occupational stress and its dimensions on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi

Variables	R	R ²	df	F	β	T	Sig.
Responsibility pressure					-.178	-1.801	.074
Quality concerns					.372	3.786	.000
	.517	.268	5,117	11.906		14.632	.000
Job vs. non-job conflict					-.380	-4.018	.000
Role conflict					-.232	-2.889	.004
Work load					-.423	-4.411	.000

The result presented in Table 1 indicated that occupational stress and its dimensions jointly influenced work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi [R=.517, R²=.268, F(5,117) =11.906;p<.01]. The result further indicated that occupational stress accounted for 26.8% of the variance in work-life balance among female lecturers of MOAUM. On their individual contribution, the result indicated that only quality concerns made an independent significant positive contribution to variance in work-life balance among female lecturers ($\hat{\alpha}$ =.372, t=3.786; p<.01) while job versus non-job conflict ($\hat{\alpha}$ = -.380, t=-4.018; p<.01), role conflict ($\hat{\alpha}$ =-.232, t=-2.889; p<.05) and work load ($\hat{\alpha}$ =-.423, t=-4.411; p<.01) all making significant negative contributions while responsibility pressure ($\hat{\alpha}$ = -.178, t=-1.801; p>.05) made no significant contribution to the model. This means that an increase in quality concerns will result in an increase in work-life balance while a decrease in quality concerns will lead to a decrease in work-life balance. Similarly, a decrease in job versus non-job conflict, role conflict and work load will lead to an increase in work-life balance and vice versa. Based on this result, hypothesis one was retained.

Table 2: Multiple linear regression analysis showing the influence of role conflict and its dimensions on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi

Variables	R	R ²	df	F	β	T	Sig.
Role conflict					-.463	-4.793	.000
	.375	.140	2,120	18.488		9.914	.000
Role ambiguity					.398	4.117	.000

The result presented in Table 2 indicated that role conflict and its dimensions jointly influenced work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi [R=.375, R²=.140, F(2,120)=18.488;p<.01]. The result further indicated that role conflict accounted for 14.% of the variance in work-life balance among female lecturers. On their individual contribution, the result showed that role ambiguity ($\hat{\alpha}$ =.398, t=4.117; p<.01) made an independent significant positive contribution to variance in work-life balance among female lecturers while role conflict ($\hat{\alpha}$ =-.463, t= -4.793; p<.01) makes a significant negative contribution

to variances in work-life balance. This means that an increase in role ambiguity will lead to an increase in work-life balance while a decrease in role ambiguity will lead to a decrease in work-life balance. On the other hand, a decrease in role conflict will result to an increase in work-life balance among lecturers of MOAUM and vice versa. Based on this finding, hypothesis two was confirmed.

Table 3: Hayes Process mediation analysis showing the mediation of role conflict in occupational stress and work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi

Variables	R	R ²	F	df	β	t	Sig.	LLCI	ULCI
Constant	.178	.031	4.010	2,120		9.833	.000	32.459	48.781
Occupational stress					.153	1.851	.006	.110	.316
Role conflict					.174	.051	.002	.175	.028
Int_1(X * M)					.141	1.710	.009	.022	.304

The result presented in Table 3 showed that role conflict significantly mediated the relationship between occupational stress and work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi [$R^2=.031$, $F(2,120)= 4.010$, $Int_(X*M)$ ($\hat{a}=.141$, $t=1.710$, $LLCI=.022$, $ULCI=.304$)]. The result further revealed that role conflict made the highest significant contribution to the model ($\hat{a}=.174$, $t=.051$, $LLCI=.175$, $ULCI=.028$; $p<.01$) with occupational stress ($\hat{a}=.153$, $t=1.851$, $LLCI=.110$, $ULCI=.316$; $p<.01$) making the least contribution to the model. This means that occupational stress leads to poor work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi through an increase in role conflict. Based on this result, hypothesis three was confirmed.

Table 4: Standard multiple regression analysis showing the influence of occupational stress and role conflict on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi

Variables	R	R ²	df	F	β	T	Sig.
Constant	.611	.373	7,115	24.584		8.717	.000
Role conflict					-.437	-4.715	.000
Role ambiguity					.438	4.373	.000
Responsibility pressure					-.178	-1.926	.060
Quality Concerns					.453	4.700	.000
Job vs. non-job conflict					-.243	-2.608	.010
Role conflict (stress)					-.272	-3.606	.000
Work load					.187	1.793	.075

The result presented in Table 4 revealed that occupational stress and role conflict has a significant negative joint influence on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi [$R=.611$, $R^2=.373$, $F(7,115) =24.582$; $p<.01$]. The result further indicated that occupational stress and role conflict jointly accounted for 37.3% of the variance in work-life balance among female lecturers. On the individual contribution, the result indicated that quality concerns ($\hat{a}=.453$, $t=4.700$; $p<.01$) made the highest independent significant positive contribution to variance in work-life balance among female lecturers followed by role ambiguity ($\hat{a}=.438$, $t=4.373$; $p<.01$) while role conflict ($\hat{a}=-.437$, $t=-4.715$; $p<.01$), role conflict (stress) ($\hat{a}=-.272$, $t=-3.606$; $p<.01$) and job versus non-job conflict ($\hat{a}=-.243$, $t=-2.606$; $p<.01$) all made significant negative contributions to the model. On the other hand, responsibility pressure ($\hat{a}=-.178$, $t=-1.926$; $p>.05$) and work load ($\hat{a}=.187$, $t=1.793$; $p>.05$) made no significant contribution to the model. This means that an increase quality concerns and role ambiguity will result in an increase in work-life balance of female lecturers of MOAUM while a decrease in quality concerns and role ambiguity will lead to a decrease in work-life balance. Similarly, a decrease in role conflict, job versus non-job conflict and role conflict (stress) will lead to an increase in work-life balance and vice versa. Based on this finding, hypothesis four was accepted.

Discussion

Hypothesis one of this study was tested to find out if occupational stress would influence work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. Finding revealed a significant influence of occupational stress on work-life balance among the respondents. This means that variations in their level of stress at work are associated with changes in their ability to balance work responsibilities with personal and family life. This implies that female lecturers who are experiencing work-related stress are likely to struggle with family responsibilities and spending quality time with children or spouses. This finding corresponds with that of Elifneh et al. (2025) who examined work-life balance issues among academic leaders from public universities in Ethiopia and found that the academic leaders' work-life balance is severely compromised across all dimensions of WLB which include role overload, quality of health, dependent care issues, time management and support networks. Similarly, findings by Begum et al. (2024) agreed that women administrators in higher education institutions in the UAE face significant work-family imbalances that adversely impact their personal well-being and organisational effectiveness. Findings by Mbah (2018) also supported the present study by revealing that female lecturers face a lot of challenges such as missing lectures because of child care among others and recommended among others that the management of universities should make a conscious effort to implement policies such as job share, compressed working hours and paternity leave to facilitate the balance between work and life and consequently help female lecturers to achieve their career goals and/or progression.

Hypothesis two of this study was tested to find out if role conflict will significantly influence work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. Finding indicated a significant influence of role conflict on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi. This means that when female lecturers are faced with conflicting responsibilities, it becomes difficult for them to balance them with personal goals. This implies that female lecturers who experience high role conflict are likely to be overwhelmed and will find it difficult to meet all the demands placed on them. This finding is in line with that of Iqbal et al. (2024) who investigated the impact of WFC on the job performance (JP) of female university employees among female teaching staff working in Islamabad public sector universities and found a significant negative correlation between work family conflict and job performance among respondents. Relatedly, the findings of Agboola (2019) support the present study as he examined work life balance and role conflict of career women in Ekiti State civil service and found that work life balance was related to management of role conflict, management of work-to-family conflict of career and management of family-to-work conflict of career women in Ekiti State civil service. The study recommended among others that organisations should provide facilities required like flexible working time arrangements, care of children and family members, paid leave, insurance schemes, crèche facilities, and maternity leaves to help female worker achieve career goals and personal/family life responsibilities. In the same vein, findings by Zulkarnain et al. (2015) supported the present study when he found the impact of work-family conflicts and burnout among female lecturers of Kurufa, Uganda. The result showed that the conflict between work and family strongly associated with burnout among female lecturers. It was recommended among others that better understanding of the impacts of living environments and individual characteristics on burnouts can benefit the lecturers themselves and the institutions they work.

Hypothesis three of this study was tested to find out if role conflict will mediate between occupational stress and work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University, Makurdi. Findings showed that role conflict significantly mediated the relationship between occupational stress and work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi. This means that occupational stress leads to poor work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi through an increase in role conflict.

Hypothesis four of this study was tested to find out if there will be a significant joint influence of occupational stress and role conflict on work-life balance among female lecturers of Rev. Fr.

Moses Orshio Adasu University Makurdi. Findings indicated a significant joint influence of occupational stress and role conflict on work-life balance among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi. This means that when these two factors combine, they strongly affect how well the lecturers are able to balance their work responsibilities with their personal and family lives. The implication of this result is that female lecturers who experience both occupational stress and role conflict are likely to struggle with managing their time, meeting job requirements and fulfilling family duties.

Concussion

Based on the findings obtained, the study concludes that occupational stress and role conflict were significant determinants of work life balance when independently and jointly tested. Likewise, role conflict significantly mediated the relationship between occupational stress and work-life among female lecturers of Rev. Fr. Moses Orshio Adasu University Makurdi.

Recommendations

Based on the findings of the study, the following recommendations were made.

- i. Female lecturers should maintain open communication with Heads of Departments about workload concerns and request adjustments when demands become unrealistic or conflicting.
- ii. The academic planning unit of the institution should develop clear and balanced timetables, limit the number of courses assigned to each lecturer per semester, and coordinate schedules so that lecturers are not overloaded with overlapping roles.
- iii. The management of MOAUM should adopt digital systems for course registration, result submission, and instructional delivery as a strategy for reducing manual administrative workload, thereby improving work-life balance of female lecturers of MOAUM.

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