Leave Policies and Service Delivery Quality among Non-Academic Staff in a Nigerian Public University: Evidence from Ebonyi State University

[1.] Nnanyere-Chukwu Ann Mary
annmarynnanyerechukwu@gmail.com
[2.] Abah, Emmanuel Ogbonna
[1,2.] Department of Public Administration, Ebonyi State University, Abakaliki, Nigeria
Email: iphoro1@gmail.com

Abstract

Leave is commonly treated as an employee entitlement, yet its administrative significance extends to employee recovery, work-life management and the conditions that support sustainable service performance. This study examines the association between leave policies and service delivery quality among non-academic staff of a Nigerian public university. Survey data were obtained from 270 non-academic staff of Ebonyi State University, Abakaliki, and analyzed using descriptive statistics, Spearman rank-order correlation and simple linear regression. The findings indicate that leave policies constitute a meaningful organizational resource within the work-life environment, although their practical value is shaped by the conditions under which employees can access and use them. Inferential analysis revealed a moderate, positive and statistically significant association between leave policies and service delivery quality ($\rho = .512$, $p < .001$). The regression analysis further showed a positive standardized coefficient ($\beta = .523$), with the model explaining 27.4% of the observed variance in service delivery quality ($R^2 = .274$, $F(1, 268) = 101.048$, $p < .001$). Among the work-life balance dimensions examined in the broader empirical framework, leave policies demonstrated the strongest statistical association with the corresponding employee performance outcome. The findings suggest that the administrative relevance of leave lies not simply in the existence of formal entitlements, but in their effective implementation through accessible, predictable and supportive arrangements that enable employee recovery while protecting continuity of essential services. The study contributes to public-sector Human Resource Management by linking a specific organizational resource to a specific administrative service outcome in a Nigerian public-university context. Given the cross-sectional design and self-reported measures, the findings are interpreted as statistical associations rather than causal effects.

Journal of Policy and Development Studies (JPDS)
Vol. 20 Issue 6 (2026)
ISSN(p) 1597-9385
ISSN (e) 2813-1091
Home page:
https://www.ajol.info/index.php/jpds
ARTICLE INFO:

Keywords
Leave Policies; Service Delivery Quality; Work-Life Balance; Non-Academic Staff; Job Demands-Resources Theory.

Received: 10 July 2026
Revised: 22 September 2026
Accepted: 27 September 2026

DOI
https://dx.doi.org/10.4314/jpds.v20i6.10

1. Introduction

Public universities depend on administrative staff to keep many of their daily functions moving. Admissions, records, personnel administration, finance, procurement, examinations, student affairs and related units require staff to be available, responsive and able to complete work within established timeframes. The quality of these services is therefore connected not only to procedures and technology but also to the conditions under which employees perform their duties. Work-life balance has become important in this setting because employees do not stop having family, health and personal responsibilities when they report for work. Where these responsibilities are not adequately accommodated, pressure may be carried into the workplace and may affect the quality and consistency of administrative work.

Leave policies provide one of the clearest formal mechanisms through which an organization recognizes this reality. Annual leave gives employees an opportunity for rest and recovery; maternity and paternity leave respond to family transitions; sick leave allows attention to health needs; and compassionate or related leave can provide time for serious family circumstances (Casper et al., 2025; Makama et al., 2025). The Nigerian Public Service Rules provide a formal basis for several forms of leave; however, a formal entitlement and an entitlement that employees can confidently use are not always the same thing. The practical question for public administration is therefore whether leave is accessible, fairly implemented, predictable and compatible with the continuity requirements of the institution.

This question is particularly relevant to non-academic staff in public universities. Unlike many academic tasks, a substantial part of administrative work depends on physical presence, interaction with service users and continuous processing of institutional records and requests. A worker who is dealing with unresolved family or health demands may be physically present but may not always be in the best position to sustain concentration, responsiveness and quality. At the same time, poorly coordinated leave can create pressure on colleagues when staffing is already limited. Effective leave administration must therefore balance employee recovery and legitimate personal needs with continuity of service.

The broader work-life balance literature supports this resource perspective. The International Labour Organization (2023) places working time and work-life balance within decent-work concerns, while Vaziri et al. (2022) show that work-family balance is shaped by both personal and work-related conditions. Voydanoff (2005) similarly explains work-family fit through the interaction of demands and resources. Within the Job Demands-Resources (JD-R) framework, leave can be understood as an organizational resource because it provides employees with an authorized opportunity to step away from work demands when necessary. The resource is useful not simply because employees are absent, but because it can prevent personal pressures from accumulating alongside job demands.

Despite this logical basis, empirical evidence on leave policies and specific administrative service outcomes among non-academic staff in Nigerian public universities remains limited. Many Nigerian studies examine work-life balance as a broad construct or use general employee performance as the outcome. Other studies focus on job satisfaction, commitment or efficiency. The present paper narrows the issue to leave policies and service delivery quality. The paper therefore has four purposes: first, it clarifies leave policy as a work-life balance resource within a public-university setting; second, it develops a simple leave-service delivery quality model from JD-R Theory; third, it presents the empirical evidence from 270 non-academic staff of Ebonyi State University (EBSU). It finally draws practical implications for public-university Human Resource Management without treating the statistical result as proof of causation.

2. Review of Related Literature

2.1 Work-Life Balance and Leave as an Organizational Resource

Work-life balance is commonly discussed as the capacity to manage employment alongside family, personal and social responsibilities (Asif, 2026). The concept has developed from earlier work-family conflict perspectives towards a broader understanding of fit, balance and resource availability. Greenhaus and Beutell's work-family conflict perspective emphasized the competing pressures created by different roles, while later approaches recognized that organizations can either reduce or intensify these pressures. Zaitouni et al., (2024) emphasize that work-life balance research has expanded considerably and now includes organizational practices, personal resources and changing work arrangements.

For public employees, the balance is partly shaped by formal personnel systems, which 'Leave' is one such system. It creates a recognized boundary within which an employee can attend to health, family and recovery needs without treating the absence as misconduct. In the Nigerian public service, the Public Service Rules provide annual, maternity, paternity, sick and compassionate leave among other provisions (Federal Government of Nigeria, 2021). The existence of these provisions establishes a formal right or administrative mechanism, but effective work-life support also depends on implementation. An employee who technically has leave but fears managerial disapproval may not experience the policy as a usable resource.

This distinction between availability and usability is however important. The thesis of this paper contends that leave provisions may be available and beneficial; however, quality may not be assessed only by ascertaining whether a rule exists. It should also consider whether staff can exercise the provision without fear, uncertainty or unnecessary administrative difficulty.

2.2 Leave Policies in Public-University Administration

University administration has a special continuity problem. A registry office cannot simply stop processing requests because one employee is absent; a finance office may have deadlines; admissions and examinations operate around fixed calendars; and personnel units must respond to staff matters throughout the year. Leave management therefore requires both employee protection and continuity planning. A useful leave system should specify eligibility, application procedures, approval authority, timing, documentation and arrangements for work coverage (ILO, 2023; OECD, 2024).

The literature reviewed in the thesis points to this implementation issue as Ezeani & Udenta (2026), studying universities in South-East Nigeria, found significant associations between different forms of leave and employee efficiency or satisfaction and emphasized implementation, enforcement, organizational culture and staffing coverage. Udegbunam (2026), in Nnamdi Azikiwe University, reported that inadequate leave practice was negatively associated with employee effectiveness while a supportive workplace environment was positively related to service delivery. Makama et al. (2025) similarly reported that supportive leave policies formed part of a wider pattern of work-life practices associated with more favorable employee outcomes, although Nigerian respondents reported weaker institutional execution than their international comparison group.

Other evidence reinforces the broader connection between work-life balance and service performance. Udoh et al. (2024), working across tertiary educational institutions in Akwa Ibom State, linked effective work-life balance initiatives with service delivery. Okogba et al. (2025), studying workers at the Federal Medical Centre, Asaba, reported a significant association between work-life balance and service delivery quality. Uwa (2025) also reported significant relationships between work-life balance practices and employee performance in the Nigeria Correctional

Service. These studies are useful, but they mostly examine broader WLB practices rather than the particular leave-service delivery link among non-academic university employees.

The gap is therefore not that leave and performance have never been studied. Rather, the gap lies in the level of specificity. There is limited institution-level evidence on whether leave policies are associated with service delivery quality as a defined performance indicator covering responsiveness, courtesy, turnaround time and procedural accuracy among non-academic staff in a Nigerian public university. This paper addresses that gap using evidence from EBSU.

2.3 Service Delivery Quality as an Administrative Outcome

Service delivery quality concerns whether services are provided accurately, responsively, courteously and within expected timeframes. In public administration, quality cannot be reduced to customer satisfaction because services are governed by mandates, procedures and equity requirements. Nevertheless, users encounter public organizations through concrete service experiences: whether information is accurate, whether requests are processed on time, whether employees respond appropriately and whether procedures are followed consistently.

The service-quality tradition associated with Parasuraman et al. (1988) identifies dimensions such as reliability, responsiveness and assurance. Although developed in a broader service context, these dimensions can be adapted to university administration when the focus is on the employee contribution to service processes rather than on treating a university as a commercial firm. In this paper, service delivery quality is represented through responsiveness, courtesy, turnaround time and procedural accuracy.

This outcome is particularly relevant to non-academic staff. Registry personnel process records and student requests; admissions staff handle applications and documentation; finance staff process transactions; examination units manage time-sensitive records; personnel offices respond to staff matters; and procurement and administrative offices coordinate institutional transactions. Errors or delays in these processes can affect multiple users and can create downstream administrative costs.

The connection between leave and service quality is therefore potentially two-sided. When employees can take legitimate leave and return recovered, service quality may be supported. When leave is poorly coordinated and no coverage exists, absence may contribute to delays or workload transfer. Effective leave administration must therefore combine employee protection with operational continuity rather than privileging one at the expense of the other.

2.4 Recent Empirical Evidence and Research Gap

The current evidence can be grouped into three strands. The first examines work-life balance as a broad predictor of employee performance. The second examines specific work-life or family-supportive practices and emphasizes implementation conditions. The third examines service delivery or service quality as an outcome, often in health, policing or customer-facing public services. The literature is therefore growing, but the exact leave-service-quality pathway remains less developed in university administration.

Ezeani (2025) provides particularly relevant Nigerian evidence by examining annual, study and maternity leave in public universities in South-East Nigeria. The study reported positive effects of annual and maternity leave on employee efficiency and recommended supportive implementation, staffing coverage and effective leave tracking. Its contribution is important because it demonstrates that leave has performance relevance in the Nigerian public-university context. The present paper

narrows the outcome further to service delivery quality and focuses specifically on non-academic staff.

Ndua and Wanyoike (2024) provide a broader service-delivery perspective, concluding from reviewed evidence that work-life balance is connected with service delivery in the Kenyan public-service context. Benjamin and Yusuf-Habeeb (2026) similarly found that work-life-related organizational structures were relevant to productivity and service-delivery efficiency among University of Abuja staff. These studies strengthen the broader argument but do not isolate leave as a predictor of a defined service-quality construct.

A second gap concerns implementation. Much policy discussion equates availability with effectiveness. Yet Casper et al. (2025) show that policy access, supervisor behavior, organizational culture and job characteristics can weaken or strengthen policy effects. Examining confidence in using leave alongside access and implementation therefore provides a more informative picture of policy quality than simply recording whether a formal entitlement exists.

A third gap concerns methodological interpretation. Cross-sectional self-report studies can demonstrate statistically significant associations, but they cannot establish causal direction. A rigorous paper should therefore distinguish between statistical prediction and causal explanation. The present analysis follows that principle by interpreting the regression coefficient as the statistical contribution of leave-policy perceptions within a single-predictor model.

3. Theoretical Framework: Job Demands-Resources Theory

Job Demands-Resources Theory was developed by Demerouti et al. (2001) and has since become a major framework for explaining employee wellbeing, work behavior and performance. The theory proposes that occupations contain job demands and job resources. Demands require sustained physical, cognitive or emotional effort and can become costly when excessive or prolonged. Resources help employees achieve work goals, reduce the costs associated with demands and stimulate motivation (Bakker et al., 2023; Bakker & Demerouti, 2024).

Leave is relevant to JD-R because it can operate as a temporal organizational resource. Employees encounter job demands while also carrying health, family and personal responsibilities. When these demands overlap, employees may have less capacity available for work. Legitimate leave creates an authorized period away from job demands, allowing recovery or attention to non-work needs. The resource value is greatest when employees can access it without unnecessary barriers and return to a work system capable of absorbing the temporary absence.

The theory also explains why implementation climate matters. If staff fear negative consequences, encounter unpredictable approval or believe that leave will leave colleagues with unmanageable workloads, the practical resource value of leave is weakened. If procedures are clear, supervisors are consistent and continuity arrangements are available, the resource can function more effectively. Thus, the theoretical proposition is not that leave mechanically causes service quality, but that stronger and more usable leave resources should be associated with better work functioning.

The framework also permits a multi-causal understanding of service delivery. Staffing, leadership, technology, skills, workload, procedures and organizational resources are all relevant. Leave is only one resource among several. The focused model used here therefore tests one theoretically meaningful association rather than claiming to explain the entire service-delivery process.

3.1 Conceptual Model

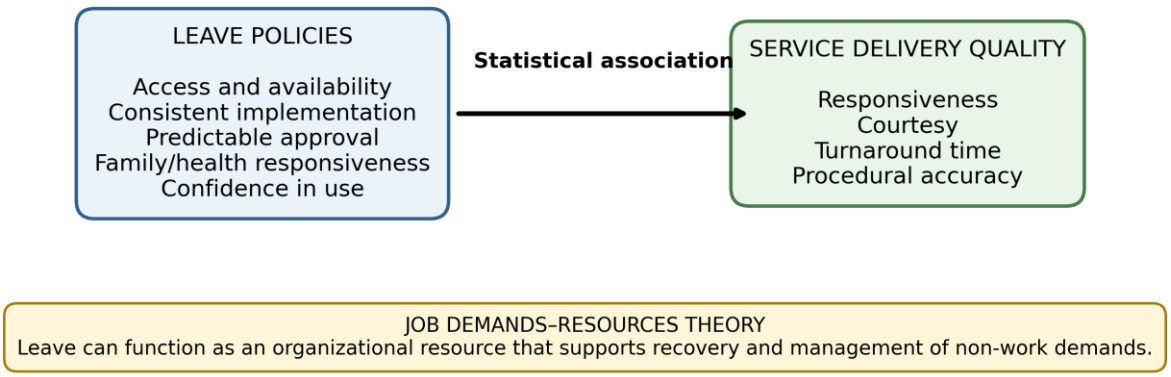


Figure 1: Leave–Service Delivery Quality (L-SDQ) Model

The model links leave-policy quality to service delivery quality within a JD-R framework. The predictor encompasses access and availability, consistent implementation, predictable approval, support for personal and family needs, and confidence in using leave. The outcome encompasses responsiveness, courtesy,

3. Methodology

The study adopted a quantitative approach and descriptive survey design. The design was appropriate because the study sought to measure existing perceptions and reported work conditions without manipulating the variables. The study population comprised 1,545 non-academic staff of EBSU: 1,012 senior non-academic staff and 533 junior non-academic staff. The sample size was determined using the Taro Yamane formula at a 5% margin of error, producing 318 respondents. Stratified sampling based on employment level was used, followed by proportional allocation: Questionnaires were administered through face-to-face and electronic channels. A total of 318 questionnaires were distributed and 270 validly completed questionnaires were returned, giving an 84.9% response rate. The analysis therefore represents participating respondents. Non-response bias cannot be completely excluded because detailed information about the 48 non-respondents was not available for systematic comparison.

The leave-policy construct was measured with eight five-point Likert items ranging from strongly disagree to strongly agree. For inferential analysis, multiple items were aggregated into composite mean scores. Spearman rank-order correlation was used to assess the direction, strength and significance of the association. Simple linear regression was then estimated for the objective-specific model. The regression was interpreted as statistical prediction/association rather than causal proof.

5. Data Analysis

5.1 Respondent and Survey Profile

Table 1: Study Sample and Usable Responses

Indicator	Value
Target population	1,545 non-academic staff
Sample allocated	318
Senior allocation	208
Junior allocation	110
Valid returns	270
Response rate	84.9%
Data collection	Face-to-face and electronic questionnaire

Source: Nnanyere's Fieldwork, 2026.

The 84.9% response rate provided a substantial base for the analysis. The sample was distributed across senior and junior non-academic staff broadly in line with the planned strata. The findings are nevertheless treated as evidence from participating staff rather than as proof that all 1,545 staff members hold the same views.

5.2 Descriptive Evidence on Leave Policies

Table 2: Descriptive pattern of leave-policy responses

No.	Leave-policy item	Mean	Agree/Strongly agree
1	HR ensures consistent implementation of leave policies	3.63	70.4%
2	Access to leave entitlements as needed	3.83	78.1%
3	Family-support policies positively affect commitment to service delivery	3.49	67.4%
4	Leave availability reduces stress and enhances work quality	3.90	78.9%
5	Supportive leave policies allow personal emergencies without compromising work	4.01	78.6%
6	Can take leave without fear of negative consequences	2.98	45.2%
7	Department supports time off for childcare/family emergencies	3.47	61.9%
8	Access to leave helps maintain healthy work-life balance	4.34	94.1%

Source: Nnanyere's Fieldwork, 2026.

The descriptive results show a generally favorable view of the formal value of leave. The strongest result is the perception that access to leave helps employees maintain a healthy work-life balance (M = 4.34; 94.1% agreement/strong agreement). Respondents also rated supportive leave policies for personal emergencies highly (M = 4.01) and agreed that leave reduces stress and enhances work quality (M = 3.90). These responses fit the JD-R interpretation of leave as a resource for dealing with demands.

However, the results also reveal an important administrative weakness. Only 45.2% agreed or strongly agreed that they could take leave without fear of negative consequences, while 48.9% disagreed or strongly disagreed. The mean of 2.98 was the lowest among the eight leave items. This difference matters because a policy can be formally available and still have limited practical value if employees do not feel secure using it. The result points to implementation climate, managerial practice and perceived consequences as important parts of leave policy effectiveness.

The evidence also suggests that support for family emergencies is not as strong as the general value attached to leave. The item on departmental support for childcare or family emergencies had a mean of 3.47, with 61.9% agreement. This is positive but more moderate; hence for public universities, this may reflect the tension between legitimate employee needs and the need to keep administrative services operating during staff absence.

5.3 Inferential Findings

Table 3: Leave policies and service delivery quality

Statistic	Result
Spearman rho	.512
p-value	< .001
Standardized beta	.523
R^2	.274
F	101.048
Regression p-value	< .001

Source: Nnanyere's Fieldwork, 2026.

The Spearman coefficient of .512 indicates a moderate positive association between leave policies and service delivery quality, and the probability value below .001 shows that the association is statistically significant at the 5% level. The simple regression model produced a standardized coefficient of .523 and explained 27.4% of the observed variation in the service-delivery outcome ($R^2 = .274$). The ANOVA result was also statistically significant, $F = 101.048$, $p < .001$. The null hypothesis that leave policies do not significantly affect service delivery quality was therefore rejected within the statistical framework of the study.

The size of R^2 should be interpreted carefully; it does not mean that leave policies caused 27.4% of service quality. It means that the leave-policy composite statistically accounted for 27.4% of the variation in the service-delivery measure in this sample and model. Other organizational, individual and environmental factors remain outside the model. The result is nevertheless comparatively strong within the four objective-specific models of the doctoral study.

6. Discussion of Findings

The central finding is that leave policies have a moderate and statistically significant positive association with service delivery quality among the participating non-academic staff. The finding is important because it moves the discussion beyond the simple statement that leave is a welfare benefit. It suggests that the practical administration of leave is connected with how employees perceive and report their service performance. In administrative units where work is deadline-driven, the ability to resolve legitimate personal or family needs may help employees maintain attention and service responsiveness when they are at work.

The finding agrees with Ezeani and Udenta (2026), who reported significant relationships between forms of leave and employee efficiency in South-East Nigerian universities. Their emphasis on implementation, enforcement and organizational culture is especially relevant to the present result. The present study similarly found that access to leave was viewed positively, while confidence in taking leave without negative consequences was weaker. The two findings together suggest that the effectiveness of leave is not determined by formal entitlement alone.

The result also agrees with Udegbunam (2026), whose study at Nnamdi Azikiwe University linked inadequate leave practice with poorer employee effectiveness and a supportive workplace with

better service delivery. Although the two studies use different models, they point in the same direction: employee welfare arrangements become administratively relevant when they affect the conditions under which staff deliver services.

The finding is also consistent with Udoh et al. (2024), who found that effective work-life balance initiatives were associated with service delivery in tertiary educational institutions in Akwa Ibom State. Okogba et al. (2025) similarly reported a significant association between work-life balance and service delivery quality in a service-oriented public institution. The present paper adds specificity by isolating leave policy rather than treating WLB as one broad score.

Memon et al. (2025) provide a further useful comparison because their study focused specifically on non-academic staff in public universities. Their evidence that organizational support, recognition and fair supervision are associated with stronger motivation, commitment and perceived performance supports the broader JD-R interpretation. Leave administration can be seen as one practical way through which an institution signals support. Where employees can use legitimate leave without fear, the organization communicates that health and family responsibilities are recognized within the employment relationship.

JD-R Theory offers a clear explanation for the result. Administrative work creates demands through deadlines, service expectations, interruptions and continuous interaction with students and colleagues. Leave provides a formal resource for temporary withdrawal and recovery. If this resource is accessible, it can reduce the pressure created when personal needs compete with work demands. If it is formally available but difficult to use, the resource is weaker in practice. This helps explain why the descriptive pattern contains both strong positive perceptions and a clear concern about fear of negative consequences.

The finding should not, however, be read as evidence that more absence automatically improves service quality. A university that approves leave without workload coverage may transfer pressure to colleagues and create delays. The implication of the evidence is therefore effective leave administration: timely approval, fairness, predictability, clear procedures and sensible continuity arrangements. This interpretation also fits the thesis finding that staffing conditions remain part of the broader work-life context.

The EBSU context makes this balance especially important. Registry, finance, admissions, personnel, procurement, examinations and student-affairs functions cannot simply pause when an employee is absent. A leave policy that protects employees but ignores operational continuity may create a different problem. The stronger administrative response is to connect leave planning with staffing coverage, task handover and service deadlines. In this sense, leave policy is both an employee-support mechanism and an administrative planning issue.

7. Implications for Public Administration and Human Resource Management

First, the findings imply that leave administration should be treated as part of workforce management rather than as a routine clerical exercise. Human Resource units need information on leave patterns, outstanding requests, staffing coverage and critical service periods. This can support planning and reduce last-minute disruptions. Second, the low mean on taking leave without fear of negative consequences deserves management attention. The result suggests that employees distinguish between having an entitlement and feeling safe to exercise it. Clear communication, consistent approval procedures and managerial accountability may therefore be as important as the written policy itself.

Third, the findings imply that family-responsive leave matters to public-university administration. Childcare emergencies, health needs and family obligations are not necessarily predictable. A system that provides lawful and orderly ways to respond to such events may reduce the need for employees to manage urgent personal problems while trying to remain fully engaged in office duties. Fourth, service quality should be included in discussions of staff welfare. Leave policy is often evaluated in terms of entitlement and compliance. The evidence suggests that its administrative consequences should also be considered. This does not turn leave into a performance-control tool; rather, it recognizes that employee welfare and service continuity are connected.

8. Conclusion

This paper examined leave policies and service delivery quality among non-academic staff of Ebonyi State University. The evidence shows a moderate and statistically significant positive association, with rho = .512 and beta = .523, while the regression model accounted for 27.4% of the observed variation in service delivery quality. The descriptive results also reveal an important implementation gap: staff strongly recognized the value of leave for work-life balance, but fewer felt able to take leave without fear of negative consequences. The central lesson is therefore not that more leave automatically produces better service. It is that leave is potentially valuable as an organizational resource when it is accessible, fairly implemented, predictable and supported by continuity arrangements. Within JD-R Theory, such arrangements can help employees manage competing demands and sustain effective work functioning. The study adds institution-specific evidence from a Nigerian public university and supports a Public Administration approach that treats employee welfare and service continuity as connected responsibilities.

9. Recommendations

1. EBSU should strengthen transparent leave administration: Leave procedures, approval responsibilities, expected timelines and documentation requirements should be clear to staff and consistently applied across administrative units.

2. Management should address the fear of negative consequences associated with taking leave: Supervisors should be encouraged to treat legitimate leave as an approved employment provision rather than as a sign of weak commitment, while abuse of leave should continue to be managed through established procedures.

3. Human Resource Management should introduce simple leave-monitoring and continuity plans for units with time-sensitive functions: Before approving extended or overlapping leave, units should identify essential tasks, handover arrangements and temporary workload coverage.

4. Family-related leave needs should receive clearer administrative attention: Where the Public Service Rules permit relevant leave, staff should be able to access it through predictable procedures, particularly for maternity, paternity, health and compassionate circumstances.

5. Leave data should be used for workforce planning: Patterns of frequent short-term absence, long pending requests or heavy leave pressure in specific units can help management identify workload or staffing problems rather than treating every absence as an individual problem.

6. Future policy reviews should distinguish formal availability from practical usability: A leave policy should be judged not only by whether it exists but also by whether employees understand it, can use it and can do so without unnecessary uncertainty.

10. Limitations and Future Research

The study used a cross-sectional survey and self-reported measures from one Nigerian public university. It therefore cannot establish causal direction and may be affected by common-method or response bias. The 48 non-respondents could not be compared systematically with respondents. Future research should examine multiple public universities; use longitudinal or repeated-measure designs where feasible, combine employee perceptions with administrative service indicators, and test whether staffing coverage or managerial support changes the relationship between leave practices and service quality.

References

Alex-Uzomah, A., Gambo, A., Obalum, C., Aliyu, M., & Ofili, C. (2026). Work-life balance policies and employee performance in the National Pension Commission (PENCOM), Nigeria.

Asif, T. (2026). *Work-life balance: A comprehensive multidisciplinary research analysis of concepts, determinants, consequences, and evidence-based interventions*. National Louis University dissertation.

Bakker, A. B., & Demerouti, E. (2024). Job demands-resources theory: Ten years later. Annual Review of Organizational Psychology and Organizational Behavior.

Bello, et al. (2024). Work-life balance and employee performance in Nigerian public institutions. [Bibliographic details as cited in the thesis].

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499–512.

Demerouti, E., Peeters, M. C. W., & van der Heijden, B. I. J. M. (2012). Work–family interface from a work psychological perspective: Development and research agenda. Journal of Occupational Health Psychology.

Ezeani, C., & Udenta, J. (2026). Leave policy and performance of employees in universities in South East Nigeria: The nexus. Journal of Policy and Development Studies, 18(2), 14–35. https://doi.org/10.4314/jpds.v18i2.2

Federal Government of Nigeria. (2021). Public service rules (PSR), 2021 edition. HoCSF/Federal Civil Service Commission.

Federal Government of Nigeria. (2021). *Public service rules (PSR), 2021 edition*. HoCSF/Federal Civil Service Commission.

Ikie, D. N., & Chukwueme, K. K. (2026). The impact of work-life balance on employee performance: A study of the University of Abuja. Journal of Research in Administrative Sciences, 15(1), 117–128.

International Labour Organization. (2023). Working time and work-life balance around the world. International Labour Office. https://www.ilo.org/publications/working-time-and-work-life-balance-around-world

International Labour Organization. (2023). *Working time and work-life balance around the world*. International Labour Office. https://www.ilo.org/publications/working-time-and-work-life-balance-around-world

Makama, L. L., Pepple, G. J., Fajulugbe, A. T., & Ene, O. E. I. (2025). Work-life balance initiatives and job satisfaction: A comparative study of employees in Nigeria and an international context. Nnadiebube Journal of Social Sciences, 6(3), 90–108.

Memon, S., Bhutto, A., & Chowdhry, B. S. (2025). We also matter: Investigating organizational support and recognition mechanisms for non-academic staff in public universities. Qlantic Journal of Social Sciences and Humanities, 6(1), 380–392.

OECD. (2024). *Society at a glance 2024: OECD social indicators*. OECD Publishing. https://doi.org/10.1787/918d8db3-en

Okogba, F. N., Efefairoro, Z. O., & Ubogu, E. O. (2025). Work-life balance and employee performance at the Federal Medical Centre, Asaba, Delta State. BW Academic Journal, 2(1), 99–107. https://bwjournal.org/index.php/bsjournal/article/view/2828

Saidin, K., Wan, P., Halim, W. A., & Solihah, W. F. (2024). A synthesis towards the construct of job performance: Dimensions and theoretical approaches. Pakistan Journal of Life & Social Sciences, 22(2), 18–27.

Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. Clinical Nurse Specialist, 34(1), 8–12. https://doi.org/10.1097/NUR.0000000000000493

Sudson, B., & Hinthaw, K. (2025). Organisational support as a mediator between work-life balance and job performance in universities. Journal of Organizational Behavior Research, 10(3), 137–147. https://doi.org/10.51847/Qn3PuxHHb4

Udegbunam. (2026). Welfare administration and employee service delivery in Nnamdi Azikiwe University, Awka, Anambra State. European Journal of Business and Management Research, 8(4), 118–129.

Udoh, A. O., Jack, I. F., & Nwogu, U. J. (2024). Assessing the effectiveness of work-life balance initiatives and service delivery in tertiary educational institutions in Akwa Ibom State. International Journal of Innovative Psychology & Social Development, 12(2), 97–112.

Uwa. (2025). Work-life balance and employee performance in the Nigeria Correctional Service, Akwa Ibom State. University of Nigeria Nsukka doctoral thesis.

Vaziri, H., Wayne, J. H., Casper, W. J., Lapierre, L. M., Greenhaus, J. H., Amirkamali, F., & Li, Y. (2022). A meta-analytic investigation of the personal and work-related antecedents of work-family balance. Journal of Organizational Behavior, 43(4), 662–692. https://doi.org/10.1002/job.2594

Voydanoff, P. (2005). Toward a conceptualization of perceived work-family fit and balance: A demands and resources approach. Journal of Marriage and Family, 67(4), 822–836. https://doi.org/10.1111/j.1741-3737.2005.00178.x

Zaitouni, M., Hewapathirana, G., Mostafa, M., Al Hajj, R., & ElMelegy, A. R. (2024). Work-life balance: A landscape mapping of two decades of scholarly research. Heliyon, 10(14), e34084. https://doi.org/10.1016/j.heliyon.2024.e34084