



Training And Employees Job Satisfaction in Selected Tertiary Institutions in Mubi Metropolis: A Proposed Moderating Framework of Work-Life Balance

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Abstract

This conceptual paper analyzes the correlation between employee training and job satisfaction at certain tertiary institutions in Mubi Metropolis, emphasizing the moderating influence of work-life balance. In the modern educational environment staff development through training is crucial for improving employee proficiency which may lead to job satisfaction. The degree to which training enhances job satisfaction may be contingent upon various contextual factors, particularly employees' capacity to reconcile professional obligations with personal life demands. Utilizing pertinent theoretical frameworks, such as human capital theory and social exchange theory, the paper presents a model that identifies training as a significant predictor of employee job satisfaction, with work-life balance acting as a moderating variable that affects the intensity and nature of this relationship. This paper enhances existing literature by incorporating work-life balance into the relationship between training and job satisfaction in Nigerian tertiary institutions, a field that is still inadequately examined. It establishes a foundation for empirical research and presents practical implications for institutional administrators and policymakers, highlighting the necessity for comprehensive human resource strategies that integrate effective training programs with policies that foster work-life balance.

Keywords: Training, employee's job satisfaction and work-life balance

I. Introduction

Employee job satisfaction has attracted considerable attention in organizational and educational research due to its influence on productivity, commitment, and institutional effectiveness. Job satisfaction refers to the extent to which employees feel positively about their jobs, encompassing emotional reactions, attitudes, and

perceptions toward work tasks, supervision, remuneration, and work environment. In tertiary institutions, job satisfaction among academic and non-teaching staff is critical because it directly influences teaching effectiveness, research productivity, administrative efficiency, and the overall performance of the institution. When employees feel satisfied with their roles, they tend to demonstrate higher commitment, creativity, and engagement in both instructional and support functions. Conversely, dissatisfaction often leads to reduced motivation, lower productivity, absenteeism, and increased turnover intentions, all of which can destabilize institutional operations and weaken academic standards (Jehanzeb & Bashir, 2021). Therefore, ensuring high levels of job satisfaction among both academic and non-academic staff remains a strategic priority for enhancing institutional stability and long-term success (Jehanzeb & Bashir, 2021).

Employee training plays a vital role in equipping staff with updated knowledge and pedagogical skills required to meet the dynamic demands of higher education. Effective training enhances job performance, reduces work-related stress, and increases employees' ability to cope with technological and academic changes (Aguinis & Kraiger, 2020). Empirical studies suggest that well-designed training programs positively influence job satisfaction by fostering a sense of competence and career growth (Jehanzeb & Bashir, 2021). However, the effectiveness of training in improving job satisfaction may not be uniform across individuals, as other contextual factors, such as personal responsibilities and organizational climate, can influence this relationship. One such contextual factor is work-life balance, which refers to the degree to which employees are able to harmonize their work responsibilities with family and personal life demands. Work-life balance has become increasingly important in modern organizations,



particularly in the education sector, where academic staff often face heavy workloads, research pressures, and administrative responsibilities (Greenhaus & Allen, 2011). When employees experience a healthy balance between work and non-work roles, they tend to report higher levels of well-being and job satisfaction. Conversely, work-life conflict can lead to stress, burnout, and reduced organizational commitment (Frone, 2019).

This study is unique in the following respects: Firstly, it tries to simultaneously test the relationship between training, work life balance and employees' job satisfaction. Secondly, this study will be conducted in Nigeria's tertiary institutions, most especially within Mubi Adamawa State, Nigeria. Most of the previous training and employee job satisfaction studies (Susanto, Hoque & Jannet, 2022;) were conducted in the western, Asian countries and southern part of Nigeria thus providing only limited knowledge about the nature of Training and employee job satisfaction.

Objective of the Study

The following objectives were formulated to establish a causal relationship between the independent variable and dependent variable of the study as well as the moderating variable respectively:

- 1) Examine the relationship of training with employee's job satisfaction in selected tertiary institutions in Mubi Metropolis.
- 2) Assess the relationship of work-life balance with employee's job satisfaction in selected tertiary institutions in Mubi Metropolis.
- 3) Find out the moderating relationship of work-life balance between training and employees' job satisfaction in selected tertiary institutions in Mubi Metropolis.

II. Literature Review

Concept of Employees Job Satisfaction

The concept of job satisfaction is viewed through different lenses by various scholars; Greenberg and Baron (2018), viewed it as a feeling that can produce a positive or negative effect toward one's roles and responsibilities at work. George and Jones (2015), explain job satisfaction as a combination of feelings and beliefs, which include the mental, emotional, and physical domains. Arnett, Laverie and McLane's (2015) observed job satisfaction is reflected as an employee's general affective assessment of himself or herself in the

context of his or her job. Baridam and Nwibere (2018) defined job satisfaction as the degree to which an individual feels negatively or positively about the various facets of job tasks, the work setting, relationship with co-workers and the job itself. An individual with a significant level of job satisfaction holds uplifting frames of mind towards their activity while an individual who is less satisfied with their jobs holds negative dispositions about the job (Puskpakumari, 2018). Job satisfaction is conceptualized in this study the employee level of positive feelings toward their job particularly as it relate to their individual needs, expectations and personal values.

Concept of Training

Wambura, (2025); Ngema, Rajlal and Utete, (2021) explained training as a systematic process of planned activities through which employees acquire specific skills and knowledge to enhance job performance and contribute to organizational goals, especially in competitive and evolving work environments. It is an organized effort by employers to equip staff with relevant competencies that improve performance, prepare employees to handle work challenges, and support the achievement of broader institutional objectives (Oluwaseun, 2018). Abugre and Anlesinya, (2020) defined training as employee participation in organized learning programs that aim to improve individual competencies, boost performance outcomes, and positively influence workforce behaviors, thereby contributing to organizational sustainability. This study consider training as an organizational efforts put in place to adequately equip the employees from time to time to meet up with expectations of their growing work demands.

Overview of Work-Life Balance

Work-life balance refers to the ability of an individual to manage the demands of both work and personal life in a way that promotes satisfaction in each domain. Work-life balance is the capacity to fulfill multiple responsibilities without experiencing stress or role conflict. Kalliath and Brough (2021) describe it as achieving a satisfactory level of involvement in both work and non-work roles. Beauregard and Henry (2019) explained that work-life balance reflects an individual's ability to meet work and personal responsibilities while pursuing personal interests and wellbeing, reinforcing the idea that balance requires continuous adjustment to changing circumstances. Haar, Russo, Suñe, and Ollier-Malaterre (2021) further suggest that balance is shaped by an individual's perception of control



over their time and energy, emphasizing autonomy and self-management as essential components in reducing the negative impact of work on personal life. For this study work life balance is the degree to which an employees shared and manage his time well in carrying both personal and organizational responsibilities.

Training and Employees Job Satisfaction

Training is widely recognized as a critical factor in enhancing employees' skills, knowledge, and competencies, which directly influence job satisfaction. According to Olaniyan and Ojo (2020), effective training equips employees with the necessary tools to perform their jobs efficiently, leading to a sense of accomplishment and improved morale. Employees who feel competent and confident in their roles are more likely to exhibit positive attitudes toward their work and the organization. Adeyemi and Salami (2021), explained that employees who perceive their employers are committed to their development demonstrate higher commitment, lower turnover intentions, and greater job satisfaction. According to Gabriel et al. (2022), training initiatives in organizations have been linked to higher levels of intrinsic motivation, which contributes positively to overall job satisfaction. Employees who are motivated through learning and development are more likely to perform better, take initiative, and remain loyal to their organizations. Salami and Okafor (2024) examined the link between training and job satisfaction among employees of SMEs in Kano State. Adopting a cross-sectional survey, they purposively sampled 240 employees from a population of 1,200. Structured questionnaires were the primary source of data, analyzed through descriptive statistics and regression. Results showed that access to training opportunities and organizational support significantly improved job satisfaction. The study concluded that SMEs benefit from structured employee training and recommended government incentives to encourage SME training programs.

HO1: *Training has no significant effect on employees' job satisfaction in selected tertiary institutions in Mubi Metropolis.*

Work-Life Balance and Employee Job Satisfaction

Kossek, et al., (2021), posit that employees who achieve a balance between work and life domains tend to experience less stress, higher well-being, and improved job satisfaction. This implies that the positive effects of training on job satisfaction are enhanced when employees maintain

a good work-life balance (Sharma & Kaur, 2019). Employees who can attend training sessions without compromising personal responsibilities are more likely to internalize new skills and apply them effectively, translating into greater satisfaction at work. Conversely, employees with poor work-life balance may view training as an additional burden. The relationship between work-life balance and employee job satisfaction is therefore both direct and reciprocal. Organizations that prioritize work-life balance through policies such as remote work options, flexible hours, and leave arrangements create a supportive environment that enhances employee morale and retention. In contrast, poor work-life balance often leads to stress, absenteeism, and decreased job satisfaction.

HO2: *Work-life balance has no significant relationship with employees' job satisfaction in selected tertiary institutions in Mubi Metropolis.*

Work-Life Balance, Training and Employees' Job Satisfaction

Inegbedion (2024) examined the relationship between work-life balance, job satisfaction, and employee commitment across multinational firms in Nigeria using cross-sectional survey design with 370 employees. The findings indicated that work-life balance positively influenced job satisfaction, which in turn affect employee commitment. Makama, Pepple, Fajulugbe, and Ene (2025) conducted a qualitative case study on MTN Nigeria to examine how work-life balance initiatives influence employee job satisfaction using purposive and snowball sampling, their data analysis revealed that work life balance significantly improved employees' perceptions of job satisfaction. Aripko and Eventus (2025) explored the effect of work-life balance on job satisfaction among female bankers in Calabar, Cross River State, using a cross sectional quantitative survey, Data was collected through structured questionnaires and was analyzed using descriptive statistics. Results showed that work life balance positively influenced job satisfaction.

HO3: *Work-life balance does not significantly moderate the relationship between training and employees' job satisfaction in selected tertiary institutions in Mubi Metropolis*

Theoretical Framework

This study is anchored based on Human capital theory and the Spillover theory. These theories collectively help explained how employee training influences job satisfaction and how work-life balance can moderate this relationship. Human



capital theory by Becker (1964), explained that employees' knowledge, skills, and competencies acquired through training, enhances their productivity and performance. In the context of organizational management, this theory suggests that investment in employee training not only improves employees' skills but also positively influences their attitudes toward their jobs, resulting in higher job satisfaction. In tertiary institutions, structured training programs equip academic and non-teaching staff with skills that improve teaching, research, administrative efficiency, and overall professional development, thereby enhancing job satisfaction.

Secondly, the spillover theory by Edwards and Rothbard (2000), explained how experiences in one domain of life, such as work, can transfer positively or negatively to another domain, such as personal life. Work-life balance (WLB) is a key factor in determining the quality of this transfer. Employees who maintain a healthy balance between work responsibilities and personal life are likely to experience positive spillovers, such as reduced stress, increased motivation, and higher satisfaction at work. Conversely, poor balance can result in negative spillovers, including burnout and dissatisfaction.

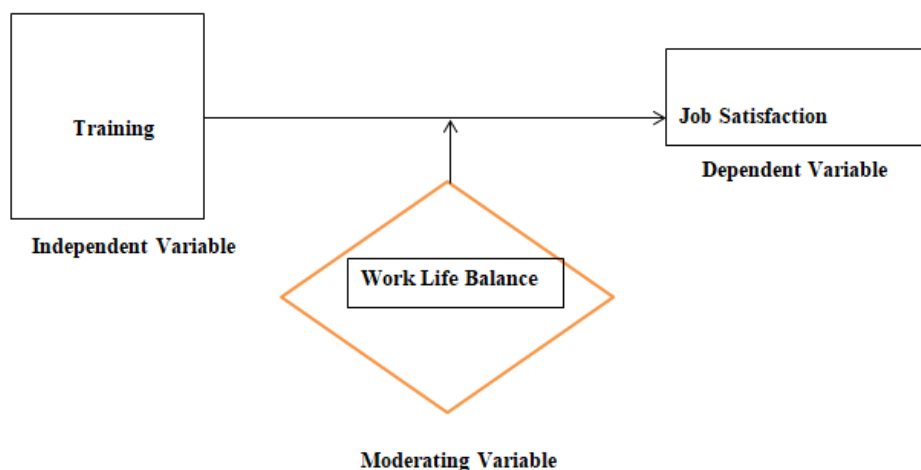
Human Capital Theory is appropriate because the study focuses on training as an

investment in employee capabilities that can enhance job satisfaction. Spillover Theory complements this by providing a lens to understand how external factors, specifically work-life balance, can moderate the effectiveness of training on employees' attitudes and satisfaction. Together, these theories provide a comprehensive understanding of both the direct and conditional mechanisms influencing employee satisfaction in tertiary institutions in Mubi metropolis

Proposed Model of the Study

The theoretical basis for this study is constructed by in cooperating work life balance in the relationship between training and job satisfaction. Existing studies investigate job satisfaction using training and other variables but specifically the current study expand the model by introducing work life balance as a moderator to influences the strength or direction of the relationship between training and job satisfaction. A harmonious equilibrium between professional duties and personal lives enhances the efficacy of training on job satisfaction. Conversely, inadequate work-life balance may undermine this relationship, as stress and burnout can diminish the advantages derived from training. This model would serve as a basis for testing the research hypothesis.

Figure 2.1 Research Model



This model assumes that in higher tertiary institutions where academic and administrative workloads can be demanding training alone may not fully translate into higher job satisfaction unless supported by policies that promote work-life balance. Therefore, the interaction effect between training and work-life balance is critical. Overall,

the proposed model suggests that while training directly enhances job satisfaction, its effectiveness may be significantly moderated by the level of work-life balance experienced by staff in higher tertiary institutions.



Population and Sample size of the Study:

The population of this study is 3212 comprises of staff of Adamawa State University Mubi, Federal Polytechnic, Mubi and College of Health Technology, Mubi. Specifically, the population of Adamawa State University, Mubi is 667 staff, Federal Polytechnic, Mubi 2,418 and College of Health Technology (127) consisting of both senior and junior staff. In determination of the sample size, Taro Yamani's formula (1964) was adopted

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

$$n = 3212 / 1 + 3212(0.05)^2$$

$$n = 3212 / 1 + 3212(0.0025)$$

$$n = 386.8 \text{ i.e., } \approx 387$$

Therefore, the sample size for this study is 387

Proposed Data Collection Method

A structured questionnaire consisting with closed ended multiple choice questions would be used. The questionnaire would be divided in to three segments. A five point likert scale ranging from one (1) representing strongly disagree to five (5) representing strongly agree would be employed. The questionnaire would be administered across the higher by the researcher himself. The questionnaire would be design using English language because is the official language in Nigeria.

III. Conclusion

Studies have suggested that training influences job satisfaction among institutional employees positively or negatively depending on the context of the study. The job satisfaction is considered very important for any as it reduces turnover and leads to sustainability. Organization's success depends on job satisfaction among employees and lack of job satisfaction is detrimental to the organization's success. This paper is an attempt to contribute to theory building of training and employees' job satisfaction as well as making meaningful contribution to management strategic decisions. The paper therefore, proposes to empirically assess the effects of training on employees' job satisfaction by using the higher tertiary institutions in Mubi Adamawa State. This paper will, therefore, bridge the literature gap by providing firsthand information regarding the relationship between training and employees Job satisfaction within a new research context Mubi, Adamawa State, Nigeria. However, this study would practically provide bases for improving effective functioning of the Nigeria's public higher institutions.

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