





fixed to run for a period of time (Adam, kings, & Kings, 1966, Williams & Boushey, 2010). Though there is a clear point that opines that work, apart from the financial benefits is what divides and place members of the society into the various strata.

Work is very important and it supports the teachers or employees in meeting up with the demands in the family. Especially in the era and time in the nation's life when there is a complete disjointed relationship or better put a loose link between the tertiary education supply of labour and the demand for labour (Odou, Anietie & Ehule, 2019). In most case scenario, the teachers whom by virtue of merit is hired to teach in the school amongst his team or colleagues who were also drawn from the overpopulated workforce in the labour is expected to be self motivated to do the job by looking out for intrinsic factors to sustain their interest on the job (Ehule, Ibara & Anietie, 2019).

It is also a true fact that in the Nigeria arrangements, the educational system appears to be one of the highest employers of labour, and these tendencies have made even the unprofessional teachers who may be academically qualify to compete with the professional teachers who are trained to do the job. It then, becomes a matter of getting the job with whatever means. In fact, there seems to be more competition among the various graduates who studied education and those that studies other unrelated discipline. When a teacher has crossed this highly competitive stage, it is expected that the teacher should devout a good number of their time towards ensuring that they renders good and professional services.

The teacher works in an environment that needs them to act in various capacities as it is supposed to be and supported by the principle of *in-loco-parentis*. The teachers after performing their primary instructional delivery roles, it has become even more important that they must also be able to perform their family roles at home. The teachers are required to spend time with their students and understand the peculiar need of every student. The normal routine of a teacher streams from planning instructional delivery, teaching, and manning other delegated roles in the school (Alen, 2009). In fact, the teacher in a clear instance would have to manage the densely populated student in most of the public schools by trying to cope with the marking the scripts, giving regular assignment, conducting formative assessment, lesson note preparations, and in rear cases when there is no school counselor, the teachers are also expected to fit in as counselors. Other activities in school demands that the teachers should fully participate and be fully present in the school all through the work hours and term.

The list of what the teacher should do has even become very enormous as there are new changes in the educational system, with unique nature of students who are supposed to be carefully given all the attention and same presume arises from home. In some cases, it becomes worst when the teachers are the breadwinner in the family. For fathers who double as a teacher, the family expects that there should be no lapses in his fatherly role to the family members. The male teacher must be willing to give support to family members is expected not to let any gap open but also fill in all gaps that he or she is expected to bridge. Make teachers who are not

married faces pressure posed by peers to make out time for other recreational activities like vacation, outings, and social functions.

To the female teachers who are married, the African society expects by virtue of tradition that she must not lag behind in performing their marital functions (Judge & Ilies, 2004, Carmeli, 2003). More so, those who double as wife and mother must create time to share nice times with children, family members and also maintain cordiality with other members of the family (Williams & Bousey, 2010). This are not added to other pressure generated outside the family circle. The female teachers who are not married are expected to maintain their role in the family as a daughters, aunt's, sisters and other form of defined relationship whether related by blood or not. They are expected to partake in almost all the family activities and still maintain their place of effectiveness in the school. This and may bothers are a minute part of all the pressure that are generated from the school and family. The male teachers must also meet up with other roles that are outside the family cycles and these roles may be flowing in from other social, political, cultural or religious affiliations. It is however very interesting to note that these roles must be performed without any default and within a given time; therefore posing stress on the employee or teacher and other health related issues (Health Canada, 2008, Judge, Ilies & Scott, 2006; Heller & Watson, 2005). The teacher is now left with nothing else than to find out a way to balance work and family life. The necessity of the balance is based on the fact that conflict of role exists and this roles most times are supposed to be performed by the teacher within the same time and with same effort to retain the job and to maintain a healthy family relationship. It is clear that work role are highly supervised and results-based which are measure by the way the teacher is able to complete the teaching task which by mere which are considered highly demanding and needs concentration.

Most importantly, the teachers are aware of the crucial role played to them by their family members. In fact they share more of their time with the family while the rest of the times are share between the school and other social activities (Beauregard, 2006). It could be that when there is a lift in the level of effectiveness in one side the other side becomes worse off. Hence the teachers, who are aware that there must be a crucial and healthy relationship between them and their family members, are also aware that the school itself seems to possess similar characteristics (While, 2009). In the school, the teachers are expected to do their best in maintaining a better relationship with the students. Among these also exists the demand for the teachers to ensure that the multiple objective of the school be achieved. Hence the study will investigate management of work and family life for improved service delivery in public senior secondary schools in Rivers State.

### **Statement of the Problem**

The school is supposed to be a place where there is a collection of professionals who are employed to perform their roles to the best of their knowledge and also ensure that these roles are performed with the intent of ensuring quality. The school is supposed also to function with

strict adherence to time. It is also true that there are a lot of things that competes for attention of the teacher. The teachers are at the centre stage of instructional delivery in the school, apart from that, they have a lot of other delegate's roles that fall within the purview of their job description. This work generates pressures and stress to the teacher and also for their time resources which are limited. In the midst of this pressure, there are also pressures which emanates outside the family. The teachers who are supposed be effective in school and at the family needs to strike a balance between them (Trembley & Cohen, 1999). Oftentimes, the teachers are seen using official times to address family related issue while family times are used to address work related issue. The main point is that when a teacher continues to do this, the work in the school will suffer and it serves as a drawback for the achievement of secondary educational goals. If there is a continuous conflict in the family and work role if teacher, there is every tendency that the teacher will be ineffective in work delivery. Furthermore, the situation applies to the family also, because when the teacher gives more time to work, there is tendency for there to be lapses in their family role which may affect the teacher's relationship with the family, and this may also have a terrible effect on the job. While the teacher may spend time to fix broken family relationship and adjust to being effective at the family level, the work may terribly suffer. To proffer a solution to this, researchers have researched majorly on work-family balance, and government has ensured that the school work hours terminate by 2pm. But nevertheless, the researchers having more emphases on work-family balance seems to neglect the fact that work-family balance ought to have viewed from management perspective. Hence these researches have only addressed issues related to balance and management of work-family life. Also, the government having maintained a short time of about 8 hours works time for teachers; it also becomes very glary that the time is not even enough as teachers are seen bringing works which are supposed to be done at home for the purpose of meeting up through using family time. As this tends to continue, there is tendency that the students will be at the receiving side while the family would also be at the losing side if this work-family life is not properly managed; hence this study will investigate management of work and family life for improved service delivery in public senior secondary schools in Rivers State.

### **Purpose of the study**

The main purpose of the study is to investigate Management of Work and Family Life for Improved Service Delivery in Public Senior Secondary Schools in Rivers State, but specifically, the study intend to:

1. Find out teacher's perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State.
2. what are the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State.

## Research Questions

1. What is teacher's perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State?
2. What are the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State?

## Hypotheses

1. There is no significant difference between male and female teachers on the teacher's perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the male and female teachers on the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State.

## Management

Management is a concept that has to do with mobilizing human and material resources for the purpose of achieving predetermined organisational goals and with a given time frame (Hart, 1998). Management can also be seen as those experience groups of individuals who are set aside to ensure that the organisation achieves its aim (Legge, 1999). The resources to be managed include the time resources that are let at the disposal of the individual (Kare, 1999). At the teaching level, the teacher manages when he or she mobilizes resources to ensure that they achieve the objective of quality instructional delivery. This implies that the teacher must allocate time, skills, and other resources to foster the achievement of secondary educational goals.

## Management of Work and family life

The teachers as individuals are highly priced resource persons, though this may not be the regular narratives in the Nigerian context, but the teacher is faced with lot of things competing for their time and attention. To this end, work and family life management may entail the ability of the teachers to outline and utilize strategies to ensure that work life is maintained and effective at the same level without the either of the work or family being worst off. This implies that the teacher manages the work and family life effectively when the family or work is not neglected (Tremblay, 2004; Kirchmeyer & Cohen, 1999). This in successful management of work-family life, the work place must feel the impact of the employee towards the advancement of the organization, while the employee for the purpose of work is not expected to create a vacuum in the family (Windebank, 2001). By implication, a teacher is able to manage work and family life when they are able to be effective at the school by teaching and performing other roles without neglecting their role at home by creating a vacuum that makes the family worse off.

## **Work-family Balance**

In the midst of the work pressure which has the potency of often generating work stress, the teacher is always at a course road to balance work-family. Most times, the balancing work and family entails the ability of the teacher to be able to make sure that there is no conflict between the work and the family life (Cinamon, 2006). Other definitions have made an attempt to explain the concept by factoring in some predictors, and outcome of the work and family conflict (Duxbury & Higgins, 1994; Gerts, Taris, Kompier, Dikken, VanHooff & Kinunen, 2005; Greenhaus, Parasuraman, & Collins, 2001). What ought to be managed in essence includes the tension and negative work and family spillovers. Consequently, work mode may determine the kind of relationship that ought to be dished out to the family members. When member of the family reacts in a way that seems unusually negative, one of the first questions is asked to ascertain the work situation before arrival at home (Kosseck & Ozcki, 2001). Even after them, the teacher must also ensure that there is a cut between work and home role. This is not ordinarily possible as in the case of teachers in Nigeria. Some teachers brings work which is supposed to be done in school to the home and attempts are made to ensure that the time at home is shared with the work that has been brought home (Grant-Vallone, Dnalson, 2001). Hence, work and family life management talks about a form of ensuring that the roles at work (school) and that of the family are mutually compatible and complimentary. When there is no management of this two side if work and family, scholars terms this situation a work-family conflict which is a situation where the work role and the family role does not overlap and complement each other. In these terms, the conflict is more pronounced when there is less attention given to one than the other.

According to Grzywacz and Bass, (2003); Hill, (2005); and Graham, (2005), it may be worrisome to note that where the work or family appears to be more relevant in terms of topping in the scale of importance, it grossly makes the life of the teacher at home very complex and pressure full. It may be safe to state that either the work or family life is to the teacher the most relevant based on her scale of preference and time allotment. It is revealed through the extent he or she allocates time resources (Tremblay, 2004). Notwithstanding, there is always a severe conflict between the two role of work (school) and family life (other family role or relationship). Definitely, work and family life management entails the ability of the teacher to manage relationship, role, and resources in a way that compliment each of the work and family life pressure in way that work and family life ensure the success of each of the role. In essence, it means that the teacher who manages his or her work role in a way that supports her role in the family and even makes her more effective in the family is and should be able to manage her family role in a way that makes her even more effective in the work place. But the big question has always been how?

Scholars have attempted to explain this possibility by use of matrix and other forms of tools to present a better explanation (Kinunen, Geurts, Munno, 2004). To this extent, the attempt to explain the point of compromise between the work and family life has even become difficult by the virtue of participation in the work effectively; is a negative point in the work role (This is

because the teacher still has the same time to but different role competing for the time resources. Though work family balance may mean more or other things that exceeds the ability to ensure that the work and family life do not come or interfere with each other. There is a belief that the level of effectiveness of an employer is based on the fact that he or she is enhances by the experience acquired through performing the family role.

### **Work-family life facilitation**

One of the ways that work and family life management can be achieved is in the bid to make these two roles mutually beneficial. In fact, there are schools of thought that believes that the actual act of managing the work and family pressure is to ensure that both roles strengthens the performance of the other, and this is in line with the concept of work-family facilitation (Frone, Russel, & Cooper, 1992). Mainly, work-family facilitation is summed that the effectiveness of the teachers or employee at work place is based on the experience that is gained at home. By implication, this means that the work of the teacher at home, for instance management of role at home implies that the teacher by transposing this role effectively can also managed classroom. There is a long standing trend that supports this fact, as one given by Duxberry and Higgens (1994). In practical terms, parents would feel better when their children are taught by teachers who exhibits home caring qualities. The qualities is must have learnt through routine and practical experiences at home which includes how to handle children at home. Hence, management of work and family life entails that there should be a constant application of each experience in both situations. When a teacher is experienced in management of children behaviour through their training in as teachers, the experience can be applied at home to ensure that they become even more effective as a father, brother, mother etc. Though through managing work and family life, the teacher will be able to understand the ratio of time that needs to be given to any of the two (work and family). A good management of time would also imply that none of roles suffers neglect. This is because; there is a tendency that the effectiveness at work place and family is measured differently (Alen, 2009). For instance, at work place, effectiveness may be measured by how the staff is able to add value by completing task and performing roles above minimum requirement. While at home, being effective has more to do with emotions, quality of time spent, and contribution to solving family problem. The teacher, in this case a manager is expected to meet the need of her job and family role without letting one or the other to suffer (Grahams, 2005).

However, one of the considerations often given is one which point to the question of which of the family or work has a higher influence on the teacher or employee (Hill, 2005). In management of work and family life, time becomes a very valuable resource as the level to which the influence of work and family can be measured in the level to which the teacher gives his or her time to any of the work or family.



## **Factors inhibiting work and family life management**

There are a lot of factors that are observable in the management of work and family life. In fact, there's factors may inhibit the ability of the teacher to be able to perform his or her role in the school and also perform their roles at home, some of the factors among others includes:

**Time management:** one of the factors inhibiting teacher in the management of work and family life is the issue of time management. The management of time ensures that the teachers managers their time by allocating appropriate time for work and home. The teachers however sometimes were seen doing other things in school instead of the official duties. A clear case scenario is when a teacher takes off the time for classes for seeking items in school. The continuous act of stealing into official time of the school for personal gains is a hindering factor.

**Carrying over of duties:** another factor inhibiting work and family life management is the act of carrying over duties. It is a continuous act that is found very common among the teachers as they often or sometimes take uncompleted work back home. Some of this work includes marking of scripts at home and using family members to assist in grading scripts, attending to students at home and other official work which causes a very serious conflict between home and work. Also, the teachers may also take works that are not related to their work to school. While they are supposed to teach, prepare lessons, and other official duties, they rather cease that opportunity to do works that are supposed to be done outside the official school time. These and many more are the factors that interplay and in a way inhibiting effectiveness management of work and family life.

**Influence:** when the teacher is being influence by work, it implies that there will be neglect of the family roles, and when a job takes a major part of the family time, the teacher would give only a little time to perform the family role. At most, there will be a decline in the relationship ties with the family while much more relationship will be developed in the family. Evidence has shown that where there is decline in the family role, there is high tendency to improve on the work role. On the other hand, when there is high level of influence from the family, the work is at the mercy of the family. Normally, work is given the needed attention when the family role has been up to satisfaction. These issues are what limit the ability of managing work and family life.

**Supervision:** Supervision implies that at the work time, the teacher is supposed to be supervised to ensure that their jobs are done as expected. Supervision is one of the factors that ensure that the employees gains more of its productive time of the teacher. To principal's with adopts a close supervisory role, the teacher is made to do their work and also ensure that work from home does not interfere with official work. Though when this happens, the teacher is usually stressed from work, and ends up not meeting up with family roles.

**Discipline:** some teachers are not disciplined to manage and stick to allotted time for each class. Teachers most times tries to manipulate times to suit their personal interest. A clear observation

would show that teachers who are not disciplined to the tone of keeping to time of appointment ruins the entire planning.

### Methodology

This study is going to be descriptive survey design, because the researches major aim is to describe the way the variables behave without manipulating them. Hence the researcher describes majorly the characteristics of the variable. The population of the study is all the 276 secondary schools comprising all the 7,142 senior secondary school teachers in the 23 local government areas of Rivers State. Among this number, male were 3681 and 3461 were female. The sample of the population is 378 which will be determined through a strategies random sampling technique. The sample will be in two major strata, which will be classier into the male and female teachers which are 193 (51%) and 185 (49%) respectively. To ensure the validity of the instrument, the questionnaire item captioned "Work and Family life management scale (WFLMS) was content and face validated. Also, the reliability coefficient of the instrument was ensured through the use of Cronbach Alpha which was calculated at 0.78. Mean score and standard deviation was adopted to answer research questions, simple percentage was also used to analyze the responses of the respondents. z-test was also adopted to analyze the hypotheses at 0.05 aloha significant level.

### Results

**Research Question 1:** What are teacher’s perception on management work and family life in Rivers State?

**Table 1:** mean scores and standard deviation on teacher’s perception on management work and family life in Rivers State.

S/n	Items	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_1$	Sd <sub>2</sub>	Mean Set	Decision
		Male (193)		Rural (185)			
1.	I apply my management experience at home to work.	3.52	1.87	3.24	1.8	3.38	Accepted
2.	I seek for family help when am under work pressure	3.02	1.73	2.88	1.69	2.95	Accepted
3.	I set my priorities on daily bases and ensure I accomplish them.	2.64	1.62	2.48	1.57	2.56	Accepted
4.	When the work pressure is high, I give more of my time at home.	2.94	1.71	2.72	1.64	2.83	Accepted

5.	I don't do school work at home to avoid taking family time for work time.	2.63	1.62	2.11	1.45	2.37	Accepted
6.	I establish closer ties with family and open up more communication channels to reach them.	3.64	1.90	3.25	1.80	3.44	Accepted
7.	I make decisions that balances work and family life	3.33	1.82	3.12	1.76	3.22	Accepted
8.	I engage family members with some of my job at home while I find time to play my role at home.	3.28	1.81	2.95	1.71	3.11	Accepted
9.	I draw boundaries between work and family.	3.27	1.80	2.43	1.55	2.85	Accepted
10.	I determine the level of imbalance based on my scale of preference.	3.77	1.94	2.16	1.46	2.93	Accepted
		<b>3.204</b>	<b>1.782</b>	<b>2.734</b>	<b>1.643</b>	<b>2.964</b>	

The perception of teacher's reported shows that they apply management experience at home to work; seek for family help when am under work pressure; set my priorities on daily bases and ensure they accomplish them; when the work pressure is high; give more of my time at home; don't do school work at home to avoid taking family time for work time; establish closer ties with family and open up more communication channels to reach them; make decisions that balances work and family life; engage family members with some of my job at home while I find time to play my role at home; draw boundaries between work and family; and determine the level of imbalance based on my scale of preference. This informs the teacher's perception on management work and family life in Rivers State.

**Research Question 2:** What are the factors inhibiting management of work and family life for improved service delivery in public secondary schools in Rivers State?

**Table 1:** mean score and standard deviation of the factors inhibiting management of work and family life for improved service delivery in public secondary schools in Rivers State.

S/n	Items	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_2$	Sd <sub>2</sub>	Mean	Decision
		<b>Male (193)</b>		<b>Rural (185)</b>		<b>Set</b>	

1.	Time management	3.22	1.79	2.88	1.69	3.05	Accepted
2.	Carrying over of duties	3.86	1.96	2.89	1.7	3.37	Accepted
3.	Influence	3.73	1.93	3.22	1.79	3.47	Accepted
4.	Supervision	3.77	1.94	3.52	1.87	3.64	Accepted
5.	Discipline	2.56	1.6	2.18	1.47	2.37	Not Accepted
	<b>Total</b>	<b>3.428</b>	<b>1.844</b>	<b>2.938</b>	<b>1.704</b>	<b>3.18</b>	

Time management, Supervision, Influence, Carrying over of duties were reported to be factors inhibiting management of work and family life for improved service delivery in public secondary schools in Rivers State.

### Test of hypotheses

**Hypotheses one:** There is no significant difference between male and female teachers on the teacher's perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State.

*Table 3: mean score, standard deviation and z-test of the male and female teachers on the teacher's perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State.*

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
<i>Male</i>	193	376	3.423	1.844	2.82	1.96	Not Accepted
<i>Female</i>	185		2.938	1.704			

Table 3 shows the null hypotheses stating that there is no significant difference in the mean ratings of male and female teachers on the perception on management work and family life for improved service delivery in public senior secondary schools in Rivers State. The z-calculated of 2.82 is greater than the z-critical of 1.96 and therefore the null hypothesis is not accepted.

**Hypotheses two:** There is no significant difference between the male and female teachers on the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State.

*Table 4: mean score, standard deviation and z-test of the male and female teachers on the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State.*

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
<i>Male</i>	193	376	3.204	1.782	2.76	1.96	Not Accepted
<i>Female</i>	185		2.734	1.643			

Table shows the null hypotheses stating that there is no significant difference in the mean ratings of male and female teachers on the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State. The z-calculated of 2.76 is greater than the z-critical of 1.96 and therefore the null hypothesis is not accepted.

### **Discussion of findings**

The perception of teacher's accepted that they apply management experience at home to work; seek for family help when am under work pressure. This is findings has a backup with the views of Allen, HearstDel, bruck, & Sutton, (2000), and Grant-Vallone, Dnalson, (2001). This is stated to support the fact that the teachers or employees may bring back some left over work to the house and eventually seek family support as a means to reduce work pressure.

The respondents also reported that they set their priorities on daily bases and ensure they accomplish them. This in the opinion of Tremblay, (2004) as it can be stated that in setting these priorities, the employee or teacher sets them based on their order of importance and try to achieve them by planning ahead. The respondents also reported that when the work pressure is high; they give more of their time at home and also don't do school work at home to avoid taking family time for work time according to Duxberry and Higgins (1994), it happens because

the teachers tend to also apply work skills at home and home skills at work. The respondents also reported that they establish closer ties with family and open up more communication channels to reach them; and that they make decisions that balances work and family life; engage family members with some of my job at home while they find time to play their role at home. This is consistent with the view of Williams and Bousey, (2010). The respondents also accepted that they draw boundaries between work and family; and determine the level of imbalance based on my scale of preference was also accepted that the teacher's perception on management work and family life in Rivers State. Also, the respondents agreed that time management, supervision, influence, carrying over of duties were reported to be factors inhibiting management of work and family life for improved service delivery in public secondary schools in Rivers State.

The study shows that the null hypotheses stating that there is a significant difference in the mean ratings of male and female teachers on the perception on management work and family life for improved service delivery in public senior secondary schools in Rivers. The study also showed that the null hypotheses stating that there is no significant difference in the mean ratings of male and female teachers on the factors inhibiting management of work and family life for improved service delivery in public senior secondary schools in Rivers State was not accepted.

### **Conclusion**

The study through the review of opinion of scholars has come to the consensus that there is a continuous conflict that exists between the work and family, and the management of the work and family is very important as both they play very critical role in the life of employees. The paper through the findings of the study revealed that the work is very important for the sustenance of the family through the provision of material needs, while the family provides other needs like moral support and others. Hence, when there is an effective management of work and family life, there is tendency that the teacher will become even more effective. Management of work and family life proves that the teacher possess the ability to manage two conflicting needs which a very important characteristics of an effective employee.

### **Recommendations**

1. Various stakeholders of the school should support the teacher in the management of work and family life, by helping in creating a comfortable work atmosphere and moral support for teacher to enable them to manage and balance work and family life.
2. The members of the family should understand the role of a teacher in quality education delivery and encourage their family members who are teachers to work towards effectiveness.

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