



## WORK-LIFE INTEGRATION AND FEMALE LECTURERS' TASK PERFORMANCE IN HIGHER EDUCATIONAL INSTITUTIONS IN IMO STATE, NIGERIA

**B. O. Umeh<sup>i</sup>,  
S. O. Oluwuo,  
J. C. Nzokurum**

Department of Educational Management and Planning,  
Faculty of Education,  
University of Port Harcourt,  
Nigeria

### **Abstract:**

This study examined work-life integration and female lecturers' tasks performance in government-owned higher educational institutions in Imo state. The correlational research design was adopted for the study. Two research questions were answered while two hypotheses were tested. The population of the study comprised 1292 female lecturers in government-owned higher educational institutions in Imo State. The sample size of the study was determined using Taro Yamane formula. A two-stage sampling of proportionate and stratified random sampling technique was used to draw 406 respondents from the strata. Two sets of instruments titled; Female Lecturers' Work-Life Integration Questionnaire (FLWLIQ) and Female Lecturers' Task Performance Questionnaire (FLTPQ) were used for data collection. Face and content validities were ensured by experts including the researcher's supervisor. The reliability coefficient of the FLWLIQ and FLTPQ was calculated to be 0.97 and 0.95 with the help of Cronbach Alpha. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regression and t-test associated with simple regression were used to test the null hypotheses at 0.05 alpha level. It was found that self-management skills predicts female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo state. Based on the findings, it was concluded that work-life integration is positively and moderately significant to female lecturers' tasks performance in higher educational institutions in Imo state. It was therefore recommended among others that female lecturers should adopt SMART goal setting so as to manage their energy properly.

**Keywords:** work-life integration, female lecturers', tasks performance, self-management skills, detailed work objective

---

<sup>i</sup> Correspondence: email [akasm29@gmail.com](mailto:akasm29@gmail.com)

## 1. Background to the Study

Task performance can be referred to as a term for quantifying employees' extent of carrying out job roles and responsibilities at a given place within a specific period of time. Task performance, according to Motowidlo and Kell (2012) is the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period of time and it is the core technical behaviours and activities involved in the job. Also, task performance can be measured with the use of checklist, self-evaluation, and supervisor's observation (Oluwuo & Asodike, 2016). Thus, in academics, teaching performance assessment scale, teacher performance rate and accuracy scale are measurements befitting for task performance (Umeh, 2021).

Work-life integration for female lecturers implies a self-defined, self-determined state of well-being or goals that can be set and reached. Work-life integration gives room for effectively managing multiple responsibilities at work, at home, and in the community (Osaat & Ekechukwu, 2017). This is in line with Shah (2017) who described work-life integration as an ideology that supports physical, emotional, family and community health without negative impact. In essence, work-life integration is striving for work-life effectiveness which is of course superior to balance (Adebayo, 2016).

Notably, lecturers are employees of higher education establishments to undertake teaching, research, community service and administrative duties (Umeh, 2021). The roles and responsibilities of lecturers cover but not limited to interviewing course applicants, lecture planning, preparation and research, contact and teaching time with students, checking and assessing students' work (Oluwuo & Enefaa, 2016). Others are: Encouraging personal development via tutorial or pastoral work, invigilating examinations, attending staff meetings, writing research proposals, papers and other publications, reading academic journals, supervising students and research staff (Oluwuo & Asodike, 2016). Lecturers also promote literacy programs in the host communities of the school, engender public recreational development, foster neighbourhood improvement, and support services, manage research budgets, attend and speak at conferences and seminars as well as prepare bids for funding for departmental research projects (Asodike, Ebong, Oluwuo, & Abraham, 2013). All of these functions are equally performed by both the male and female lecturers at the same time with the same resources. However, the female lecturers are still expected to carry out domestic functions which in most cases, the male lecturers are not available and not expected to do. Hence, female lecturers' task performance is one of the crucial aspects of ascertaining and evaluating the outcomes of higher educational institutions of learning (Umeh, 2021).

Most importantly, higher educational institutions of learning do require female lecturers to provide detailed objectives of their lectures as one of the tools for measuring their performance (Sukirno & Siengthai, 2011). While it certainly makes sense to have clear lesson goals, it is however essential that students need to know not only what they will be learning per class session, but also why they are learning it and how this learning

will prepare them for something worthwhile in the future; this can as well be referred to as female lecturers' tasks performance (Umeh, 2021; Laurillard, Charlton, Craft, Dimakopoulos, Ljubojevic, Magoulas, & Whittlestone, 2013).

Going forward, in order to impact on tertiary students in both character and learning (Woodall, Hiller, & Resnick, 2014), female lecturers are expected to be well organised, explore themselves not only in the domestic realm but also able to develop themselves in the realm of the public (Umeh, 2021). For these to be accomplished, according to as Shah (2017) the following components of work-life integration are pertinent: self-management skills, detailed work objective, mentor-protégée relationship, overseas refresher course, personal digital assistant, effective communication system, and work flexibility. Self-management skills can be referred to as those attributes that help a female employee to feel and be more productive in the workplace (Palvalin, van der Voordt, & Jylhä, 2017). They are skills such as problem solving, resisting stress, managing time, strengthening memory, and exercising often (Umeh, 2021). Self-management skills enable female employees to assume responsibility for their own behaviours and well-being. Detailed work objective implies highlighting list of priorities and consolidating on how to turn them into concrete and measurable goal using SMART (Specific, Measurable, Achievable, Realistic, Time-based) outline (Nworgu & Oluwuo, 2019; Etebu & Oluwuo, 2018). It is ensuring that the organisational goals also satisfy personal goals (Umeh, 2021).

Taking into consideration the aforementioned and briefly explained variables which formed the basis for the independent variable (work-life integration) of this study, it is worth knowing that any higher institution of learning that ignores the life of their female lecturers outside the work environment may find it difficult recruiting and retaining the best of hands (Oluwuo & Asodike, 2016). Additionally, such schools' management may as well find it uneasy to address the high level of poor performances of students in their research projects because any female lecturer that finds it difficult connecting work to family life may likely find it difficult to give the best part of her in her job roles and responsibilities. Hence, this study focused on the relationship between work-life integration and female lecturers in higher educational institutions in Imo State.

## **2. Statement of the Problem**

Personal observations as educationists, as well as recent empirical studies show that women are more naturally disposed towards nurture than men. This is based on the traditional gender roles found in many African societies that place women within the domestic domain as caregivers.

From the studies reviewed, majority of female lecturers do give priority to family over career and therefore in the course of measurement and evaluation of their job roles and responsibilities by scholars, they were found to have low commitment which has kept them behind in their career compared to their male counterparts.

What therefore bothered the researchers is, does work-life integration relate to female lecturers' task performance. In other words, to what extent can work-life integration correlate female lecturers' task performance in higher educational institutions in Imo State?

### **2.1 Aim and Objectives of the Study**

This study was aimed at examining the relationship between work-life integration and female lecturers' tasks performance in government-owned higher educational institutions in Imo state. Specifically, the objectives were to:

- 1) find out the extent self-management skills independently correlates female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria;
- 2) ascertain the extent detailed work objective independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria; and,
- 3) investigate the extent work-life integration (self-management skills, detailed work objective) jointly correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.

### **2.2 Research Questions**

- 1) To what extent do self-management skills independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?
- 2) To what extent does detailed work objective independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?
- 3) To what extent does work-life integration (self-management skills, detailed work objective) jointly correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?

### **2.3 Hypotheses**

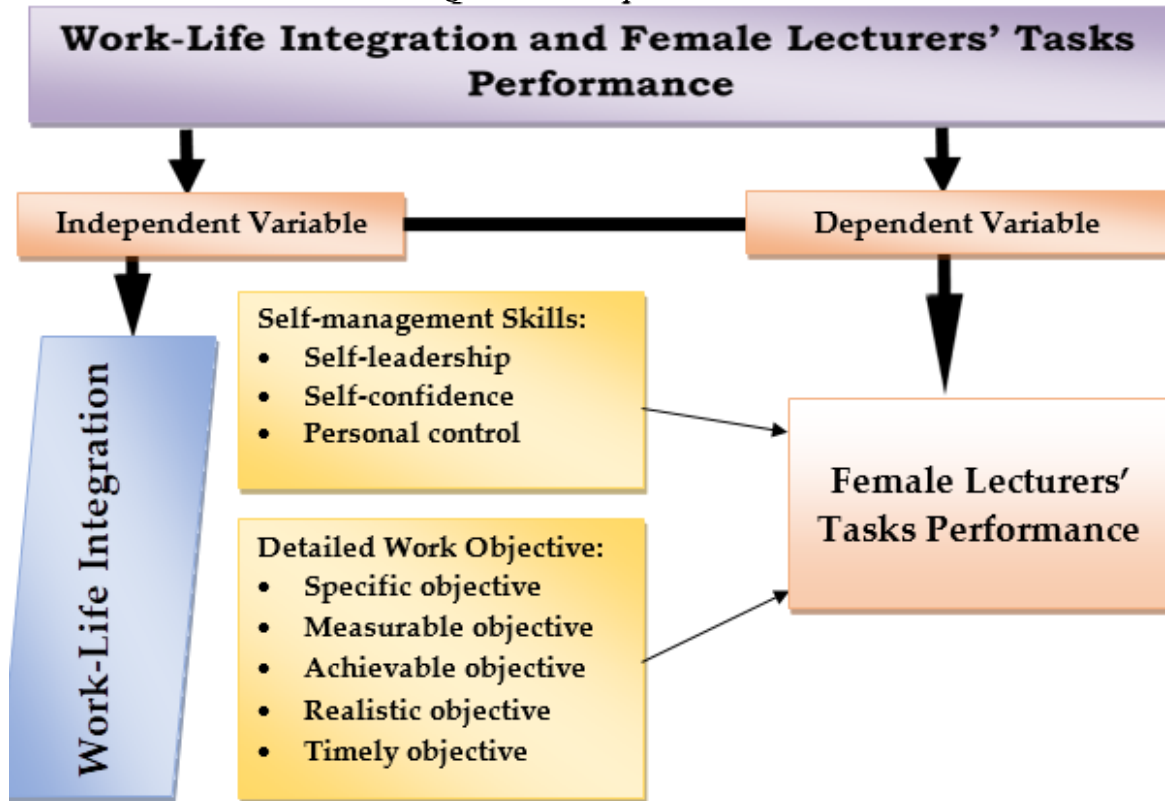
The following three (3) null hypotheses were tested at 0.05 level of significance

- 1) Self-management skills do not significantly independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.
- 2) Detailed work objective does not significantly independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo State, Nigeria.
- 3) Work-life integration (self-management skills, detailed work objective) does not significantly jointly correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria

## 2.4 Conceptual Framework

The concept of this study is situated on self-management skills and the impact of detailed work objective on work-life integration in the tasks performance of female lecturers' in higher educational institutions as diagrammatically indicated below.

Figure 1: Conceptual Framework



Source: Researchers' conceptualization (2021).

## 2.5 Conceptual Review

### 2.5.1 Concepts of Work-Life Integration and Tasks Performance

Work life integration has been defined by researchers as a concept for reaching both short term and long-term goals for female employees (Cane, 2017; Hearn, 2017; Galinsky, *et al.*, 2013; Harrington & Ladge, 2009; Harrington & Hall, 2007; Lewis & Cooper, 2005). Work-life integration according to Harrington (2009) is a wide menu of programs and policies crafted to respond to a variety of employee needs and family situations in different cultural contexts. While Kiisel (2013) in the course of relating work-life integration to performance - described the relationship as a phenomenon which serves as an outward manifestation of a commitment to creating a culture and environment where employees can consistently perform at the peak of their ability.

### 2.5.2 Self-management Skills and Female Lecturers' Tasks Performance

Self-management skills can be likened to an integral or core aspect of self-leadership. It is manifested within the individually constructed life of every person (Hyatt, 2019;

Kendall, *et al.*, 2019). Self-management skill is a means whereby female lecturers understand the state of their wellbeing and properly coordinate themselves to focus on their practice profitably (Ackerman, 2019; Jennings, 2016; Chan & Wan, 2012). This is in line with the observation of Ikpesu (2017) who described self-management as a critical skill in academic domain that determines how the internal mechanisms of a female lecturer facilitate understanding and effective management of interpersonal relationship, internal state, impulses, and self-control competences as well as enabling adaptation to frequently changing work environment.

According to Acharyya (2017), self-management for female lecturers is a soft skill that houses so many other soft skills. It is of utmost importance in getting stronger and tougher even when work and family situations seem contrary to expectation. In the same vein, Suess (2015) as well as Chen and Chung (2014) explained that at the core of self-management are three skills female lecturers must develop for work-life integration (1) learning to manage one's commitments and time; (2) cultivating the motivation and capability to learn new things by oneself in support of work and family life; and (3) building and nurturing one's personal network. Umeh (2021) observed that in order for a female lecturer to practicalise the use of self-management in work-life integration, there are dimensions to be focused on. This is akin to Vito, *et al.* (2018) who acknowledged that female lecturers rated highly in self-management are more likely to perform very well in their tasks if they are given to continuous effort in attributes/activities such as self-leadership, self-confidence, and personal control.

Self-confidence for a female employee is having the inner conviction or sangfroid that she can do better or perform exceptionally. Self-confidence is simply defined to be a self-perceived measure of one's belief in one's own abilities which is dependent upon contextual background and setting (Perry, 2011). This is in the same vein with the words of Pervin and John (as cited in Bramante, 2015) when they referred to self-confidence as a general feature of personality; it is not a temporary attitude. In terms of personal control, female lecturers who see resilience as a self-management skill do spend their time and energy focusing on situations and events that they have control over (Umeh, 2021). They do endeavour to put their efforts where they can have the most impact. Those who spend time worrying about uncontrollable events can often feel lost, helpless, and powerless to take action. Seligman (as cited in Umeh, 2021) agreed with the thoughts of Kobasa (as cited in Breytenbach, 2018) that being optimistic irrespective of prevailing circumstance is the brainbox of resilience and the panacea for proper self-management.

### **2.5.3 Detailed Work Objective and Female Lecturers' Tasks Performance**

Objective can be referred to as reeled off plans, targets and aspirations. No objective can be better achieved in task performance if not detailed. So also, is no detailed objective that can be achieved in this 21st century if it is not a SMART objective (Educator Effectiveness System (EES) 2013; Morrison, 2016). According to Bhat (2019) SMART objectives are defined as a set of objectives and goals that are put in place by parameters that bring structure and tractability together. Setting of SMART objectives according to

Umeh (2021) creates a verifiable trajectory towards a certain goal with clear milestones and an estimated timeline to attain the goals. Additionally, smart objectives are defined by a beginning and end point; they go beyond the day-to-day tasks and describe a result linked to achieving a particular goal of an individual. Smart objectives are clear statements of something that needs to be accomplished within a stipulated time frame (Umeh, 2021; University of Glassgow, 2019).

In other to realize profound success in task performance, the acronym 'SMART' has the following details: S- Specific, M- Measurable, A- Achievable, R- Realistic and T- Timely (Nworgu & Oluwuo, 2019). For objective to be specific implies that it is unambiguous. According to Morrison (2016) who noted that specific in the context of developing objectives means that an observable action, behaviour or achievement is described which is also linked to a rate, number, percentage or frequency. The measurability of SMART objectives implies that it should be scientifically (statistically) correct. According to Bristoll (2015) who noted that the second letter 'M' in the acronym SMART stresses the need for concrete criteria for measuring progress toward the attainment of the goal. The thought behind this is that if a goal is not measurable, it is not possible to know whether a team is making progress towards successful completion. Measuring progress will help a team stay on course, reach its target dates, and experiences the sense of achievement that spurs it on to the continued effort that is required to reach the goal. Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (client testimonials, surveys, etc.) (Bristoll, 2015; University of California, 2017).

Achievable in the acronym SMART is based on checking the objectives with the obtainable skills to realize the objectives. According to University of California (2017) the term 'Achievable' in SMART objectives focuses on how essential an objective is to the individual who drafted it. It is defined by what is to be done to make it attainable and may require developing new skills and changing attitudes. The essence of the term 'Achievable' in SMART objective is meant to inspire motivation, not discouragement.

The term 'Realistic' according to University of Glassgow (2019) is to have all the relevant skills required for the actualization of the set objectives. Also, University of California (2017) noted that the term 'R' signifies relevance in SMART objectives. It helps to question how an individual's objective in an organization reflects the vision and mission statement of the organization. In other words, 'R' in SMART objectives expects the set objective to fall in line or be in consonant with the organisation's big picture. The last letter of the acronym, T expects the set SMART objectives to be Time-bound. It should not be an all comers affair objectives (Umeh, 2021; University of California, 2017).

## **2.6 Theoretical Review**

### **2.6.1 Work-Life Management Theory**

Work-Life management theory is derived from self-determination theory propounded by Edward L. Deci and Richard M. Ryan (Psychologists at the University of Rochester)

in the year 2000. The theory stated that humans are naturally active, curious and inclined towards growth, self-organisation and integration (Ryan & Deci, cited in Umeh, 2021).

The work-life management model of this theory focuses on managing life through an autonomous self-proactiveness which is an interplay of life-management and self-management factors (Freund & Baltes, cited in Umeh, 2021; Boger, *et al.*, 2015). Issues such as environmental, intrapersonal, and developmental and similar issues are simultaneously recognised by this theory wherein a person living in the changing environment develops themselves through interaction with the environment over time. Workplace and home are considered to be those environments. The work-life management model which is proposed as an organising framework for work-life integration is deliberately structured around the acronym MANAGER. Each of the seven domains consists of an array of techniques instead of a single technique and they are areas for consideration within workplace management such as the university work environment.

## 2.7 Review of Related Empirical Studies

Adebayo (2016) completed a study on work-life balance among academic staff of the University of Lagos. The study adopted a case study research design. A sample of 26 respondents was selected to participate in the research process using simple random sampling strategy. Data were elicited using interview schedule. The interview questions were structured along these thematic areas so as to enable the researcher to focus on issues that surround the work-life balance of the respondents. The validity of the research instrument implemented in this research was scrutinized by the experts on human resources management. The reliability of research instrument was achieved through test-retest method using Person Product Moment Correlation statistic. This returned a correlation coefficient of 0.72 meaning that the instrument was reliable. The respondents were associate professors (7), professors (3) while the other sixteen (16) included senior lecturers, lecturers, and assistant lecturers. During the interview process, the researcher seized the opportunity to ask questions regarding the nature of the work-life balance of the academic staff and how it affects the satisfaction each individual derive from their job. All the interview questions asked were structured prior to the interview process. The interview focused on four areas related to work-life balance: 1) General issues on Work-life; 2) Work-life balance; 3) challenges; and 4) Policies. The data were analysed using content analysis, through which themes were systematically identified from the responses elicited from the respondents.

The findings were that the academic staffs understand work-life balance and its importance. However, the University has no policy on the same and the respondents reported a poor work-life balance that is tilted towards work roles. It was recommended that a work-life policy that will be enforceable throughout the organisation should be considered because it would help to enhance the quality of service delivery at the University.



Oludeyi and Olajide (2016) completed a study examines the influence of work-family interface on occupational and general wellbeing of women in academia. A descriptive survey research design was adopted, with a researcher designed set of questionnaires of reliability co-efficient of 0.72 obtained through Cronbach alpha method. A stratified random sampling technique was adopted in selecting 220 participants from two tertiary institutions in Ibadan, Nigeria out of which 181 were used for data analysis. Frequency Count, Standard Deviation, Pearson Product Moment Correlation and Rank Order were used for data analysis. Findings revealed that work-family interface significantly correlates with, and influences both occupational and general wellbeing of female lecturers. It was suggested that efforts should be geared towards ensuring that work-family balance policy options (such as job sharing, compressed working hours, self-rostering, telecommuting, flexi time, child-care assistance, and so forth) are made for women academics. Such policies should prioritise work flexibility for female academics.

Ehrens (2015) completed a study on work and life integration: Faculty balance in the academy. A qualitative research approach was adopted for the study. A sample of 28 faculties was drawn for the study using stratified random sampling technique. The instrument for the study was interview schedules. The descriptive interpretive and theoretical validities were used to validate the instrument. Data collected were analysed using primary coding, focused coding and theoretical coding based on the application of Constructing Grounded Theory. Findings revealed that discipline affiliation, role identity, cultural norms, and social interactions were key factors in the integration of work and life demands in the faculty workplace. Additionally, there is a level of complexity to achieving an integrated work/life in the faculty which was also acknowledged by faculty members who were not having children. It was also discovered that one of the major impediments to integrating work/life is administrative demands. It was recommended that daycare centres should be provided for parents who are faculty members and concrete policies should be made to effect integration of work/life of faculty members.

## **2.8 Summary of Reviews**

The theoretical review on work-life management as examined in this paper portrayed the real essence of establishing relationship between work-life integration and female lecturers' task performance in higher educational institutions requires a multi-dimensional approach. From the literature, female lecturers have been observed to deserve a better deal more than what they are currently experiencing in their various places of task performance. They are being offered the same conditions of service such as their male counterpart but by nature are expected to play multiple roles while multitasking. They could become endangered species while assiduously playing these roles if not properly informed and given a befitting habitat. However, empirical works were reviewed with none having complete similarity in contextual and geographical scope with the study under investigation. This is the gap this study bridged.

### 3. Methodology

A correlational survey design was adopted for this study. The study population consisted 1292 female lecturers in the 6 government-owned higher educational institutions in Imo State (*Source: Registry department, 2019*). A sample of 406 female lecturers representing 31.42% of the population using the Taro Yamane formula was drawn using a two-stage sampling technique of proportionate and stratified random sampling technique. The instruments titled, Female Lecturers' Work-Life Integration Questionnaire (FLWLIQ) and Female Lecturers' Task Performance Questionnaire (FLTPQ) were used for this study. FLWLIQ consist of twenty-one (21) items of six (2) sections while FLTPQ has twenty (20) items only. This was coded in the four-point likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) with values 4, 3, 2 and 1 respectively. Face and content validities were ensured by experts including the researcher's supervisor. The reliability coefficient of the FLWLIQ and FLTPQ was calculated to be 0.97 and 0.95 with the help of Cronbach Alpha. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regression and t-test associated with simple regression were used to test the null hypotheses at 0.05 alpha level. The following index showed the extent of correlation to the independent variable via:

0- 25%	=	Low	51 - 75%	=	High
26 - 50%	=	Moderate	76 - 100%	=	Very High

(*Source: Worika, 2019*).

### 4. Results

#### 4.1 Answer to Research Questions

**Research Question 1:** To what extent do self-management skills independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state?

**Table 1:** Model summary of simple regression on the correlate of self-management skills to female lecturers' tasks performance in government-owned higher educational institutions in Imo state

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
1	0.734 <sup>a</sup>	0.539	0.538
a. Predictors: (Constant), Self-Management Skills			
b. Dependent Variable: Task Performance-DV			
Results in Table 1 revealed that regression (R) and regression square (R <sup>2</sup> ) coefficients are 0.73 and 0.54 respectively. The extent of correlate is obtained from coefficient of determinism. The coefficient of determinism is 54% (0.54 x 100). This showed that self-management skills independently correlates to female lecturers' task performance by 54% in government-owned higher educational institutions in Imo state.			

**Research Question 2:** To what extent does detailed work objective independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state?

**Table 2:** Model summary of simple regression on the correlate of detailed work objective to female lecturers' tasks performance in government-owned higher educational institutions in Imo state

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
1	0.666 <sup>a</sup>	0.444	0.442
a. Predictors: (Constant), Detailed Work Objective			
b. Dependent Variable: Task Performance-DV			

Results in Table 2 revealed that regression (R) and regression square (R<sup>2</sup>) coefficients are 0.67 and 0.44 respectively. The extent of the correlate is obtained from coefficient of determinism. The coefficient of determinism is 44% (0.44 x 100). This showed that detailed work objective independently correlates to female lecturers' task performance by 44% in government-owned higher educational institutions in Imo state.

**Research Question 3:** To what extent does work-life integration (self-management skills, detailed work objective) jointly correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state?

**Table 3:** Model summary of the joint correlates of work-life integration (self-management skills, detailed work objective) to female lecturers' tasks performance in government-owned higher educational institutions in Imo state

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
1	0.737 <sup>a</sup>	0.544	0.536
a. Predictors: (Constant), Self-Management Skills, Detailed Work Objective			
b. Dependent Variable: Task Performance-DV			

Results in Table 3 revealed that regression (R) and regression square (R<sup>2</sup>) coefficients are 0.74 and 0.54 respectively. The extent of the correlate is obtained from coefficient of determinism. The coefficient of determinism is 54% (0.54 x 100). This showed that work-life integration jointly correlates to female lecturers' task performance by 54% in government-owned higher educational institutions in Imo state.

## 4.2 Test of Hypotheses

**Hypothesis 1:** Self-management skills do not significantly independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

**Table 4:** T-Test Associated with Simple Regression  
 on Self-Management Skills and Task Performance

Variables	N	Correlation	Sig.
Self-Management Task Performance-DV	361	0.734	0.000

Results in Table 4 indicated that the variance in the mean scores of task performance and self-management skills when correlated using T-test simple regression equals 0.73. With an estimated sample size of 361 and correlate of 0.73, self-management skills as a component of work-life integration is significant at 0.00 to task performance when subjected to an alpha level of 0.05. Therefore, the null hypothesis 1 is rejected. By implication, self-management skills significantly independently correlate female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

**Hypothesis 2:** Detailed work objective does not significantly independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

**Table 5:** T-Test Associated with Simple Regression  
 on Detailed Work Objective and Task Performance

Variables	N	Correlation	Sig.
Detailed Work Objective Task Performance-DV	361	0.666	0.000

Data in Table 5 indicated that the variance in the mean scores of detailed work objective and task performance when correlated using t-test simple regression equals 0.67. With an estimated sample size of 361 and correlate of 0.67, detailed work objective is significant at 0.00 to task performance when subjected to an alpha level of 0.05. Therefore, the null hypothesis 2 is rejected. By implication, detailed work objective significantly independently correlates female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

**Hypothesis 3:** Work-life integration (self-management skills, detailed work objective) does not significantly jointly correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

**Table 6:** ANOVA Associated with Multiple Regressions on the correlate of Work-Life Integration to female Lecturers' Tasks Performance in Government-Owned Higher educational institutions in Imo state

Model		$\Sigma (x_i - \bar{x})^2$	df	$\bar{x}^2$	F	Sig.
1	Regression	114.935	6	19.156	70.357	0.000 <sup>b</sup>
	Residual	96.382	354	0.272		
	Total	211.317	360			
a. Dependent Variable: Task Performance-DV						
b. Predictors: (Constant), Self-Management, Detailed Work Objective.						

Results in Table 6 indicated that the sums of squares are 114.935 and 96.382 while the mean squares are 19.156 and 272 respectively. With degrees of 6 and 354, the calculated F-value of 70.357 is significant at 0.00 when subjected to an alpha level of 0.05. Therefore, the null hypothesis 3 is rejected. By implication, work-life integration (self-management skills, detailed work objective) significantly and jointly correlate female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

## 5. Summary of Findings

The findings of this study are summarized as shown below:

- 1) Self-management skills predict female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo State.
- 2) Detailed work objective predicts female lecturers' tasks performance in government-owned higher educational institutions in Imo state by 44%.
- 3) Work-life integration (self-management skills, work objective) predicts female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo state.
- 4) There is a significant relationship between self-management skills and female lecturers' tasks performance in government-owned higher educational institutions in Imo state.
- 5) There is a significant relationship between detailed work objective and female lecturers' tasks performance in government-owned higher educational institutions in Imo state.
- 6) Work-life integration has a significant relationship with female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

## 6. Discussion of Findings

The findings of this study are discussed under the following subheadings:

### **6.1 Work-Life Integration and Task Performance**

It was found that work-life integration has a positive significant and high relationship of 0.74 with female lecturers' tasks performance in government-owned higher educational institutions in Imo state. The positive and high relationship depicted between work-life integration and female lecturers' tasks performance in government-owned higher educational institutions in Imo State is incontrovertible owing to the fact that the independent variable connotes both female lecturers' adequate welfare and active functioning in the attainment of higher educational institutions' educational goals in Imo State and Nigeria wide. This implies that when the female lecturers' welfare and active functioning are considered to be at par in order to have a vibrant institutions of higher learning, Nigeria's knowledge economy will rebound just as it was in the early 70s. The finding of this study is in line with Olurode (as cited in Okpi, 2019) who found that barriers women faced in society were 'formidable'. And it wasn't just a Nigerian problem. Olurode, a professor of political sociology, development and gender studies at the University of Lagos noted that the responsibility of motherhood has kept female lecturers below the benchmark in their line of official duties.

In the same line of thought, Obilade (as cited in Okpi, 2019), a one-time female vice-chancellor of the university of Ibadan concurred with Olurode that the sociocultural environment of the university system especially in the Nigeria context subordinates female lecturers. She added that this phenomenon was in both subtle and obvious ways, such as pregnancy being used against female lecturers or some roles being considered 'too tough' for the female lecturers. Obilade explained further that the obstacles continued in professional development in the sense that mentoring is key in academia, but a female lecturer is less likely to get mentoring because a male lecturer mentoring a female lecturer is often frowned at. The female lecturer in Nigeria is gender disadvantaged in many ways.

### **6.2 Self-Management Skills and Task Performance**

The finding showed that there is a positive significant and high relationship of 0.73 between self-management and female lecturers' tasks performance in government-owned higher educational institutions in Imo State. The possible reason while self-management of female lecturers as a dimension of work-life integration is related with task performance in higher educational institutions in Imo state lies in the fact that time management is often prioritised by female lecturers above energy management and quality. However, the recognition of meditation and balanced diet among others could help female lecturers regulate their emotions, assess their capacity and know when to aspire and fire-up. This will possibly make them competitive which leads to quality in task performance. This is why Bailey in *Women 2.0* (2015) noted that female lecturers have the tendency to throw more time at their problems when they should be throwing more energy and focus on them. This was corroborated by Schwartz in *Women 2.0* (2015) that the core problem with working longer hours is that time is a finite resource whereas energy can be systematically expanded and regularly renewed. The finding on self-

management and task performance of female lecturers did not beat the researcher's imagination in the sense that,

- 1) Female are generally entrepreneurial in nature hence the inherent quality of ascertaining how to keep themselves fit for the next day challenge and
- 2) The researcher had expected female lecturers' sound practice of managing self in-between the hectic demands of family life and work because that has been the norm for working class mothers in Nigeria.

### **6.3 Detailed Work Objective and Task Performance**

The finding showed that there is a positive significant and high relationship of 0.67 between detailed work objective and female lecturers' tasks performance in government-owned higher educational institutions in Imo State. The fact that detailed work objective highly impacts female lecturers' task performance is at home with the researcher. This is premised on the fact that specific, measurable, attainable, relevant and time-bound features are indispensable in task performance of lecturers. This study is in agreement with the findings of University of California (2017) that detailed work objectives emanate from outlined goals. And goals are intended to focus attention and resources on what is most important so that as a lecturer, achieving priorities will be successful. However, such goals can only function as defined when they are SMART. SMART goals are meant to address all major job responsibilities

## **7. Conclusion**

Based on the findings of this study, it was revealed that work-life integration is positively and moderately significant to female lecturers' tasks performance to female lecturers' tasks performance in higher educational institutions in Imo state. In previous works in which the work-life of females were examined, extent of relationship between work-life and performance or productivity was done using chi-square and none was carried out in higher educational institutions in Imo state, Nigeria. Thus, the researcher has successfully analyzed self-management skills and detailed work objective as vital factors of work-life integration with regards to female lecturers' tasks performance in higher educational institutions in Imo state. This study will facilitate future works which aim at evaluating and measuring other vital factors of female lecturers' professionalism in their place of employment.

### **7.1 Recommendations**

The following recommendations were made based on the findings of the study

1. Management of tertiary institutions in Imo state should consider the establishment of constructive outlets for female lecturers to vent any form of inconveniences that is inimical to their job functioning so as to reduce tension
2. Female lecturers should adopt SMART goal setting so as to manage their energy properly

3. The school management should consider creating room for sabbatical leave on a regular basis for both junior and senior female lecturers.

## 7.2 Contributions to Knowledge

The study has been able to make the following contributions to knowledge.

1. The study has empirically documented that work-life integration (self-management skills, detailed work objective) jointly correlates to female lecturers' task performance by 54%.

## Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## About the Authors

**B. O. Umeh** is a PhD candidate of Higher Education Administration in the Department of Educational Management and Planning, Faculty of Education, University of Port Harcourt, Nigeria.

**S. O. Oluwuo** is a Professor of Educational Administration in the Department of Educational Management and Planning, University of Port Harcourt. He bagged his Ph.D in Educational Administration and Planning, M.Ed and BA.Ed from University of Nigeria, Nsukka. He was the former coordinator, Post NCE Sandwich Programme and a two-time Head of Department of Educational Management and Planning, University of Port Harcourt. He is currently Chairman, University wide timetable committee as well as chairman, Departmental Graduate Studies Committee. He has published extensively in national and foreign journals.

**J. C. Nzokurum** is a lecturer in the Department of Educational Management and Planning, Faculty of Education, University of Port Harcourt, Nigeria.

## References

- Acharyya, R. (2017). 7 Self-management skills every manager should have. Career. <http://www.careerizma.com/blog/self-management-skills/>
- Ackerman, C. & Ugelow, L. (2019). What is self-confidence? + 9 ways to increase it. *Positive Psychology*. <https://positivepsychology.com/self-confidence/>
- Adebayo, A. (2016). Work-life balance among academic staff of the University of Lagos. *Makerere Journal of Higher Education*, 8(2), 153-164.
- Asodike, J. D., Ebong, J. M., Oluwuo, S. O. & Abraham, N. M. (Eds) (2013). *Contemporary administrative and teaching issues in Nigeria schools*. Alphabet Nigeria pub
- Boger, E., Ellis, J., Latter, S., Foster, C., Kennedy, A., Jones, F., & Demain, S. (2015). Self-management and self-management support outcomes: A systematic review and mixed research synthesis of stakeholder views. *PloS one*, 10(7), 1-10.



- Bramante, A. C. (2015). *Correlation between self-esteem, self-efficacy, personality, fear of success, and self-defeating behaviors of performing artists*. (Doctoral dissertation, Walden University).
- Breytenbach, C. (2018). Challenge, commitment and personal control, incorporating the three c's of resilience into your life. *Thrive Global*. <https://thriveglobal.com/stories/how-to-incorporate-the-three-c-s-of-resilience-into-your-life/17/7/19>
- Bristoll, S., & Dickinson, J. (2015). Small talk, big results. <https://d1wqtxts1xzle7.cloudfront.net/37286906/Newslihumourarticle.pdf>
- Cane, N. (2017). The millennial's mindset, work-life integration vs. work-life balance. *Easy Online Business Solutions*. <https://easyonlinebizsolutions.com/inspiration/millennials-work-life-balance/>
- Chan, K. W. & Wan, E. W. (2012). How can stressed employees deliver better customer service?? The underlying self-regulation depletion mechanism. *Journal of Marketing*, 76(1), 119-137.
- Chen, I. & Chung, A. (2014). Self-managers, social contexts, personal traits, and organizational commitment. *Asia Pacific Journal of Management*, 31(2), 621-642.
- Educator Effectiveness System (EES). (2013). SMART student learning objectives (SLOs). [https://dpi.wi.gov/sites/default/files/imce/ee/pdf/SMART-SLOs\\_presentation.pdf](https://dpi.wi.gov/sites/default/files/imce/ee/pdf/SMART-SLOs_presentation.pdf)
- Ehrens, H. (2015). *Work and life integration, faculty balance in the academy*. (Doctoral thesis, Seton Hall University).
- Etebu, C. E., & Oluwuo, S. O. (2018). Teachers' professional growth and job engagement in public secondary schools in Bayelsa state, Nigeria. *International Journal of Innovative Social & Science Education Research*, 6(3), 68-72.
- Galinsky, E., Aumann, K., & Bond, J. T. (2013). Times are changing, Gender and generation at work and at home. Reprinted in S. Poelmans, J. H. Greenhaus, & M. Las Heras Maestro (Eds.), *Expanding the boundaries of work-family research, A vision for the future* (Vol. 13, pp. 279–296). Palgrave Macmillan.
- Harrington, B., & Hall, D. T. (2007). *Career management and work-life integration, using self-assessment to navigate contemporary careers*. Sage Publications
- Harrington, B., & Ladge, J. J. (2009). Work-life integration, present dynamics and future directions for organisations. *Organizational Dynamics*, 38(2), 148–157
- Hearn, S. (2017). Understanding the growing importance of work-life integration. *Business*. <https://www.business.com/articles/stuart-hearn-work-life-integration/>
- Ikpesu, O. C. (2016). Self-awareness competence as correlate of academic heads' administrative behaviour in South-South public universities, Nigeria. *World Journal of Education Research*, 12(3), 22-35.
- Kendall, E., Muenchberger, H., Ehrlich, C., & Armstrong, K. (2019). *Supporting self-management in general practice: An overview*. Researchgate Publication.
- Kiisel, T. (2013). 'Work-life balance' should be 'work-life integration'. *Forbes*. <https://www.forbes.com/sites/tykiisel/2013/07/16/work-life-balance-maybe-we-should-recognize-its-really-work-life-integration/#4b423d234fb4>

- Laurillard, D., Charlton, P., Craft, B., Dimakopoulos, D., Ljubojevic, D., Magoulas, G., & Whittlestone, K. (2013). A constructionist learning environment for teachers to model learning designs. *Journal of computer assisted learning*, 29(1), 15-30
- Lewis, S. & Cooper, C. (2005). Work-life integration, Case studies of organisational change. *Engineering Management Journal*, 15, 48- 48.
- Nworgu, C., & Oluwuo, S. O. (2019). Time resource management and teachers' task performance in public senior secondary schools in Rivers state. *International Journal of Education and Evaluation*, 5(6), 36-48
- Okpi, A. (2019). More than 15 female vice-chancellors have led Nigerian universities, but higher education still a man's world. <https://africacheck.org/reports/more-than-15-female-vice-chancellors-have-led-nigerian-universities-but-higher-education-still-a-mans-world/>
- Oludeyi, O. S. & Olajide, O. E. (2016). Occupational wellbeing among female academics: The influence of family-work interface. *OUSL Journal*, 10, 1-22.
- Oluwuo, S. O. & Asodike, J. D. (Eds.) (2016) *Managing schools for productivity: emerging perspectives* (p.01-40). Pearl Publishers International Limited
- Oluwuo, S. O., & Enefaa, B. B. A. (2016). Application of education information management support tools in the promotion of teaching/learning and management of students' performance in federal universities in the South-South zone of Nigeria. *Journal of Education and Practice*, 7(11), 120-126.
- Osaat, D. S., & Ekechukwu, R. (2017). Managing workload of academic staff for job effectiveness in Nigerian universities: a study of university of Port Harcourt in south-south geopolitical zone of Nigeria. *International Journal of Humanities Social Sciences and Education*, 4(12), 102-108.
- Palvalin, M., van der Voordt, T., & Jylhä, T. (2017). The impact of workplaces and self-management practices on the productivity of knowledge workers. *Journal of Facilities Management*, 15(4), 423-438.
- Perry, P. (2011). Concept analysis, confidence/self-confidence. In *Nursing forum*. Blackwell Publishing Inc.
- Shah, D. (2017). Work-life integration. <https://jcesom.marshall.edu/media/56083/work-life-integration.pdf>
- Suess, J. (2015). Power to the people: Why self-management is important. <https://er.educause.edu/blogs/2015/9/power-to-the-people-why-self-management-is-important>
- Sukirno, D. S., & Siengthai, S. (2011). Does participative decision making affect lecturer performance in higher education? *The International Journal of Educational Management*, 25(5), 494-508.
- Umeh, B. O. (2021). *Work-life integration and female lecturers' task performance in higher educational institutions in Imo state, Nigeria*. (Doctoral thesis, university of Port Harcourt).

- University of California. (2017). Smart goals: A how to guide. *University of California*.  
[https://www.ucop.edu/local-human-resources/\\_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf](https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf)
- Women 2.0. (2015). Why energy management is the new time management. *Women*.  
<https://women2.com/2015/01/09/energy-management-new-time-management/>
- Woodall, T., Hiller, A., & Resnick, S. (2014). Making sense of higher education: Students as consumers and the value of the university experience. *Studies in Higher Education*, 39(1), 48-67
- Worika, L. B. (2019). *Financial management practices of principals and teachers job performance in government-owned secondary schools in Rivers state*. (Master dissertation, university of Port Harcourt).

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).