ASSESSMENT OF THE INFLUENCE OF OCCUPATIONAL ROLES AND HOUSEHOLD TASKS ON HOME ECONOMICS FEMALE LECTURERS' PERFORMANCE IN COLLEGES OF EDUCATION, NORTH-WEST, NIGERIA

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NOVEMBER, 2017

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

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NOVEMBER, 2017

DECLARATION

I declare that this thesis work titled ASSESSMENT OF THE INFLUENCE OF OCCUPATIONAL ROLES AND HOUSEHOLD TASKS ON HOME ECONOMICS FEMALE LECTURERS' PERFORMANCE IN COLLEGES OF EDUCATION, NORTH-WEST, NIGERIA was carried by me in the Department of Home Economics, Ahmadu Bello University, Zaria. All Information sourced from the literature has been acknowledged in the text and a list of references are provided. No part of this work was previously presented for another degree or diploma at this or any other institution.

Martha Joshua MASARA

_____ _____ _____

Signature Date

CERTIFICATION

This thesis titled ASSESSMENT OF THE INFLUENCE OF OCCUPATIONAL ROLES AND HOUSEHOLD TASKS ON HOME ECONOMICS FEMALE LECTURERS' PERFORMANCE IN COLLEGES OF EDUCATION, NORTH-WEST, NIGERIA by Martha Joshua MASARA meets the regulations governing the award of the Degree of Doctor of Philosophy in Home Economics of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to all those who inspired me to continue searching for knowledge.

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LIST OF ABBREVIATIONS

IFHE:	International Federation of Home Economics
JOWICE:	Journal of Women in Colleges of Education
MSCIL:	Mountain State Centre for Independent Living
NCCE:	National Commission for Colleges of Education
SIWES:	Students Industrial Work Experience Scheme
THESA:	Teachers of Home Economics Specialist Association
WLB:	Work Life Balance
QWL:	Quality Work Life
WFC:	Work Family Conflict

OPERATIONAL DEFINITION OF TERMS

Coping Strategies: Any physical, psychological, social or material approach or ways which help lecturers overcome job-related problems and help achieve valued outcomes with students.

Household Task: Any work, in which no compensation is provided, that will help in maintaining the family (e.g. cooking, cleaning etc).

Occupational Roles: Responsibility assigned to an individual with payment attached after the role is performed (e.g. lecturing, setting and marking examination paper).

Family Time: Happy moment's family members enjoy together.

Performance: Effectiveness of output made by lecturers at workplace (helping students understand concepts through effective teaching)

ABSTRACT

This study assessed the influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. Six (6) objectives, six (6) research questions and five (5) null hypotheses were raised for the study. Descriptive survey design was used for the study with a population of one hundred and nine (109) Home Economics Female lecturers from ten (10) Colleges of Education, North-West, Nigeria. Purposive sampling techniques was adopted for the study. Self developed questionnaire modified on a four (4) point rating scale was used to collect data from respondents. Data collected were described using descriptive and inferential statistics. Bio data components and time spent at work were described using frequency and percentages. While rating scale components were analyzed using mean and standard deviation to answer research questions 1-6. Simple linear regression statistical tool was used to test the five (5) null hypotheses at 0.05 level of significance. All the five (5) null hypotheses tested were rejected. The findings of the study revealed that the aggregate mean score of the research questions on occupational roles, household tasks, work schedule and coping strategies were above the agreement mean of 2.5 implying that they influence performance at home and workplace. While challenges faced by Home Economics female lecturers was below 2.5 signifying lack of influence on performance. The five (5) rejected null hypotheses revealed that they significantly influence Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. It was concluded that Home–Economics female lecturers' performance in the study area was influenced by their occupational roles and household tasks among others. It was therefore recommended that workshops and seminars be organized by Home Economics Heads of Department and other Home Economists at departmental, school and College level so as to create awareness to teachers, students and College administrators on time management skills which will enhance

better performance at home and workplace. Home Economics female lecturers should delegate household tasks like cleaning, washing, cooking and child care to family members or househelps, as well as make use of labour saving devices to help influence better performance at work.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Home Economics lecturers are individuals who are engaged in occupational roles, at the same time participate fully in household tasks. Nnubia (2013) notes that Home Economics education is one of the core vocational subjects that cut across the whole levels of academic system in Nigeria namely; primary, secondary and tertiary levels. This hinges on the fact that the subject is a life supporting subject that has as its clients, the individual, families and by implication the whole society. Eze (2001) pointed out that Home Economics is capable of preparing youths and adults for entry into various areas of Home Economics occupations. This shows that as a vocational subject, Home Economics contributes to manpower development by equipping individuals with reliable occupational skills, which lead to gainful employment and family living. It is a very important subject in the University curriculum. Home Economics is seen as being concerned with meeting the challenges of everyday living in a modern society. These challenges include; establishing and maintaining effective relationships, juggling paid work responsibilities with house and personal responsibilities and pleasures, and being able to make numerous informed consumer choices (Street, 2006).

Home Economics has a long history, as a school subject, constantly changing with times. It is a subject that countinues to be a female-dominated subject. (THESA 2011) being a female dominated subjects implies that they have dual responsibilities, as lecturers, wives, mothers, and home makers. Whether married or single Home Economics female lecturers have roles to play and tasks to be performed. As lecturers, there are specified roles of

attending to lectures promptly, assessing students' performance through tests and assignments. Periodically, setting examination questions, invigilating students during examination, marking examination scripts and grading student's results accordingly. Other roles involve teaching practice, SIWES and project supervision. To be up to date as lecturers, conferences, workshops and seminar attendance are significant roles, all these coupled with emergency meeting and other responsibilities like examination officer, teaching practice corodiantor SIWES coordinator are extra responsibilities apart from the teaching roles.

A survey conducted by THESA (2011) revealed that Home Economics teachers are predominantly female. Therefore it is not surprising that family obligations might affect their participation in professional development. These teachers juggle family and parenting responsiblties, such as cooking, child care, cleaning, washing, shopping, taking care of the sick, attending to unexpected visitors, taking children to and back from school and sometimes attend religious or societal and cultural meetings among others irrespective of their occupational roles.

Therefore, these occupational roles and household tasks are responsibilities that should be carried out with all diligence in order to achieve success. Success is a product of good performance which is one of the attributes expected from a dedicated teacher. Generally in Nigeria, women are known for their enormous contributions at home and outside the home. They have multiple roles and are no longer confined to household tasks. Women are engaged in paid jobs, which have helped them contribute to the development of the family and the society. Ololobou (2001) notes that in the traditional Nigerian society, a woman performs general household chores and participate in other activities that can help

improve family life such as weeding on the farm, keeping domestic animals, trading and pottery-making. Today's women, especially those in urban areas, find themselves leaving their homes for paid employment in various organizations (public or private), working as skilled or unskilled workers, cleaners, typists, secretaries and attendants. Others find themselves as lecturers, administrators and leaders in various capacities and in different professions.

Occupational roles are functions performed by people in a particular situation, process or operation. Female teachers have several roles to play in the educational process. Role performance refers to a pattern of expected behaviour, associated with the status. (Kant, 2014). Household task is defined as unpaid work that is conducted to uphold a household, (Shelton and John 1996). Household tasks may include activities such as child care, cooking and cleaning. Other definitions even specified that household tasks are typically "female" and male oriented tasks. For example, typical female tasks would include cooking and cleaning while typical male tasks would consist of paying bills (Lennon and Rosenfield, 1994).

In this regard Richardson and Robinson (1993) state that women's household tasks have no limit or boundaries, no clear beginning and end points and with no guaranteed space or time for leisure. It has been observed that most of the female teachers are not able to separate their professional roles from roles in the family effectively. Thus, they feel that their roles; as teachers and mothers at the same time are not easy and enjoyable. They feel forced to undergo three jobs at the same time, namely teaching, taking care of the housework and taking care of the children. (Cinnamon and Rich, 2005). Shelton and John (1996) refer to this as household task which may include activities such as childcare, cooking and cleaning.

Cinnamon and Rich (2005) posited that the teaching profession is considered to be a suitable profession for women because it is considered as not possessing too much workload, and at the same time helps women to combine roles in the workplace and family roles with much ease. This is because of the assumption that teaching profession possesses certain characteristics, such as low level career commitment and therefore more time available to devote to family, making it an ideal profession for women. However, Wafula (2010) reports that Schweber (2005) stated in an article that achieving a balance between work and family for female teachers is a mere illusion. Schweber explains that "she" prefers to be considered a poor lecturer than being a good mother, rather than to be considered a poor mother and being a good lecturer. Wafula (2010) observed that balancing professional roles as a teacher and family's roles as a mother is not something easy. Teaching students is clearly exhausting and make those giving the lessons believe that teachers lack the energy to both be a good mother and a good teacher. Exhaustion is one of the challenges Home Economics female lecturers experience especially after teaching practical lesson, and going home to prepare lunch or dinner without any assistance, stress can also set in.

The relevance and effectiveness of occupational roles and household tasks depends on performance. Performance is to complete a task within defined boundaries. Teaching performance results when one teaches with enthusiasm, competence, effectiveness and with dedication to the profession (Jali, 2000). According to Elger (2010) performance advances in levels and each level is characterized by effectiveness or quality of performance. For example as an academic department improves its level of performance, members of the department are able to produce more effective learning environment, more effective research and more effective culture.

1.2 Statement of the Problem

Combining occupational roles and household tasks by Home Economics female lecturers is not an easy task because to be successful requires undivided attention, commitment and energy. Work and family are "greedy" institutions, both with high demands and intensive time commitments, requiring "devotion" from participants and forcing individuals to make "constrained choices" about how to allocate time and energy (Blair-Loy, 2003; Bird and Rieker, 2008). The motivating factor behind this study is the fact that, Home Economics and family can hardly be seperated, because a high percentage of Home Economics lecturers are females who engage in occupational roles and household tasks. Home Economics has a broad curriculum to deal with and sometimes lecturers find it difficult to cover all course content within the specified period. Home Economics is also a practical subject which makes it a unique subject for women as their roles at home and school are activity oriented which requires energy and commitment to be successful at home and workplace.

The researcher observes that Home Economics female lecturers in Colleges of Education engage in a lot of work such as theoretical and practical teaching of food and nutrition, clothing and textiles, interior decoration, supervision of Home Management practicum, SIWES, teaching practice, student's projects and entrepreneurship training. Thus spending half of the day in the Colleges.

The researcher also observes that majority of these teachers are married, and thus attend to tasks at home such as meal preparation, laundry, and cleaning, shopping and sometimes taking and bringing children to and from school. From the researcher's interaction with some Home Economics Lecturers in Colleges of Education in the North

West Nigeria, a lot of challenges such as a broad curriculum to deal with, shortage of Home Economics lecturers, introduction of degree programme to some of these Colleges, poor state of laboratories and other teaching facilities which may likely lead to aches and pains, persistent back and neck pain and fatigue are some of the challenges that affect female lecturers performance at work. In view of the above, the researcher observes that the involvement of Home Economics female lecturers in dual roles is quite demanding and capable of retarding performance at work and at home. With so many activities, time spent at work and home will not be balanced; roles and tasks will be attended to haphazardly which sometimes mount pressure on their well being. In addition, the researcher's interactions with some Home Economics lecturers revealed that their occupational roles especially those carried outside the College environment like teaching practice (TP) SIWES among others enterfire with the performance of their household tasks and good time with their families, as their responsibilities at work cannot be compromised because of its systematic requirements. Therefore, lop-sided attention to any of these duties will impact negatively on the profession and/or the family.

Could this claim be the reason for the low performance of Home Economics female lecturers at workplaces? What are the conditions of their families? Based on the above, this research attempts to find out the influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, the North-West, Nigeria.

1.3 Objectives of the Study

The aim of the study is to assess the influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.

The specific objectives are to:

1. identify occupational roles of Home Economics female lecturers that influence their performance in Colleges of Eeducation, North-West, Nigeria.
2. identify household tasks of Home Economcis female lecturers that influence their performance in Colleges of Education, North-West, Nigeria.
3. examine work schedules of Home Economics female lecturers that influence performance in Colleges of Education, North-West, Nigeria
4. examine occupational roles of Home Economics female lecturers that influence their household task performance in Colleges of Education, North-West, Nigeria.
5. examine challenges faced by Home Economics female lecturers in the performance of both occupational roles and household tasks in Colleges of Education, North-West, Nigeria.
6. identify coping strategies available to Home Economics female lecturers that influence their performance of both occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

1.4 Research Questions

1. What are the occupational roles of Home Economics female lecturers that influence their performance in Colleges of Education, North-West, Nigeria?

2. What are the household tasks of Home Economics female lecturers that influence their performance in Colleges of Education, North-West, Nigeria?
3. What are the work schedules of Home Economics female lecturers' that influence performance in Colleges of Education, North-West, Nigeria?
4. What are the occupational roles of Home Economics female lecturers that influence their household task performance in Colleges of Education, North-West, Nigeria?
5. What are the challenges Home Economics female lecturers face in the cause of performing their occupational roles and household tasks in Colleges of Education, North-West, Nigeria?
6. What are the coping strategies available to Home Economics female lecturers that influence their performance of both occupational roles and household tasks, in Colleges of Education, North-West, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were tested at $P \leq 0.05$.

Ho_1: Occupational roles of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria.

Ho_2: Household tasks of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria.

Ho_3: Occupational roles of Home Economics female lecturers do not significantly influence their performance of household tasks in Colleges of Education, North-West, Nigeria

$Ho_{4:}$ Challenges faced by Home Economics female lecturers' do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

$H0_5$: Coping strategies available to Home Economics female lecturers' do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

1.6 Significance of the Study

The findings of this study on Assessment of the Influence of Occupational Roles and Household Tasks on Home Economics Female Lecturers' Performance in Colleges of Education, North-West, Nigeria would be beneficial to Home Economics lecturers, students, family members, College Administrators and researchers.

This study will be beneficial to Home Economics lecturers in the sense that their strength and weakness would be revealed in terms of their performance either adequate or inadequate. This would make them wake up to their given responsibilities. The study will remind them of the importance of time plan, time management skills and the use of coping strategies which will help improve their performance at home and workplace.

Students who come across this work will benefit from it, because it will reveal to them the importance of time plan and the use of coping strategies which will help them organize their schools schedule and activities at home with much ease.

Family members who find this piece of work will be a source of relief to them, especially in the area of planning daily schedule such as proper use of time management skills and coping strategies will help them in balancing their activities thereby achieving

much without stress and not blaming one another, as who to do a particular activity or not, this will also help to deal with procastination at home.

College Administrators will benefit from this piece of study because it reveal to them the importance of setting priorities, delegation of responsibilities in good time, use of time management skills to avoid stress and sometimes set priorities that will make their leadership and administrative roles effective.

Researchers who come across this piece of work will use it as reference material others will improve on the study by using different methodology and instrument while others will develop more researchable topics from the study giving it a wider coverage.

1.7 Basic Assumption of the Study

This study was conducted based on the following assumptions. That;

1. home economics female lecturers in Colleges of Education, North-West, Nigeria have different types of occupational roles and household tasks that influence their performance at home or workplace.
2 occupational roles influence household tasks performance of Home Economics female lecturers.
3. female lecturers experience challenges in the performance of their occupational role and household tasks.
4. there are available coping strategies that Home Economics female lecturers can adopt to influence their performance at home and workplace.

1.8 Delimitation of the Study

The study is delimited to Assessment of the Influence of Occupational Roles and Household Task on Home Economics Female Lecturers' Performance in Colleges of Education, North-West, Nigeria. It was also delimited to Home Economics female lecturers teaching in Colleges of Education, North-West, Nigeria. This is because, they have been teaching the subject and they know its demands at home and work place. Thus they are in a better position to respond to the research questions for the study. The study is also delimited to ten (10) Colleges of Education that offer Home Economics in six (6) states out of the seven states in North West Zone Nigeria. The six states are Kaduna, Kano, Katsina, Jigawa, Sokoto and Zamfara States. (Kebbi State excluded).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature is discussed under the following sub-headings:

2.1 Theoretical Framework

2.2 Concept of Teacher Performance

2.3 Occupational Roles of Home Economics Teachers

2.4 Concept of Home Economics

2.5 Teacher and stress

2.6 Challenges of Female Lecturers

2.7 Household Tasks of Female Teachers

2.8 Balancing family time

2.9 Coping Strategies on Occupational Roles and Household Task of Female Teachers

2.10 Review of Related Empirical Studies

2.11 Summary of Related Literature

2.1 Theoretical Framework

Within role theory: Lecturers performance in Colleges of Education, North-West, Nigeria is very relevant in the educational process, especially as it involves training future teachers. The within role theory was propounded by Kahn, Wolfe, Quinn, Snoek and Rosenthal in (1964) according to them performance can be affected by some factors. Performance of lecturers is a core concept in educational institutions every where. High performance individuals are needed in order to meet organizational goals. Performance is important for individual's accomplishment of tasks, and performing at a high level can be a

source of satisfaction with a feeling of pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. According to Khan *et al* (1964) factors that are detrimental to performance include

1. Role ambiguity: Role ambiguity is defined as the extent to how uncertain one's role expectations are, it is the uncertainty about what is expected in relation to role performance or when an individual does not have clear information about what to expect on the job or how the reward system is applied. Role ambiguity emerges when an individual inscribed in a certain role does not comprehend the role expectation of one or more members; or when individuals are unclear about what their role is, what is expected of them, or how they are getting on, they may become insecure or lose confidence in themselves. (Schermerhorn, Hunt and Osborn 1994; Ivancevich, Konopaste and Matterson, 2008).

Khan *et al* (1964) mentained that ambiguity originates from the outcomes of changes associated with increased demands. Therefore, it is quite, understandable that individuals experiencing role ambiguity will also face challenges in meeting performance expectations. Having better clarity on responsibilities and deliverables helps individuals perform better at work.

b. Role Conflict: This happens when, even if roles are clearly defined and there are no incompatible elements, individuals have to carry out two antagonistic roles for example, conflict can exist between the roles of individual at work and the roles at home. Role conflict is two roles or more that simultaneously bring pressure and contradict one with another in completion. Role conflict is a potential source of stress (Luthans, 2006).

There are three types of role conflict

a. Conflict between a person and the role; this a conflict between the personality and the expected role.

b. Conflict between the roles of expectation which contradicts how to play the role.

c. Conflict between roles emerge from the different requirements between two or more roles to be played at the same time.

Some studies reveal that there is evidence that role conflict has a negative impact on the success and performance influenced by cultural differences, where role conflict is related to the performance and vice versa (Cook, Hepworth, Toby and Peter 1981).

c. Situational Constraints: These are difficult situations that limit or restricts one from doing something freely for example limitation of time and necessary information which may serve as a guide to performing an activity. The limitation may end up affecting the expected performance.

Situational constraints include like, for example as lack of necessary information. Problems with supplies as well as stressors within the work environment. Situational constraints are assumed to impair job performance directly. For example, when a machine breaks down, one cannot continue to accomplish the task and therefore performance will suffer immediately.

The problem with higher education denote that role conflict, role ambiguity and situational constraints are not easy to avoid, because higher education have limited human resources. When individuals are involved in multiple roles, negative impact could unexpectedly happen (Lenaghan and Sengupta, 2007).

Work Family Conflict (WFC) came to Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) attention where they believed that conflict related to the dual role of individuals; the dual role which refers to work related roles and other roles in life, or the pressure related to work-related roles which are conflicting with demands of the role in the family. This study looked at how a lecturers in Colleges of Education, North-West, Nigeria performed effectively at workplace and at home. Effective role and task performance results in well trained students and a happy home. When roles and tasks are attended to haphazardly, failure may be the end result.

The relationship of within role theory with the present study, is in the area of occupational roles and household task performance of Home Economics female lecturers. The theory examined factors that have detrimental effect on performance which this study investigated. (For example emergency meetings without prior information). When roles are not clearly defined as to what should be done in a day and at a particular time, at the end of the day not much will be achieved. Also, when there is an increase in work demand, where a lecturer has additional classes to attend to, apart from former responsibilities, as in the case of those lecturers who teach National Certificate in Education (NCE) and Degree programs, or from the home front where challenges of caregivers or house helps not coming again, without prior information, can influence performance negatively at home and workplace. This is because adjustments have to be made in order the meet up, and in such cases, adjustment may not be easy; roles and tasks may be left unattended to.

Conflict between roles and tasks that is, pressure from home to workplace or vice visa is another aspect of the *within role theory* which relates to this study. When a lecturers leaves her home around 8am and returns home by 5pm or 6pm due to work schedule, and

still carries part of office work home to be completed while cooking, or because the care giver refused to come as stated in role ambiguity, there will be conflict. Part of the school work taken home to continue, or going to school with a child due to the absence of the caregiver, both can interfere with performance of roles at home and workplace. With such situations the relationship of the lecturer with students and family members will be influenced negatively. It is not wise to pay more attention to a particular role or task and neglect the other, the two should be balanced where possible in order to achieve good performance at home and workplace.

Khan *et al* (1964) also looked at situational constraint as another factor that is detrimental to performance. As a lecturer teaching aids are very important, especially those that will enhance practical skills of students. Home Economics as a subject is a skill oriented subject and requires tools and equipment that will enhance learning, where these things are not available performance decreases. The same applies to the performance of tasks at home. Where a home maker has to go out to grind tomatoes because the blender in the house is not functioning, or waiting for bike to take and bring children from school, because the car has problems, and there is no money to pay the school bus, are situational constraints that can influence performance negatively. These things happen when they are list expected.

Khan et als' theory of (1964) has being in used when dual or multiple roles are discussed, and many authors have used Khan et al; within theory to explain how performance can be influenced by dual roles. Hence the choice of this theory to back up this study.

Conceptual Framework Schema

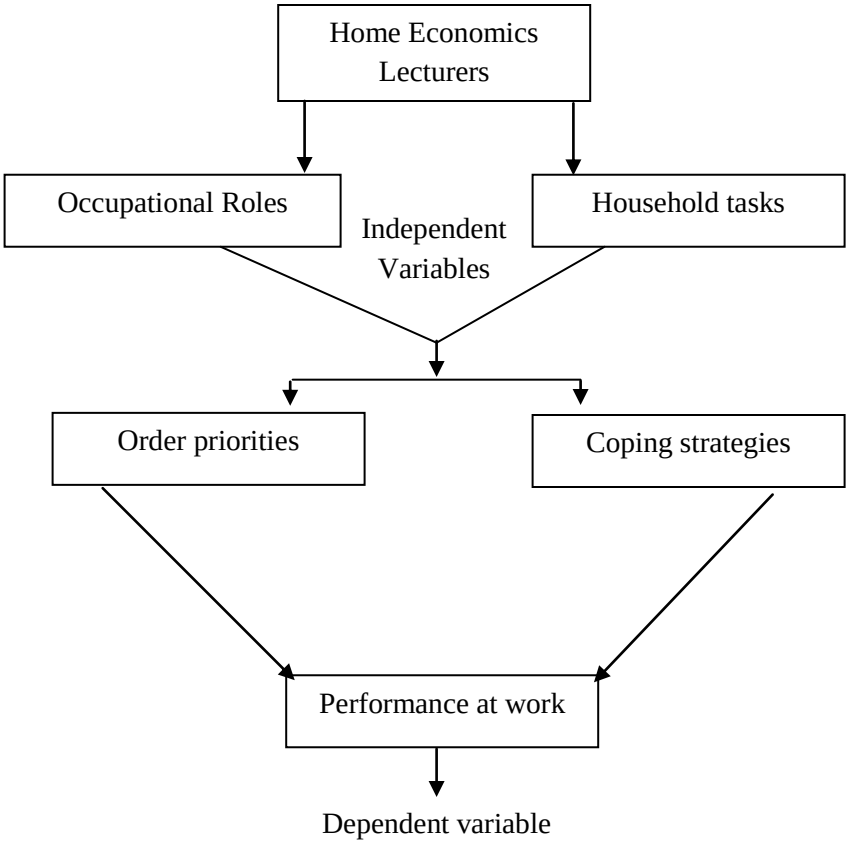


Fig. 1: Schema of Conceptual Framework

Source: Researcher, 2017

Fig. 1: Schema of Conceptual Framework The schema tried to explain what is embedded in the study, by bringing out the key variables that made up the study. The concepts were discussed intensively in the review of related literature. The schema looked at Home Economics lecturers as the key subjects in the study, who perform occupational roles as lecturers and household tasks as home makers. These two responsibilities are referred to as independent variables. To be successful as lecturers and home makers, priorities must be set in order of importance through the use of available coping strategies in order to have good performance (dependable variables) at home and workplace.

2.2 Concept of Teacher Performance

How well a teacher performs at home and at work place matters so much in achieving the educational goals of any Institution. Home Economics female lecturers form part of the processes of the achievement of educational goals because they are employed to impart knowledge despite household tasks that they have to attend to. It is expected of an employee to perform well irrespective of the situations surrounding him/her. However, teacher's performance is sometimes influenced by some factors such as occupational roles and household tasks. Organizations today face heightened competition on a worldwide basis; employees are experiencing increasing performance pressures, and hours spent at workplace may be increasing (Schor, 1991). High performance organization have raised their expectations regarding time, energy and work commitment. These expectations may be particularly difficult for women to meet, since women still perform the bulk of household tasks (Hochschild, 1989; Hochschild, 1997). The inability to balance work and life has severe implication because it affects every aspect of women's lives.

Teacher performance, therefore, is and could be described in various ways. It could be seen as the act of accomplishing or executing a given task (Robert and Tim, 1998). Obilade (1999) define teachers performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals whereas, Akinyemi (1993) and Okeniyi, (1995) define it as the ability of teachers to combine relevant imputs for the enhancement of teaching and learning process. Meindl (1995) argues that teacher's performance is determined by the worker's level of participation in the daily running of the organization. Supporting this argument, Adepoju (1996) asserts that variables of teacher performance such as effective teaching, lesson note preparation, effective use of scheme of

work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in a school system. In this regard, teacher's performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation and lesson presentation, mastery of subject matter, competence, teacher's commitment to job and extracurricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation, class control and discipline of students are virtues that teachers should uphold effectively while performing their roles as teachers (Adepoju, 1996).

Teachers' job performance could be measured through the teachers' job satisfaction and job attitudes such as job commitment, feeling of job challenge, job meaningfulness and job responsibility (Cheng, 2002). Job performance is important to ensure the quality of instruction taking place at school.

2.2.1 Teachers' job performance

Good performance by employees is what organizations need in order to succeed and to make a good name for the establishment. Colleges of education are educational organizations that depend on good performance of teachers in order to produce teachers that will graduate with the same zeal to do well in teaching. Excellent performance from both the teachers and the students is needed to have a well trained and developed society. According to Elger (2010), to perform is to take a complete series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other performances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a University. Performance as the adage goes, is a "journey not a destination". The location in the journey

is labeled “level of performance”. Each level characterizes the effectiveness or quality of a performance. For example, as an academic department improves its level of performance, the members of the department are able to produce more effective student learning, more effective research and a more effective culture. As a teacher advances his level of performance, he/she is able to produce deeper levels of improved learning capacity skills developed in his/her students. Which is why it was stated earlier that success is determined by the level of performance either at home or workplace. Teacher’s performance means the behaviour of a teacher which change differently with the change in surrounding environment, in such a way that when a particular task is assigned to the teacher, he/she successfully takes the action to carry out the task. Performance of a role is a product of the situation individuals are in and their own skills, competencies, attitude and personality. Situational factors are important, but the role individuals perform can both shape and reflect their personality (Armstrong, 2010).

The performance at work of female lecturers depends largely on the preparation level. In this competitive era, every educational institution is setting new goals to compete not only at the local level but also at the global level. As a result the teacher at the crux of an educational system has to bear the responsibility to prepare the younger generation to build a nation with purpose and tackle the challenges of tomorrow (Kyriacou, 2001).

Mohanty, (2000) points out that teachers’ performance is the most crucial input in the field of education. Teachers are perhaps the most crucial components of any system of education. How well they teach depends on some factors such as motivation, qualification, experience, training, aptitude and several of other factors, not the least of these being the environment and management structures within which they perform their roles. Teachers

must be seen as part of the solution, not part of the problem. Poor pay, low status and morale are key causes of poor performance and corrupt behaviour in the public sector. The performance of teachers is supposed to increase in the presence of resources and positive personality traits and vice versa. Resources are instrumental to and boosts performance in such a way that teachers have the strength to handle the job demands thus minimizing the negative effects of stress on performance cause by dual roles performed by lecturers at home and workplace (Mohanty, 2000).

A study conducted by Adeoye and Durosaro (2010) reveals that the performance of dual roles by female lecturers as wives/mothers as well as lecturers was a source of stress. While the husbands go to clubs and other relaxation centres, the female lecturers go back home to attend to domestic chores and care for children. Garg, (2014) opined that occupational stress is stress involving work, and that work and family are the two most important aspects of women's lives and source of stress. Balancing work and family roles have become a key personal and family issue for many societies that subject women to stress especially as they deal with home and family issues as well as job on daily basis. Garg, (2014) observe that that imbalance between work and family leads to occupational stress. Nezhad Goodarzi, Hasannejad and Roushani (2010) observe that because of the difficult situations caused by occupational stress, there are many mothers that would like nothing more than to give up work and spend quality time raising their family as best as they can. Greenhaus, Collins and Shaw, (2003) reports that those individuals who devoted a substantial amount of time to their combined work and family roles exhibited positive time balance. It is believed that proper time balance has more substantial positive impact on quality of life than improper balance. Balanced individuals experience less role over-load,

greater role ease and less depression than their imbalanced counter parts. The proper time balance regime is very essential for female teachers to perform well at home and workplace especially if some coping strategies are adopted. Room will be created for family quality time which is one of the essential aspects of establishing good family relationship and strengthening family bonds.

Performance in this study is the key element of how female lecturers in Colleges of Education at home handle household tasks well and at work teaching students to the best of their ability that is earning expected results. Sergiovanni and Starratt (2002) argue that what is more important than the right teaching performance is the teacher's potential ability of good teaching. "Knowledge and understanding are not enough. Teachers are expected to put their knowledge to work to demonstrate that they can do the job. Still, demonstrating knowledge is a fairly low level competency. Most teachers are competent enough and clever enough to come with the right teaching performance when supervisors are there. However, performance is more superficial and relies more on experience and practice while competence is the more fundamental ability and potentials a good teacher needs to possess (Zhang, 2003). Kant (2014) notes that job (work) performance means sincerity and potentiality towards duty and that it is very important for a teacher to discharge his/her responsibilities with a whole heart. So, it is also important for administrators, policy makers and stakeholders to ensure full supportive environment for the teacher. Davidson (2005) observed that organizational culture affects performance of employees positively or negatively. In the same vein, Chandrasekar (2011) examined that work place environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not conducive for the employees, they get de-

motivated and performance is affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, lack of personal decision making opportunity leads to dissatisfaction amongst people working in such environment. They undergo a lot of stress thereby affecting their performance at work. Similarly, Kadzamira (2006) affirms that when organizations do not make a proper culture in organization so definitely, employees will feel stressed because of bad communication between employees and their supervisors and their performance towards their job will not meet the set standards. His study found that bad working and living conditions have an adverse effect on the teachers' performance. Working and living conditions of female teachers can be from home to work and from work back home. If both sides are not balanced in terms of activity, performance will be low. According to Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011), social and economic conditions of teachers have an effect on their performance that is low salary, lack of facilities, status of teachers in the society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment; are all factors that have a strong impact on female teachers performance. From the study of Nadeem, *et al* (2011), it is quite clear that stress either from home or work place can affect job performance negatively. The development of people's performance in the work place is critical to the success of the organization.

2.2.2 Factors influencing teacher performance

Every profession, and in all organization and establishments, employees put in their best when working conditions are favourable and satisfying. Teaching as a profession has lost many teachers to other professions due to poor remunerations; many teachers have migrated and are still migrating to other professions. In Colleges of Education especially

State Colleges of Education, lecturers are migrating either to Federal Colleges of Education or Federal Universities due to poor remuneration. When a teacher is not satisfied, performance will be low, and low performance affects both the students and the reputation of the institution. According to Ofoegbu (2004), poor academic performance of students in Nigeria has been linked to poor teacher's performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in Public Secondary Schools in Nigeria are poor (Oredein, 2000). These prevailing conditions would definitely constitute a negative influence on instructional quality of public school, which may translate to poor academic performance, attitudes and values of secondary school students. In Nigeria today, what is happening in our secondary schools is applicable to Colleges of Education, especially government owned Schools and Colleges. Some private secondary school can boast of better infrastructure than some State Colleges of Education. Although teachers' strong effect would significantly influence students' academic performance achievement, other factors such as socio-economic background, family support, intellectual aptitude of students, personality of students, self confidence and previous instructional qualities have been found to also influence students' examination score (Starr 2002). Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspect of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of

several studies (Starr 2002; Adediwura and Tayo, 2007). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance, as their level of performance will influence students positively.

It has been established by many researchers that no single factor could be seen as singularly influencing employee performance substantially to an extent that it could be seen as holding a secret key to performance enhancement. Vandyk and Herholdt (2004) found that various factors were responsible for influencing employee's performance in an organization. These factors are basically what drive employees to efficiently and effectively work for the organization. These factors have been grouped into two headings, organizational and individual factors.

2.2.3 Organizational factors

Performance can be reduced or improved due to factors beyond the control of the individual. The organization itself may be setting barriers to performance or uncooperative workers and managers may contribute to reduce performance. The factors which affect performance at organizational level include remuneration, communication, equipment and management Style (Armstrong, 2001). Vandyk and Herholdt (2004) have identified the obvious factors that influence employee performance as being innovative remuneration structures, access to leading employee benefit and a comfortable work environment.

A study by Balassanian (2006) provides insight into the role that incentives can play in mobilizing capacity and performance. He argues that while pay has been and will remain an important driver of performance, experience demonstrates how important other motivators have been at both organizational and individual level.

2.2.4 Individual factors

Individual factors such as the nurturing of an employee's own diversity and the provision of support to overcome the stress of work and daily life. For example, executive coaching has an influence on work performance (Vandyk and Herholdt 2004).

Griffin (2005) avers that the performance of an individual is determined by three factors that is motivation, work environment the ability to do work leadership style and training.

a. Motivation: Motivation is one of the factors which influence individual performance. It is what makes people put effort and energy into what they do. It is also seen as a goal directed behaviour that addresses issues that energize and direct behaviour, towards a goal (Armstrong, 1996). Motivation is a driving force that compels an individual to take some actions in order to achieve certain goals. Therefore, motivation of employees is a key, in that it boosts the psychological contact between the employee and the organization. When employees are given due recognition by their organization, they tend to show commitment and loyalty to the organization which can be translated into improved organizational performance. (Okanya, 2008; Inayatullah and Jehangir, 2013). Motivation also plays an important role for teachers because it helps to achieve the target, in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers, because it directly influences the students' achievement. If in schools, teachers do not have sufficient motivation, they are likely to be less competent and this directly influences their performance as well as the education system. (Mustafa and Othman, 2010).

Adelabu (2005) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason

behind the poor motivation of teachers is that they have low salaries as compared to other professions; poor work environment, no decision making authority and also not giving them opportunity of developing their career. This has confirmed the researchers' statements that many teachers have left the profession for more promising and lucrative profession.

Mustapha and Othman (2010) examine the perceptions of high school teachers about the effects of motivation on their performance level at work. They found that there is a positive relation between motivation and working performance of teachers, that is the greater the level of motivation, the higher will the teacher's job performance or if they provide a high level of motivation to the teachers then their job performance will increase.

b. Work environment: Work environment incorporates psychosocial dimensions such as employee-employer relations, motivation and advancement, jobs demands and social support. Workplace design may promote organizational success by creating environments that support work quantity, quality and style, while improving turnover and absentee rates (Becker 1981; Vischer, 2007). Nadeem et al (2011) also subscribe that social and economic conditions of teachers have an effect on their performance that is low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors have strong impact on female teachers performance. A survey of work environment by University of Bristol (2007) showed that 92% of staff are satisfied that they were working in a safe environment while 78% of respondent believed they had a pleasant working environment. The Gensler 2008 (U.S) survey results reveals that companies providing workplaces are more effective for knowledge work and they are seeing higher levels of employee engagement, brand equity and profit. Wright, Gardner, and Moynihan (2003) pointed out

that attitudes of co-workers can have considerable influence because they include behavior that have affective and cognitive components and they leverage employee participation and role behaviour in work environments. Armstrong (2009) states that an enabling, inspirational and supportive work environment creates experiences that impact on engagement by influencing how people regard their roles and carry them out. The lives of many teachers have been influenced positively in the work environment, which is why you find teachers spending more than thirty (30) years in the same work environment. Meaning that work environment is very important in influencing teacher performance.

c. Ability to do work: Ability to do work can be associated with the teachers' knowledge and understanding of subject matter and the ability to deliver. Khurshid, Gasmi and Ashraf (2012) in their study of job performance examine teachers' self-efficacy due to demographic variations and the results of the study revealed that female secondary school teachers have higher self-efficacy than male teachers. Teachers with more work experience with higher qualification have higher self-efficacy. Similarly, Landy and Conte (2007) state that the individual's confidence in his/her own ability, as well as the likelihood that the individual will be able to successfully complete a difficult task, is referred to as self-efficacy. Self-efficacy is another factor to consider on simple rather than complex task. While comparing self-esteem and self-efficacy, Chen (2004) discovers that beliefs surrounding self-efficacy played a prominent role in the consideration of motivation and behaviour. Education theory and philosophy suggest that teachers who are skilled in active-child-centred methods of teaching produce better learning results, especially when it comes to the capacity of students to apply knowledge as opposed to just memorizing facts and

names of concepts. It is necessary for teachers to understand concepts so that they will pass them to students correctly, making learning meaningful thereby influencing performance.

d. Leadership: Leadership at work in educational institutions is a dynamic process where an individual is not only responsible for the group's task, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seek to include greater reinforcement characteristics like recognition, condition of service and morale building, coercion and remuneration (Balunywa, 2000).

Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998) Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively. If the students are not directed in their use, or if the teachers who guide in the usage are not properly trained to implement them effectively. Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their task effectively.

Leadership in any organization is significant for the success of that organization, the same applies to our Colleges, Department and schools.

In a research conducted by Adeyemi (2010) on the relationship between the leadership style of principals and teachers job performance in secondary schools, he found

that the principal mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership style used by principals and teachers performance. His study concluded that the performance of teachers is better in those schools where principals use autocratic leadership styles as compared to those schools where principals use democratic styles of leadership. Thus, the autocratic is the best style of leadership that can improve the productivity and performance of teachers in schools (Adeyemi, 2010). Organizational success can only be achieved by the satisfied and motivated employees and good leadership. Therefore, a good leadership style is required to lead teachers and to enhance their efficiency. (Akhlag, Amjad, Mehmood, Seed-ul-Hassan and Malik 2010).

e. Training: Training in organizations, is a way of helping staff improve their skills through organized programmes within and outside the organization. Ihunda (2004) states that it makes sense to train and develop the academic staff not only because of gains in productivity, work quality employee morale, waste reduction, but an organization that fails to develop its present employees seriously jeopardizes the future of the organization. Training and development process has the potential to make a strong positive impact on the performance of individuals, teams and the business as a whole. Training according to Tharenou, Saks and Moore (2007), is "a systematic acquisition and development of the knowledge and skills and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment". Furthermore, "training can be viewed as an investment in human capital that provides employees with unique knowledge, skills and abilities that add value to the firm and enable the performance of activities

required to achieve organizational goals, thus resulting in positive organizational level outcomes" (Tharenou *et al*, 2007). Salas, Cannon-Bowers, Rhodenizer and Bowers (1999) regard employee training and development as any attempt to impart new knowledge and skills based on employee and organizational needs which should result in improved job performance, reflected in organizational outcomes such as high productivity, improved quality and service. Beardwell and Holden (2001) view training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities. Its purpose, in the work situation, is to develop the ability of the individual and to satisfy the current and future needs of the organization: According to Omar (2014), training program is important to us in the education sector same as in other sectors or organizations. The need for training in education particularly for teachers is important to improve the quality of education. In Nigeria, teachers are crucial in implementing educational reforms in accordance with the aspiration of the National Philosophy of education. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. Abarikannda (2002) note that the purpose of in-service training is based specially to upgrade and update the potentiality and competency of teachers to be supportive, participative and achievement oriented. In other words, it is a goal directed activity focusing on changing individual's values, orientation and attitude towards learning environment. In-service training enhances performance as it provides access to professional growth, which helps reduce some deficiencies in skills and methodologies in teaching.

This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmission of knowledge there will be innovative change in curriculum high degree of participation in decision making as well as standard teaching. Studies by Ekpoh, Oswald and Victor (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen and Kazmi, (2012) also show that in-service training plays a major role in improving the teacher's performance. There are several ways teachers' performance can be influenced, however, these few are mentioned for the purpose of this study.

2.2.5 Teacher stress and performance

A teacher in a classroom performs well when all that is needed to perform has been given from text books to the least item chalk. On the other hand, if the teacher is left in the classroom with only students to handle, that can cause discouragement and gradually pressure will buildup which can lead to stress and poor performance from the teacher and students. Khan, Shah, Khan, and Gul, (2012) affirmed that within education system of any country, teachers occupy a very vital position as the success of the educational institution is mostly dependent on teachers, who educate the most valued assets, i.e. students; the teachers' performance is of fundamental concern to all educational institutions. The teachers' performance is negatively influenced by different stress contributing factors which either exist within or outside the educational institution that impedes the performance of teachers; resulting in lower individual as well as institutional productivity. Betonio (2015) supported the above statement noting that education industry is one of the business organizations that offer services in terms of molding and crafting youngsters into good

citizens of the country. It is the kind of business where individuals learn good values and various techniques and strategies that they can use as they start their own personal endeavour in life. These values, techniques and strategies are usually imparted to the students in all educational institutions through teaching methods that every teacher uses when conducting lessons. Teaching is a challenging job in which teachers' performance is wrapped up in her/his personality. It requires a unique talent and sense of vocation if the teacher has to perform his/her role exceptionally well. Commonly, job performance refer to the degree to which an individual employee executes a particular role or responsibility in accordance with certain specified field standard (Nayyar, 1994) whereas teacher's performance means the behaviour of a teacher which change differently with the change in surrounding environment, in such a way that when a particular task is assigned to the teacher, he/she successfully takes action to carry out that task (Cheng and Tsui, 1998).

According to Khan et al (2012), teachers are the most valued assets of any country. They impart knowledge and skills to the students; who after completion of their studies, join the different sectors of the country and start contributing towards the development of the nation's economy. Recent global changes have resulted in creation of new challenges to shape global competition, technological advancements, quality assurance; standardization and cost minimization which have hardly hit each and every sector throughout the world; the educational sector has no exemption. The academician working in different educational institutions are under immense pressure to meet the expectation of their customers, irrespective of whether these customers are students, parents or employers. In the process of meeting the expectation of customers, teachers are exposed to certain unwanted internal or external environmental factors, which hamper with their routine abilities and results in

development of exhaustion and strain. Once teachers develop such symptoms then their performance and satisfaction level is decreased and thus, the overall productivity of educational institution is diminished (Khan, et al 2012).

The effects of teachers stress on the performance have widely been recognized. Research studies like (Akhlag *et al* 2010; Bakker, Demerouti and Verbeke, 2004; Tahir, 2011) show that stress have very negative effects in shape of low morale, absenteeism, poor teaching quality, less students satisfaction, and turn over on the overall performance of teachers. Betonio (2015) stressed that a very good teaching performance usually result when one teaches with enthusiasm, competence, effectiveness and with dedication to the profession. The teacher has to do dual tasks, one is instilling knowledge and the other breaking down the barriers that block the process of inculcating such knowledge. Such concerns demands that those teaching the students must be creative and practice it diligently and faithfully. It is a mere fact that teachers are one of the key factors in the teaching learning process. They perform a very vital role in molding the youth for the good of their family, community and the entire society (Aquino, 1998). They are also sometimes like candles that light the path of others success, especially that of their students (Dizon, 2005).

Too much stress can contribute to health problems. Stress can also reduce the ability to perform at the highest levels (Khan, 1998). The negative effects of stress can impact negatively on performance and quality of life. The teacher's performance can be broadly divided into three (3) major categories i.e. task performance, contextual performance and adaptive performance (Bakko and Bal, 2010; Cai and Lin, 2006; Carson, 2006; Min, 2007).

a. Task performance is a set of behaviours by which the employee recognizes and comprehends that the organizational goals have been highlighted and explored. Task

performance is actually the technical behaviour and activities involved in the employee's job. Here, the employee's proficiency with which he/she can perform technical activities is actually tested. From teaching perspective, the task performance means set of regulated job behaviours which a teacher can do. The teacher's task performance consists of teaching effectiveness, teacher-student interaction, and teaching value (Borman and Brush, 1993; Griffin, and Neal, 2000; Cai and Lin, 2006).

b. Contextual performance refers to employees activities, which do not contribute to the technical core but support organizational, social and psychological environment in which the organizational goals are followed. It consists of occupation, morality, job dedication, and assistance and cooperation among the teachers (Borman and Brush, 1993; Cai and Lin, 2006).

c. Adaptive performance is a new performance concept in which learning comprises a major performance dimension. Under this new concept of performance, there is a departure from the past conceptualization of performance in which learning was viewed as a pre-requisite for performance, the learning itself is seen as part of performance, which should be considered as performance element. Adaptive performance consist of dimensions like handling emergencies, handling stress at work, solving problems creatively, demonstration of interpersonal adaptability, and showing physically oriented adaptability (London and Smither, 1999; Pulakos Arad, Donovan and Plamondon 2000)

2.3 Occupational Roles of Home Economics Teachers

Teaching is one of the oldest professions for both male and female sexes. It prepares individuals into various fields of study and professions; it is the foundation of all professions and the backbone of development of all nations of the world. Primarily, the roles and responsibilities of a teacher is multitasked in the present day school system compared with what was obtained a few years ago. The workload of teachers is influenced by several factors including the more formal and difficult procedures in doing their work, making them find enough time in planning their work. In addition, teachers are not just responsible for improving students "knowledge but also responsible for social and emotional development of their students, thus increasing the responsibility of the teaching profession" (Wafula, 2010).

Teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. This responsibility makes it imperative that teachers be an embodiment of a constant search for updated knowledge in various fields of life, i.e. latest information, skills and break-through (Adeosun, 2009). According to Mishra (2008), teaching is a process of attempting to promote change in students. Teaching would result when the teacher indulges in any activity with the intention that pupils would learn something as a consequence of it. Teaching would also result when the teacher prescribes tasks such as reading a passage, writing of composition for pupils to engage in for the purpose of learning.

Kaur, (2011) opines that by all definitions the profession of teaching has a very prestigious place in all professions. A teacher is a kingpin in the entire system of education. Almost all cultures of the civilized world have considered their teachers in a very high

esteem. They are very often given names like “master” “mentor” and “guru”. To achieve this status teachers throughout the history of civilization have come up to the expectations of the world around them. Most thinkers and philosophers of the past who are still remembered are because they had their disciples and students. Simmons (2010) notes that effective teaching in the 21st century requires more than a basic understanding of educational theory and classroom management. Teachers must also collaborate with other educators to learn how to implement new technology in the classroom, and how to prepare students to enter a global economy. Therefore, a teacher is faced with the task of effective classroom management, making content relevant to students daily lives, developing critical thinking in her/his students, working with new and evolving technologies to create meaningful and effective lessons, giving students understanding and importance, having students work in teams to ensure that all students receive an equal education regardless of what teacher they have, staying current on new issues and developments in the field of teaching as well as content areas. Teaching is much more a difficult task; it requires different types of methods techniques and teaching aids. The selection of these methods and techniques depend on nature of task, learning objectives learner abilities and student entering behaviour (Mishra, 2008). The term “teacher” is used to describe any person whose job is teaching, especially in school. By implication “teacher” and teaching have existed prior to the development of formal education. Teaching, which is done through language, is not to bring ideas into the minds of the students but to awaken those that are already there (Mishra, 2008).

The role of the teacher, therefore, is to facilitate learning which is the apparent modification of a person’ behaviour through his activities and experiences, so that his knowledge, skills and attitudes including modes of adjustment towards his environment are

changed more or less permanently. Fareo (2013) posits that a teacher is one certified to engage in interactions with learners for the purpose of effecting a change in their behaviours. On the other hand, a teacher assumes different capabilities such as educator, instructor, tutor, lecturer and professor. Teachers at all levels of educational system are very important in the overall development of any nation.

Teachers both male and female, are powerful role models and agents of socialization. (Anikweze, 2005, Nkom, 2000 and Rao, 2008). Teachers occupy a strategic position in the educational system and are centres of national development and progress. That is why the government of Nigeria is convinced that the quality of teacher education should continually undergo improvement (reform) with a view to achieving good results for the education system through professional preparation of persons for the assignment of teaching and nation-building (Ikedingwu, 2005). Teachers are charged with educating and helping to mould children into productive members of the society. With rules, regulations, guidelines and performance expectations all around him/her may subject them to very high levels of stress. The job is very demanding because it hardly ever ends.

The role of the teacher involves attitudinal, mental and physical development of youths to become good citizens. This entails imparting knowledge, skills and attitudes necessary for molding behaviour to standards acceptable to the society. The roles further involves preparing scheme of work, lesson plan, lesson notes, students assessment reports and other records, development and organization of teaching/learning materials, organization of curricular and co curricular activities, guiding and counseling students. Maintenance of students discipline and general management of institutions (Kaur, 2011; Teachers Service Commission, 2007). From the foregoing, it is not an overstatement to say

that no aspect of national development; economic, social, political and moral, can take place without teachers. Truly, in the words of Philip Wylet, quoted in Nwogho (2005), one good teacher in a life time may sometimes, change a development into solid citizen. The more good teachers the nation has, the more the solid citizens and hence more development of the country. Okebukola (1996) summaries the importance of the teacher when he said that the world without teachers is world without hope; a world without teacher is a world without progress; and the world without teachers is a world that is doomed.

The roles of the female teachers, therefore, are enormous coupled with household tasks. This is why performance at work and home are very significant in the life of a female teacher as this will go a long way in the development of potentials in students as well as maintaining a happy home.

2.3.1 Occupational stress

Occupational stress involves work. When the expectations from the employee by the employer are high and the expectation are too difficult to be met, especially when it involves female employees who have other responsibilities to attend to at home, such an employee goes through pressure which can lead to stress in an attempt to meet up with the demands of the employer.

Kaur (2011) opines that occupational stress is the physical and emotional response that occurs where workers perceive an imbalance between their work demands and their capability and/or resources to meet these demands or in a single word it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control the employee has over meeting these demands.

Brynien and Igoe (2006) observe that occupational stress is a major hazard for many workers. Increased workloads, downsizing, overtime, hostile work environment, and shift work are just a few of the many causes of stressful working conditions. In the same vein, Kaur (2011) affirmed that occupational stress is often caused by an increased workload without the addition of employees to take on that additional work. Instead, increased amount of work is given to the current employees to finish in the same time span that they would be asked to finish their regular or standard workload. From the above views of different researchers on occupational stress, it is worthy of note that women who are now engaged in dual responsibilities are likely to be among individuals experiencing occupational stress especially NCE female teachers who have to battle with workloads, overtime and sometimes hostile environment, coupled with home front responsibilities. This is affirmed by Briner, (2012), when he said that stress is part of life's challenges that all persons must face. A certain degree of stress is unavoidable, as a matter of fact an acceptable level can serve as a challenge to improve the teacher's efficiency. But on the other side, if the level of stress is such that the teacher will not be able to satisfactorily handle it, the result of the teachers' efficiency may be negative. In the same vein, another researcher claim that stress is what keeps you alert and alive to tackle your responsibilities during presentation at work, sharpens your concentration and even compels you to reach your target.

2.3.2 Women related causes of occupational stress

Women are the key persons considered in this study. Causes of stress, therefore, can be looked at from the imbalance between work and family life which may arise due to some factors. It can also result from various interactions of the worker and the environment where they perform their duties (Garg, 2012).

a. Mental harassment. This is a condition which considers women incapable and inefficient compared to men. Gender bias creates obstacles to women recruitment.

b. Sexual harassment. Today, almost all women are prone to sexual harassment irrespective of their status, personal characteristics and the type of their employment.

These occurs on public transport at working place, educational institutions, hospitals and other government or public work places.

c. Discrimination at work place. Delay or denied promotion at the right time.

d. Lack of safety (Security). Very difficult for working women to balance their domestic environment with the professional life, especially working late hours, the safety/security is slim.

e. Lack of family support in terms of household work. The work at home must be taken care of before leaving for office work no matter what.

f. Other personal demographic factors like age, level of education, marital status, number of children, personal income etc (Garg, 2012).

2.4 Concept of Home Economics

Home Economics as a course of study has been viewed by many writers and specialists in the field in different ways. For several, Home Economics deals with family relationship and meal preparation. Others relate Home Economics with consumer education, budgeting and family health.

In brief, Home Economics began in the late 1800s as a response to world-wide change and development. The establishment of Home-Economics as part of the school curriculum has contributed immensely in improving the living standard of families,

communities and many societies worldwide. This is because Home Economics is the only subject that focuses on everyday life and meeting basic needs (Smith and Zwart, 2010).

Home Economics is education for living. It is a study of all that relates to home and family. It is the area of study that provides the necessary knowledge guiding and assisting human beings to be able to attain a more self-reliance and fulfilled life. Home Economics deals with all aspects of family life drawing knowledge from many disciplines such as Biology, Physics, Chemistry, Social Sciences, Humanities and Arts and the unifying knowledge drawing to teach many people how to do the following: determine needs of individual and families and become responsible and effective members of family and community through effective home making and gainful employment (Anyakola, 1997).

Anene-Okeakwa (1990) defines Home Economics as that aspect of vocational education concerned primarily with development of skills; knowledge and attitudes required for useful and successful occupation which may be in form of self-reliance or for being gainfully employed by others. Ugoezie (1990) viewed Home Economics as a skill and knowledge that will help one to be self employed and so contribute effectively to the socio-economic development of the family and the society. Furthermore, other writers like Mberengwa and Mthombeni (2013) view Home Economics as a comprehensive discipline that teaches everyday life skills, which are applied on a daily basis in people's lives in their homes and communities including the work place.

Home Economics is described as an "interdisciplinary and multidisciplinary" profession, with the importance of families at the core of everything undertaken by professionals in the field. "Although it is multi-disciplinary, it does not teach skill for the sake of that skill; it teaches for application; it teaches for informed decision making in

endless scenarios; it teaches evaluative and critical thinking skills. It empowers individuals no matter what the context (Pender-gast, 2006).

Ekpeyong (2008) asserts that Home Economics education is the type of education needed to enhance development. He further stated that Home Economics has persistently identified itself as the right step in the right direction. It has passed the period when it was regarded as only the acquisition of skills in household arts, craft and cooking.

Today, Home Economics has gone beyond the boundary of focusing attention on the home or family to focusing on the larger society. It has broadened its scope in line with the dynamics of the present realities. Home Economics encompasses all areas of food and nutrition, home management, clothing and textiles, human and family development, consumer education, interior decoration and child care and management integrating them into all aspect of life (Ekpeyong, 2008). According to International Federation of Home Economics (IFHE) (2008), Home Economics is a field of study and a profession, situated in human science that draws from a range of disciplines to achieve optimal and sustainable living for individuals, families and communities. As a curriculum area, Home Economics "facilitates students to discover and further develop their own resources and capabilities to be used in their personal life". As earlier stated, Home Economics is the only subject that focuses on everyday life and meeting basic needs. All the definitions of Home Economics in this study focus on the individual, family, community and societal living. This is to say that Home Economics as a subject has a yearning to meet life's basic needs at all times. It is centred on healthy living.

2.4.1 Teaching Home Economics

The establishment of Home Economics as part of the general school curriculum can be attributed to the efforts of some women, like Adelaide, Hoodless and Ontairo in 1980. They promoted Home Economics Education as part of manual training. These women advocated strongly for Home Economics at both public schools and University level for these three (3) reasons:

a. To improve general health and hygiene of women and their homes.

b. To recognize women's right to education and participation in the society.

c. To promote worthy home membership (Smith and Zwart, 2010).

Furthermore, Egun (2008) notes that Home Economics is one of the vocational subjects defined in the National Policy on Education NPE (2002) as that aspect of education which leads to acquisition of practical and applied skills as basic scientific knowledge. The aims among others include:

a. Produce professionally qualified teachers who are competent to teach Home Economics at post-primary levels.

b. Equip students with intellectual and professional skills and other competences required for self reliance.

c. Inculcate in the students the necessary skills to strengthen family life through improvement of personal family and community living.

d. Produce practical and production oriented graduates that will successfully utilize their skills to be self employed for service in government, industry and other careers in Home Economics in addition to teaching job (Egun, 2008).

Home Economics is one of the double major courses offered at all levels of tertiary institutions in Nigeria and some other countries of the world. Double major courses are usually in the Department or School of Vocational and Technical Education, which signifies more of practical work for the teachers and the students. Home Economics is among the major courses offered in tertiary institution. One of the objectives of teaching Home Economics in tertiary institution is to ensure that each student is able to explain the principles of Home Economics and demonstrate skills and other abilities directly related to job that is done. (Anozie, 2006). It exposes individuals to many occupational areas of skills in craft work, clothing, manufacturing, tailoring, fashion, designing, baking, laundry, hotel management. The teaching of Home Economics dwells on the above-mentioned areas making it a demanding subject, it requires commitment and dedication to duty, without which nothing much will be achieved.

Anumnu (2001) explaines that Home Economics is an all embracing subject area and its curriculum is broad based covering all aspects of individual and family needs. The education is vocational and technical in nature and deeply embedded in practical work. The programme has many career opportunities for university graduates. It also prepares individuals for happy life. Both male and female students study the subject at the University and Colleges of Education (Eze, 2001).

A critical observation of the above statements is that Home Economics is a subject that provides employment and at the same time prepares one for family living. This clearly shows that the knowledge of Home Economics provides opportunities for different occupations paid jobs and different ways to attend to the family needs.

There are opportunities to strike a balance at work place and at home, that is why both the definitions and importance of Home Economics is geared towards self reliance and good family living.

In Home Economics, students learn practical and critical thinking skills that equip them to handle the increasing complexities of daily lives (Smith and Zwart, 2010). Complexities of daily lives here refer to the occupational roles and daily household tasks carried out by Home Economics female lectures. With good knowledge of different skills and critical thinking, Home Economics lecturers will be able to balance their time at work place and at home with much ease. This is a clear indication that Home Economics teachers have roles to play if they are truly trained Home Economists. These roles include training students as their paid jobs, household tasks and other businesses to add to the paid job. Hence, a Home economics teacher must be strong and committed to duty to be able to combine these roles effectively.

Home Economics has many dimensions, "the knowledge, practices and dispositions" necessary:

a. For academic discipline to educate new scholars, to conduct research and to discover new knowledge and ways of thinking for professionals and for the society.
b. To understand and think critically about personal and societal influences on well being.
c. For curriculum area that facilitates students to discover and further develop their own resources and capabilities.
d. To engage in creative and entertaining actions when meeting the needs and enhancing well-being of self and others.

e. To promote preferred futures for individual and family well-being in situations related to food and nutrition, human development and relationships, and living environment (Queensland, 2005).

The teaching of Home Economics covers a wider area than has been mentioned. Worthy of note are the roles involved and its central on focus individual, family, self reliance and self employment. All these requires strength, time, critical thinking to be able to achieve the above mentioned dimensions. The study of Home Economics is an investment with accruing dividends (Nwankwo, 2005).

2.4.2 NCE Home Economics programme

Home Economics is one of the subjects offered in almost all Colleges of Education in Nigeria. Colleges of Education in North-West Zone Nigeria offer Home Economics with the exception of Adamu Augie College of Education Argungu in Kebbi State, Biga College of Education Sokoto and College of Education Maru, Zamfara State.

This is an indication that Home Economics has so much to offer, because it features as one of the major subjects taught in Colleges of Education in Nigeria. Home Economics makes unique contribution to the education of young people in that it focuses on the nature and challenges of our daily lives in relationship to other people, social system and material resources. Home Economics maintains the educative and preventive mission of its early roots. It helps young people to optimize living in the current familial and personal relationship and to plan well for their future relationship and family. It aspires to increase the resourcefulness of people and help them to live satisfying, sustainable and quality lives caring for themselves and others (Smith and Zwart, 2010).

Home Economics is capital intensive because the practical work constitute an essential component of Home Economics education.

A look at the harmonized New National Commission for Colleges of Education (NCCE) and Nigerian Certificate in Education (NCE), Home Economics programme (FRN, 2002) shows that the programme (even though double major) is loaded. There are ten (10) courses in NCE I 1st semester, nine (9) in 2nd semester, seven (7) NCE II 1st semester, ten (10) in 2nd semester. Six (6) courses in NCE III 1st semester and four (4) in 2nd semester. These include Education and General Studies (GS) courses. All these are compulsory and must be passed by the student (Nwankwo, 2005). In the last five (5) years, the NCCE has been involved in a number of activities (including conferences, workshops, critiquing sessions etc) to address the discrepancy between teacher and certified qualifications and the quality of their on-the-job performance. The mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for Basic Education Sub-sector (NCCE, 2012).

In Nigeria, the National Policy on Education (2012) declared that the Nigerian Certificate in Education (NCE), as from the middle of 1990 would become the minimum qualification for entry into teaching profession. As a result of this, Colleges of Education have been established in almost every state to produce NCE teachers and to upgrade the lower educational qualifications of the existing teachers through in-service training programmes (NPE, 2012). There are today (1994) 56 Federal and State Colleges of Education in the country. Competition for admission into the Colleges of Education is keen since all future teachers have to be trained in Colleges or Universities that have faculties and institutes of education for the production of graduate teachers to obtain the required

qualification to teach or gain employment). Today we can talk of over a 100 Colleges of Education in Nigeria, at Federal, State and Private levels. (NCCE, 2012).

The mode of teaching Home Economics in Colleges of Education in Nigeria requires practical work in well equipped laboratories in all Home Economics subjects for proper development of necessary skills. Both theoretical and practical lesson are to be taught using varied methods of teaching which include demonstration, panes discussion, micro teaching individual project etc.

Graduation requirements in Home Economics are as follows:

a. General education components – 30 credits
b. Teaching practice – 6 credits
c. General studies – 18 credits
d. Home Economics components including practical and 16 weeks of SIWES– 64 credits

Total minimum credits for graduation – 118 credits.

Course components in Home Economics include:

a. Food and Nutrition
b. Clothing and Textiles
c. Home management
d. Family and Child Development
e. Home Economics
f. Sex Education
g. Information Communication Technology
h. Entrepreneurship Education

i. Population Education.

These are the core courses in Home Economics from which other course emanate like consumer education, community health, hotel and tourism education etc.

There are other required courses from applied, natural and behavioural sciences. These are drawn from supporting disciplines to facilitate the study of Home Economics. These include:

a. Biology

b. Chemistry

c. Physics

d. Mathematics

e. Computer

f. Sociology

g. Fine and applied art

h. Applied arts

i. Agricultural science

Teaching practice and project (research) is mandatory for all students. All that surrounds Home Economics as a subject is practical work. Without practical work, the aim of the subject is defeated. As such, qualified, interested, dedicated and hardworking teachers are assets that can affect the lives of students positively towards the subject. Any student that will graduate with a skill for business/self-empowerment will promote the subject anywhere otherwise discouragement will set in.

It is worthy of note that many Home Economics teachers shy away from practicals especially in clothing, one aspect of Home Economics that can make graduate self reliant and the same time self employed.

2.5 Teacher and stress

Teaching as earlier stated is a reputable profession that has served humanity for ages. It is a noble profession, which is why women are associated with teaching, as mothers at home they train and mold their children's character so that they will be good members of the society. In the same way, female teachers are expected to mold the behavior and character of different students from diverse backgrounds with individual differences, making it difficult for teachers to cope, resulting to undue stress. According to Durosaro (1995), Nigerian women are fast becoming a force to reckon with in the world of work and female lecturing in the Universities. In a recent survey of female participation in teaching in Nigeria Federal Universities, 53% of the participants believed there was a distinct disadvantage in being a woman or in a desiring a career in lecturing at the University level. The results from this survey also show that the women lecturers perceived themselves as a minority group in a male dominated environment. Indeed, Babajide (1995) posits that female lecturers are subjected to greater work related pressures than their male counterparts. That is to say that female lecturers are exposed to work related pressures which can lead to stress. Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of various jobs by Health and Safety Executives, teaching came up top the report, the scale of occupational stress: Further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves 'highly

stressed', while 58.5% came into a "low stress category, while 36% of teachers felt the effects of stress all or most of the time. This is indeed an alarming state and visibly also, the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress (Kaur, 2011). According to Kyriacou (2001), teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as teachers. Teacher stress can also involve a negative emotional experience associated with the level of pressure and demands made on an individual, as well as the degree of mismatch between these demands and his/her ability to cope with those demands.

Teacher stress can lead to:

a. Strain – reaction to stress

b. Burnout – a state of emotional, physical and attitudinal exhaustion (Kyriacou, 2001).

Khan *et al* (2012) observe that teacher stress in particular means a situation where the teachers are exposed to certain unwanted environmental factors, which either exist within educational institution (internal factors) or exist outside the educational institution (external factors). These factors hamper the normal routine life of teachers by negatively affecting their performance at work. A routine stress is alright, and has no negative effect on teachers, but if the stress continually dominates the teachers' working lives, then they react in different ways like showing job dissatisfaction, less morale, weak performance and general exhaustion (Gillespie, Wash, Winefield, Dua and Stough, 2001; Thorsen, 1996). Stress in general and teachers' stress in particular is a complex and multifold phenomenon, which has diverse meaning.

2.5.1 Causes of teacher stress

Teachers, particularly female teachers go through many challenges at work and at home which invariably produces stress. Teaching cannot be effective when challenges are so glaring demanding attention at all cost, which is why teachers need to work on their daily programmes to reduce stress. Kyriacou (2001) opine that sources of stress experienced by a particular teacher will of course, be unique to him or her and will depend on the precise complex interaction between his or her personality, values, skills and circumstances. Moreover, coping mechanisms, personality traits, or the environment can interactively influence the degree to which stressful situations are being perceived, and influence the teachers' emotional and cognitive well-being. Kyriacou (2001) noted that casual factors in teachers stress can be divided into three broad areas.

a. Factors intrinsic to teaching – related to teaching, teacher student relationship.

b. Cognitive factors affecting the individual vulnerability of teachers, exposure to poor environmental hazards.

Systemic factors which operate at the institutional and political level. These are not intrinsic to the nature of teaching, but rather dependent on the climate of educational institution or the wider context of education, including political domain. On one hand, the factors which are outside the institution include demanding parents, tight governmental rules regarding education sector, ever changing educational policies and reforms, downsizing etc. These factors put pressure on the teachers by causing stress among them (Kyriacou, 2001; Winefield, Boyd, Saebel and Pignata 2008). The typical consequences of teacher stress include less morale, job dissatisfaction, absenteeism, negative health effect, lower productivity and job turnover etc (Mccormick, 1997; Winefield et al, 2003).

Darmody and Smyth (2010) noted that teacher specific stress was associated with; lack of time to spend with individual pupils, difficult classes, and pupil motivation. The top ten (10) sources of self reported stress include: the pupil motivation, inadequate resources, lack of parental support, teaching groups of differing abilities, work load, parental expectation, salary, Supervision/covering for absent teachers, and demands on after-school time. In Nigeria Universities, parts of these pressures include the "publish and perish syndrome, teaching and research workload, paper writing for conferences, seminar and workshops, marking of scripts and meeting deadlines, supervising students' project and other practical work, attending and making meaningful contributions at post-graduate thesis and dissertation defense, emergency meetings at Departmental and Faculty levels as well as membership of various constituted committees. Stress and stress-related outcomes do have severe consequences on individual's personal, mental, psychological and physical health (Jenkin, 1979; Durosaro, 1995). Thus, the female lecturer may become a nagging mother, difficult or un-cooperating co-worker with someone else around her (Durosaro, 1995).

Kaur (2011) opined that from the outside teaching seems all together a different job with summer vacations, winter vacations and spring breaks. But considering everything that the teacher has to go through everyday all these days off do not do much to get a teacher back on track in the right frame of mind. Kaur, (2011) enumerated the causes of teachers stress as excessive working hours, excessive workload, rising class size, changes in curriculum and courses, changes to assessment and testing requirements, poor management, work place bullying, crumbling schools, pupils misbehaviour, risk of violence from pupils, parents and intruders, lack of support from bureaucracy, from filling and routine task, lack of job security due to redundancy and fixed time contracts, lack of control over the job,

burden of providing cover, treat to early retirement arrangement, denigration of profession by politicians and media and lack of public esteem. Sprenger (2011) observed that two types of stress can ultimately affect teachers; task based stress such as dealing with disruptive students and role base stress such as an absence of sufficient resources to perform adequately.

Looking closely at the causes of teachers stress enumerated by various researchers this topic under review is timely.

2.5.2 Physical signs of stress

The challenges people experience in life each day are countless, and sometimes mount pressure on their well being. Women in general face a lot of challenges everyday at home and at work ranging from household tasks like cleaning, meal preparation to occupational roles such as attending to lectures early to marking and grading students work promptly. American Psychological Association (APA) (2007) observed that life possesses several challenges, from planning a wedding, going to work, attending classes, caring for children, caring for spouse, a family member is ailing, your pet is dead and so forth. Though all these may be present we are required to adapt to these occurrences. When we perceive or experience challenges to our physical or mental well being that exceed our coping resources and abilities, the psychological condition that results is typically referred to as stress.

Stress is not always bad, for example, very positive events like weddings, the birth of a grand child, and starting or ending a job can cause stress. Some stress can help make your life interesting and exciting, but too much stress or stress that continues for too long, can have a negative impact on your body and your mind (APA 2007). Modern life is full of frustrations, deadlines and demands. For many people, stress is so commonplace that it has

become a way of life. Stress isn't always bad, though stress within your comfort zone can help you perform under pressure, motivate you to do your best, even keep you safe when danger looms. But when stress becomes over whelming, it can damage your health, mood relationship and quality of life. Stress is a natural part of life and occurs whenever there are significant changes in our lives, whether positive or negative. It is generally believed that some stress is okay (sometimes referred to as "challenge" or "positive stress) but when stress occurs in amounts that the individuals cannot cope with, both mental and physical changes may occur (Segal, Smith, Segal and Robinson 2016).

Bloug, Kenyon and Lekhi (2007) notes that work related stress occurs when there is a mismatch between the demands of the job and the resources and capabilities of the individual worker to meet those demands. Their study on an epidemic of stress revealed that public sector workers are significantly more likely to report stress to be the leading hazard of concern at work than workers in the private sector. Also stress level rise in line with higher levels of educational attainment. Similarly their study revealed that the following occupations continue to suffer particularly high instances of work related stress.

i. Nursing

ii. Teaching

iii. Administrators in government and related organizations

iv. Health and related services personnel

v. Medical practitioners

vi. Prisons and police officers

vii. Armed forces (Bloug *et al* 2007)

It is worthy to note that teaching is listed as the second occupation which is a key word in this study. That is to say that in one way or the other Home Economics female lecturers go through some form of stress. Bloug *et al* (2007) identify potential causes of work related stress, as categorized into six groups:

i. **Demand:** Include factors intrinsic to the job such as working conditions (such as noise, temperature, lighting or ventilation) shift work long or unsociable hours, workload

ii. **Control:** The level of independence a person has at his disposal to carry out his job as is fitting

iii. **Relationship:** Relationships with superiors, subordinates and colleagues can all play a part in an individual stress levels. Low levels of trust and support, also conflict, harassment and bullying in the workplace are all linked to heightened stress.

iv. **Change:** The way in which change is introduced, managed and communicated to staff can impact on levels of stress, as unnecessary or badly planned change results in pressure overload on workers.

v. **Role:** Stress may be triggered when an individual does not have a clear understanding of his/her role within an organization, when there is conflict between roles or ambiguity with regards to position and degree of responsibility over others.

vii. **Support:** The amount and support and job training available, as well as well as encouragement, sponsorship and resources provided by colleagues and management (Bloug et al, 2007)

Signs of Physical Stress

Early physical signs of stress can include frequent illness, slow recovery from disease, and hypersensitivity to irritants such as pollen, and persistent rashes or headaches. These conditions may develop too gradually to be noticed, more serious symptoms can develop:

i. Sweaty palms or heavy general sweating

ii. Insomnia

iii. Changes in appetite and weight

iv. Breathlessness

v. Dizziness or fainting spells

vi. A racing pulse or heart palpitations

vii. Overwhelming anxiety, panic attacks

viii. Persistent back and neck pain

ix. Chronic fatigue (UNB Fredericton 2012)

Other physical signs of stress identified by Segal et al (2016), APS 2012 and Bickford (2005) include:

i. Aches and pains

ii. Diarrhea or constipation

iii. Nausea

iv. Chest pain rapid heartbeat

v. Loss of sex drive

vi. Frequent colds

vii. Irritability or anger

viii. Feeling nervous or anxious

ix. Feeling depressed or sad

x. Lack of interest, motivation or energy

xi. Stomach upset stomach or indigestion

xii. Muscular tension

xiii. Feeling as though to cry

xiv. Low self esteem, lack of confidence

xv. Excess belching flatulence

xvi. Feeling moody, tearful

xvii. Frequent urination

xviii. Grinding teeth

xix Clenched Jaws

There are many more signs of physical stress but the above mentioned are most common to both men and women. However, physical stress in women are associated with headaches to irritable syndrome, specific effects include:

i. Eating disorders: Eating less (Anorexia)

ii. Stomach ailments: Eating junk or comfort food that precipitates stomach troubles like cramps, bloating, heartburn, which can lead to weight loss or weight gain.

iii. Skin reactions: Breakouts, itchy rashes and lice in some people.

iv. Emotional conditions – More serious mental issues like depression. Women can hide anger more than men but depression strikes women twice as often as men.

v. Sleep problems: Trouble falling or staying asleep is common in women affected by stress and this is particularly counter productive since a good night sleep can help ease stress.

vi. Concentration difficulty – hard to focus and be effective in responsibilities at home and work. It could be dangerous if this is from work.

This is why women handling dual roles need to be conscious of these signs and try to work out or plan their daily schedule well to avoid any form of stress so as to stay healthy and be productive (Rosch, 2015).

2.6 Challenges of Female Lecturers

Occupational roles and household tasks of women in general, cannot be fully implemented and successfully carried, without challenges. This is because being in paid employment and at the same time maintaining a happy family is not always easy for a woman. In Nigeria, women face challenges of family issues as they progress in their careers, they experience three forms of spousal violence; emotional, economic and physical (Mordi, Adedoyin and Ajonbadi 2011, Etuk, Nwagbara and Archibong 2017).

Some of the physical challenges female lectures face include work pressure, with long working hours, workload, and lack of available facilities especially for teaching staff and balancing work and family; Bureaucracy and combining teaching with managerial work at the same time. (Burns, and Martins 2010). Family and work is one of the biggest challenges facing women all over the world today. Moreover, the stress experienced from this conflict may result in significant physical and mental health issues, (Jawahar, Kisamore, Stone and Rahn 2012).

The nature of job is another challenge women in academics face. At certain levels, the job may require constant travel outside the town of residence for corporate meetings, supervisory duties, study – leave training. Thus it is very probable that the actualization of every married woman's dream on the job is a function of the cooperation given her by her spouse, family members and her state as a woman. There are lots of constraints being faced by women in the academic profession. The academic profession requires large investment of time and energy. You either perform or you are out (Akinsanya 2012).

The investment of time and energy by female lecturers is one issue that female lecturers try to balance with their family obligations so as to be good lecturers and good mothers not just investing their time and energy on one role neglecting the other.

Another challenge or pressure faced by female academics, is teaching in Colleges or Universities in itself is very high pressure job. Part of these pressures include the 'publish or perish' syndrome, teaching and research work load, paper writing for conferences, seminar and workshops, marking of scripts, meeting deadlines, supervision of students projects and other practical work (Akinsanya 2012). According to Ogbogu, (2009) female academics lag behind in research with low publication rates. Many female Ph.D candidates experience difficulty balancing teaching responsibilities and research and do not have sufficient time to publish. This is because of heavy teaching and administrative responsibilities, as well as family responsibilities which affect women's research output, and the ability to participate in conferences and seminars. These double demands between home and career place a heavy burden on women. Marriage and motherhood all add heavy responsibilities, which lead to a decline in research activities of female academics and their participation in conferences. Nnorom, (2000) opined, that women face the challenge of being left with the responsibilities

of providing child – care facilities as well as with the sole responsibility of tidying the home front before work schedules even where her office duties far out-weigh that of her husband. In other words, her husband does not see domestic responsibilities at home as a joint venture so, he leaves the household chores solely for the woman to take care of thereby increasing the workload for her both at home and workplace. The most frustrating challenge a career woman faces, is when family members hand-off household tasks for her to handle alone without any assistance. Such attitudes of family members especially the husband may lead to so many health challenges, like high blood pressure, lack of interest, motivation or energy, loss of sex drive, feeling as though to cry among others (UBN Fredericti on2012).

Working mothers with a multitude of responsibilities are constantly required to juggle and balance their multiple roles that they face on a daily basis, which may be overwhelming and may adversely affect their wellbeing and health. The concept of wellbeing requires an in-depth understanding owning to the implication that this may have on the health of a mother and the overall health and wellbeing of the family (Weber 1999) in Mclellan, and Uys 2009).

According to Jonathan and Stone (1989) female lecturers living and working under great pressure, expressed complains, of constant fatigue and exhaustion. Stress related out comes, do have serious consequence on an individual's personal, mental, psychological and physical health thus make a female lecturer to become a nagging mother, difficult and highly intolerable to everyone else around her. Whatever kind of challenges women academics face either mental, emotional, psychological or physical, both have an adverse effect on the women's health which can be expressed in so many different ways, such a aches and pain, bad moods, poor relationships, anger, racing pulse and chronic fatigue among others. Any

woman academics that experience any of the above, there is the tendency that her performance at home and workplace will go down.

2.7 Household Tasks of Female Teachers

Household tasks are as old as the existence of the woman. These are activities or responsibilities which need to be carried out in other to maintain a healthy, happy and a beautiful home. A happy home is made not bought by whoever is in charge of it. The woman is saddled with the responsibility of making her home what she wants it to be by attending to all the details that contribute to making a home an ideal home, either as a working woman or a full time housewife. Although household work is simply defined as unpaid work that is conducted to uphold a household, there are varying interpretations. Household work definitions may include activities such as child care, cooking and cleaning. Sevim (2006) affirms that traditionally, the major responsibility of the woman has being perceived to be child care and the maintenance of the home and the family while breadwinning was the main responsibility of the man. However, with more and more women entering the workforce and pursuing careers, the earlier perceived roles of each gender were forced to change.

According to Krantz-Kent (2009), household tasks or unpaid household activities can be grouped into four main categories:

a. household activities, which includes a wide array of activities done to maintain one's household, such as food and drink preparation, laundry, cleaning, gardening, sewing etc.

b. caring for and helping household members such as children

c. purchasing goods and services (shopping)

d. travel related to unpaid household work, e.g. visit to hospital.

Other definitions even specify typical "female" and "male" oriented tasks (Hakim, 2004; Lennon and Rosenfield, 1994). For example, typical female task would include cooking and cleaning, while typical male tasks would consist of paying bills (Lennon and Rosenfield, 1994). Lennon *et al* (1994), stated that women have progressively increased their roles within the paid labour force, however, their position within the household have remained nearly the same. With their increasing presence in paid work and their roles at home, women struggle with maintaining every aspect of their lives. These women are known as triple role women and are employed, partnered, mothers (Janzen and Hellsten, 2007). Eichler and Albanese (2007) observed that household work encompasses all physical, mental, emotional and spiritual tasks used to uphold ones daily activities and household. Numerous studies on household work have included child care and domestic work such as cooking, cleaning and gardening. While others believe that household work is dependent on individual households (Hakim, 2004). Due to the changing nature of society with women working and having an increased income, women are now able to purchase, prepare food as opposed to cooking from scratch. In the past, household work, would include duties such as washing, ironing and cooking, but some women can now hire services to perform these duties (Marshall, 2006). Most common definition of household work (task) is seen as unpaid work performed in order to maintain a family and a home. This study seeks to unveil how female lecturers in Colleges of Education attend to their paid and unpaid work and still perform well striking a balance at work and at home without stress. Looking at the occupational roles of teachers and numerous household tasks to be attended to by the same teacher, one cannot but imagine how stressed out such an individual will be and the result in

most cases is low performance to both ends (work and home). Sometimes due to huge family and laborious work, the female teachers become so busy and involved that she does not pay full attention to school and teaching profession. McFarland (2004) noted that conflict may arise between work and family when:

a. time consumed by one role results in lack of time for the other.

b. Strain caused by the activities of one role makes it difficult to fulfill the responsibilities of the other.

c. In-role behaviour in one domain is incompatible with role behaviour in the other domain.

In another development, Coltrane (2000) opined that the five most time consuming household tasks, include preparing meals, washing dishes or cleaning up after meals, house cleaning, doing laundry and shopping for groceries. In addition, occasional household tasks include the tasks such as paying bills household repair, garden and animal care and driving other people (Bianchi, Melissa, Sayer and John 2000; Coltrane 2000; Kroska 2004; Presser 1994; Twiggs, McQuilan and Myra 1999) in their studies divided household task into three groups:

a. Traditionally female tasks; preparing meals, washing dishes, house cleaning and doing laundry.

b. Gender neutral tasks; grocery shopping, paying bills and driving other people.

c. Traditionally male tasks; automobile maintenance and repair, yard work and household repair.

Coltrane, Kroska and other researchers' view of household task is typical of this present study, as most of the household tasks mentioned like animal care, meal preparation

grocery shopping, house cleaning, dish washing and laundry is typical of females in North West Zone, Nigeria. It is quite clear from the researchers observation that female teachers in North West Zone, Nigeria engage in almost all the household task mentioned by other researchers, some even do more, like sewing, catering services, petty trading and the same time are teachers, mothers, housewives and home makers. Krantz-Kent (2009) observed that household activities are a type of unpaid household work that people most likely do on an average day and that traditionally, many unpaid household work activities have been considered women's work and have most often been done by women. Further enumerated examples of such activities include drink preparation, household management, caring and helping household members, caring and helping household children (assignment), purchasing goods and services, running errands, supervising domestic work, elderly and invalid care, feeding children, bathing children, dressing them, playing with them setting table, making snacks, knitting, crocheting, weaving, taking care of pets etc. The above mentioned households tasks and occupational roles like lesson notes, lesson plan, student assessment, marking of examination, supervision of SIWES and teaching practice and at the same time attending regular lecture hours are the schedule of female lecturers in Colleges of Education, North West Zone Nigeria.

2.7.1 Household task stress

Work and family cannot be separated. They are the very core of human existence. We all need homes and we need to work to support our homes either within like tailoring, baking, poultry making or outside the home as teachers, doctors, nurses and the like. All these require commitment, dedication and careful attention in order to succeed. Mothers, wives, home makers as teacher have high expectations both at home and work place. In a

process to meet up with the demands, pressure can set in, and when it sets in, little or nothing can be achieved. If not checked immediately, stress can set in, which has been established previously as a response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Work and family are the two most important aspects in people's lives and contrary to the initial belief that they are distinct parts of life; these domains are closely related (Ford, Heinen and Langkamer, 2007). In all, our family environment is entangled with stress and strains where home makers are directly affected by the same problem further intensifies in case of working women as they have to cope up with all pressures of a worker as well as of a house wife (Bolger, Delongis, Kessler and Wethington, 1989). There are many facets in working mothers' lives that subjects them to stresses.

They deal with home and family issues as well as job stress on a daily basis. Imbalance between work and family life arises due to a number of factors. Various factors appear to strengthen the brunt of pressure on women. Frequently, household duties involve protecting family members, children, the sick and the elderly. Even where men play a role in caring, usually it is the woman who is the initial career, although she may suffer additional health risks. Work-family spillover is the result of performing multiple roles and this will be accused when the demands from family and house life interferes with women's ability to perform effectively in the work place. Having to juggle multiple roles and effect of the pressures from work on one's attitude and behaviour within the family also may lead to work family spillover (Younkin, 2010). Combining house work, child care, shopping and cooking with an outside job and trying to do everything on time is one of the biggest factors of women being stressed at work, characterized mainly by feelings of guilt and hostility.

60% of women who have children under age six have an outside job and cope with family problems; single or married, most of the duties at home fall on the shoulders of a woman (Schultz and Schultz, 2010). The stress that someone has at home, relating to their health or financial situation is carried along with them into the work place. When they leave work at the end of the day, the stress from their job also goes home with them (American Psychology Association, 2009). According to Bature and Ndulue (2010), home is not always the castle it is often thought to be. Indeed, home life can be a major source of stress; such aspects of the home environment can be the physical and social structure of the neighbourhood, financial problems, parent-child relationship, husband-wife relationship, interaction with roommates or house mates, family and in-laws are potential stressors at home after work. Working mothers (teachers), as a label refers to women who are mothers and work outside the home for income in addition to the work they perform at home in raising their children. Family life may encapsulate many roles as women are mothers, wives, and the one who also work a full time paid position. Women are now experiencing the problem of having too many roles which may eventually lead to strain.

However, families may also be a saving grace as they can offer advice to maintain and lessen the burdens one may feel by taking up multiple roles (Colton, 2008). Sometimes due to huge family and labourious work, the female teacher becomes so busy and involved that she does not pay full attention to school and teaching profession (Shah, Khan and Ullah, 2014).

The dual roles most women engage in have had negative effects on them in the sense that these dual roles have affected their performance at work and home due to pressure, strain or stress.

2.7.2 Causes of household task stress

Performance of any task that can cause you to sweat or make you feel unhappy especially at home can lead to stress. Any activity that is seen as labour but must be carried out can lead to pressure, which if not attended to immediately can lead to stress.

Most of the activities women engage in are sometimes seen as labour because they are not carried out whole hearted, grudges and complains set in and this can trigger strain which will eventually lead to stress.

For many couples, the division of household chores is a hot-button issue that stirs up questions about essential fairness or unfairness of their relationship, especially in developed countries. Chores can stir up emotions, too. Unpaid domestic work can be physically demanding, monotonous, isolating, and when one partner usually the woman is responsible for the lion's share of the work, research has shown, that the partner's mental health can suffer (Lockwood, 2012).

Lockwood reports a study that was carried out on 700 Swedish men and women, predictably, the researcher found that women bear a greater burden than their male counterparts, and also that they are more likely to experience restlessness, nervousness, anxiety and other symptoms of psychological distress.

According to Welsh (2012) "Domestic work is highly gendered activity as a woman tend to have greater, and man a smaller responsibility". The amount of extra house work women do, and the stress that comes from it, depends on multiple factors in the relationship. If inequalities permeate the relationship, it will trickle down into housework too.

As earlier observed, if housework is done grudgingly, the after effect is stress and from what Welsh and Lockwood have contributed, relationships can be affected when much

housework is waiting for the woman at home. When partners are on equal footing job wise, the partner doing more than half of the house work responsibilities indicates more stress than those not taking the brunt of housework. A study conducted by Bates (2014) indicates that women are more stressed at home than at work because they feel appreciated by their colleagues, while men reported feeling happier overall at home, but women said by a significant margin that they were most comfortable behind their desk.,

Damaske (2011) conducted another study on 122 men and women who were asked to swab their saliva six times a day for three days to test cortisol levels, which is a biological marker of stress. They were also asked to write down their stress levels at various parts of the day. For the majority of the test participants, cortisol levels were higher at home than at work. Damaske concluded by saying that, 'This is across gender, across education level, across occupation level, so, a pretty strong finding'. Housework is hard to notice until it starts to pile up. And after a stressful day at work, spending hours to make a spic-n-span can be both physical and emotionally draining. In view of the study carried out by Damaske, (2011), Welsh, (2012), Lockwood, (2012) and Bates, 2014, the following are seen as causes of household task stress.

a. Volume of extra work women do at home after work like

i. Household cleaning, dish washing, laundry, dusting, mopping and sweeping.

ii. Preparing meals

iii. Getting family/children ready for school.

iv. Making sure they have had breakfast, putting their lunch together means that morning can be stressful

b. Rising demands on personal lives

c. Daily routine with the family is exhausting

Lockwood (2012) suggested that "since living in filth is not an option, and cleaning services can be expensive, tidying up the house is not exactly something that can be avoided. But housework can be made less stressful by working together as a couple or family (the more hands the merrier). And less time doing the dishes might pave the way for more frequent and more positive couple interactions which can, perhaps obviously, and ultimately help keep cortisol levels in check. It's also worth considering just tiding up after work and leaving the heavy-duty, stressful cleaning for less hectic weekends". Despite the use of labour saving devices, most women who juggle roles find it difficult to cope with numerous activities at home, which is why they experience more levels of stress.

2.8 Balancing time with family

The hustles of everyday life in order to make ends meet by female workers has influenced their role performance and the time spent with the family and at work. Every family member needs the attention of the mother or wife, the same mother or wife's attention is also needed in the work place. Attention on both sides requires time because quality time with some one shows love, concern, care and attention. Family time, is that time the family need to be together and interact freely, meeting the needs of one another. The increase in employment rates of women (and particularly married mothers) in developed countries since the 1970s has meant that many couples with dependent children are now spending more time in the work place than ever before. The number of love parents – primarily love mother-household has also increased, in which the challenge of combining employment with child care is more acute. Not only are parents working long hours, but a substantial number of fathers and mothers are also regularly working 'atypical' or non

'standard' hours (for example, every morning, evening/night and weekends (Fagan, Iyonette, Smith and Saldana-Tejeda, 2011). Salawu (2005) stated that "time like money can be made to meet needs and desires if its expenditure is planned". A skillful homemaker should be able to package into her day the routine work and task to be performed in the home, within the few hours spent at home by using labour saving equipment and service providers available to her. Budgeting time is important as budgeting money. After all, one can get money if one is determined, but one cannot get any more time (Salawu, 2005). Time is a common resource available to everyone, the most important thing is how individuals utilize it in order to meet the demands at work place and at home. http:www:bnl.gov/hr/occmed/EAP/inkable-files/pdf/balancingworkfamily. (Accessed 2015) stated that all of us must allocate 24 hours a day to the activities of life, (which include work roles and household tasks). The ability to balance responsibilities with doing things we truly enjoy directly affects our quality of life. It also help to manage stress. Achieving balance with work and family is an ongoing process of juggling responsibilities and the needs of family members. These needs change over time. The key to success is stepping back and periodically analyzing how things are going. You can then decide if changes are needed. The result will be enjoying your life, more and being in harmony with the things you value most. A dilemma for working women is that they always feel that the house is their original domain, which they have to sustain in all circumstances. Women usually have a feeling of guilt for sparing less time for their maternal responsibilities and family. This dual responsibility proves the double burden on her and that makes her to fight concurrently on two fronts. (Nezhad, *et al,* 2010). http://www.bnl. gov/hr/occmed/EAP/linkable_filespdf

/balancingworkfamily.Pdf gave a quiz on work and family balance and some steps toward balance with work and family.

Quiz

a. Do you successfully allocate time in your day to the things you want to do with your family?

b. Can you participate in meaningful activities with your family without feeling anxious or talking about work?

c. Do you participate in family activities without the gnawing feeling of so much work being left undone?

Steps towards Balancing Work and Family

1. **Work and Family Balance is a Conscious Decision:** Work and family do not "balance" automatically. Achieving balance is an ongoing process. Understanding this can reduce frustration and help you act to gain control.

2. **Write down Family Goals:** Family needs change over time. Opportunities to build a tree house for the kids or participate in a new family pastime don't last forever. Decide what is important and write it down. Assign a date, and make these goals "absolutely-will-happens".

3. **Stick to Your values:** Sometimes it can be tough to make a choice between a family and a work activity. Knowing where you stand on your values can make tough choices easier.

4. **Recognize that imbalance is sometimes inevitable:** It is important to recognize that jobs and responsibilities are important and that they sometimes take priority.

5. **Revisit your Schedule:** When your work schedule changes, new opportunities may become available to participate in family activities. Claim the high ground!
6. **Recognize the Benefits of Balance:** Balancing work and family has pay-offs for children, home relationships, and everyone's future happiness. Recognizing this can help you keep balance in mind. (Nezhad *et al* 2010).
7. **Manage Distractions and Procrastination:** Working long hours' causes' stress that sometimes finds relief naturally through workplace distractions and procrastination. If you are at the office for 12 hours, do you really work only 10? If you are searching for some family time, it might be found here.
8. **Discuss Expectation and Responsibilities:** When one family member is taking on too many responsibilities at home, resentments can build. Periodically discussing the perceptions of others can provide the awareness you need to consider opportunities and choices for work and family balance.
9. **Organize Your Work Better.** Improving your delegation and time-management skills can buy you time needed for family life. Learning how to put work down, say "no", and let go of workplace worries are skills that are learned through practice.

Female teachers who work in Colleges of Education are mostly mothers and wives as such proper planning of daily activities will help in ensuring that the family is not neglected in anyway and that the responsibilities at work place are attended to striking a balance with work and family. (Nezhad *et al* 2010).

2.9 Coping Strategies on Occupational Roles and Household Task of Female Teachers

Teachers are the most valued assets of any country, they have a vital role to play, to educate the most valued assets of the country like the students, professionals (Akinlag, Amjad, & Mehmood 2010). The academician working in different educational institutions are under immense pressure to meet the expectations of students. In the process of meeting the expectations of students, the teachers are exposed to certain unwanted internal and external environmental factors which hamper their routine abilities resulting in developments of feeling of exhaustion and strain. Once teachers develop such symptoms then their performance and satisfaction level is decreased and thus the overall productivity of educational institution suffers (Bakko and Bal, 2010).

Teachers are expected not only to work as pedagogues, but they also need to perform duties of an administrator, resource person, innovator, counselor, facilitator and manager of knowledge which leads to high level of stress. Stressors that interfere with teacher efforts can be student apathy, students disruption or indiscipline, poor student attendance, low achievement, large number of students in class, heavy paper or prep work, indifferent attitude of colleagues, obtrusive administrators, ineffective leadership, denial of opportunities for professional development, low salary, unsatisfactory relationships with students, non involvement in decision making, accountability of student progress, fatigue, frustration, helplessness, stagnation, boredom and loss of motivation or enthusiasm and unsupportive parents (Butt, Lance, Fielding, Gumter, Rauner, and Thomas 2005). Beginning from the workplace, we traditionally see the existence of pressures such as lengthening of the contracted hours of work and work intensification. It has earlier been mentioned that

there has been significant change in women's employment rate but despite that, house work primarily remains the responsibility of women (Noonan, 2004).

The challenges of life women face generally either at home or work place sometimes cause distraction and delay in fulfillment of goals, especially those who shuttle between home and workplace. If not well organized, one of these two important places, (i.e home/work place) will suffer unfulfilment. Hence, it is necessary to look for a way out by strategizing. In order to strike a balance between the two, methods to cope with the situation must be diverse by the person concerned. Coping strategies help employees (especially female) attend to the demands at home and work place successfully. To cope is to be able to handle issues confronting an individual with much ease when roles and tasks are handled successfully with less or no pressure on the performer, then some coping strategies are employed.

Coping refers to the thoughts and acts people use to meet the internal and external demands at home and the work place (Amedu, 2013). Folkman, Lazarus, Gruen and Delongis (1986) defines coping as the persons cognitive and behavioural efforts to manage the internal and external demands in the person's environment transaction. Being in control and managing situations in life with less strain or pressure is a way of coping with too much to do by an individual. Kucukalic, Bravomehmedbasis and Popvic (2003) emphasized that coping is a dynamic process that is reciprocally related between the individual and his environment. He found that the subjects who faced torture used more maladaptive coping than those who had not faced torture.

For Nigerian women, combining the domestic work and their career poses a huge challenge as there are limited work arrangements available to them. The women employees

do the same work hours as their male counterpart thus making them to experience overload and conflict in trying to balance their responsibilities in the work and family domains (Ngo, 1992). However, working women when compared with the non working counterpart in general have reported higher level of life satisfaction (Stoner, Hartman, Arora, 2006). The Nigeria society still places a premium on the traditional female role and the culture approves of qualities such as submissiveness, subservience and supportiveness (Kitching and Woldie, 2004). These cultural values shape how women perceive public expectations of them in relation to their traditional responsibilities, and often, this produces internal and external conflicts, which undermine their ability to apply themselves to succeed in their chosen careers. No doubt, this double burden bearing as Kitching and Woldie (2004) put it, is difficult for all women regardless of their country of origin. However, it can be expected from the facts, like infrastructure, weak policies and high poverty levels, that women in developing countries will feel this burden more. The question that then arises is how do they cope under such unfavourable conditions? According to Jennings and Mc Dougald (2007); Edwards and Rothbard (2000) studies that focus on individuals coping strategies are categorized into three

a. Segmentation: Requires a strict division into work and home domains through active thinking
b. Compensation: Requires a high devotion by individuals to one domain to make for dissatisfaction in another domain and an example may be workaholic.
c. Accommodation: Requires constraining psychological or behavioural involvement in one domain so that the other domain can be satisfied (Jennings and Mc Dougald, 2007; Russo and Waters, 2006).

Other suggested coping strategies as identified by Amedu (2013); Pocock (2003); Sudhaker and Gomes (2010). From their studies are stated below in addition to the researchers' contribution.

Coping strategies for female teachers to adopt so that they can perform effectively at home and workplace. This include:

1. Using time plan.
2. Prepare properly for a given task.
3. Plan to do related jobs at a time to avoid confusion.
4. Use house helps.
5. Use labour saving devices.
6. Set priorities do the most important things first
7. Share responsibilities among family members.
8. Avoid procrastination (delaying activities).
9. Do certain activities by yourself to avoid repetition (Prepare meals).
10. Use convenient food where necessary.
11. Be prepared to accept other challenges internal/ external.
12. Discuss challenges with colleagues or seek advice from your superior.
13. Look for role models within the system to guide you.
14. Do not dwell too much on the challenge, look ahead and try to overcome it.
15. Use school buses to take children to and back from school.
16. Ask close relatives to assist when necessary
17. On the alternative as suggested by one researcher, take a part-time work (Pocock, 2003; Sudhaker and Gomes 2010; Amedu, 2013).

2.10 Review of Related Empirical Studies

The review of related empirical studies gives an overview of what the researcher worked on, relating and comparing the study with similar studies that have been conducted by other researchers. This aspect of research work helped in increasing as well as creating more awareness to the researcher in the course of the study. The following related empirical study were reviewed:

Nyako and Ribadu, (2004) conducted a study on challenges of dual responsibilities of working women in Federal College of Education, Yola

The objectives of the study are to:

a. Identify working woman's daily routine in Federal College of Education, Yola

b. Identify how a working woman cope with household chores.

c. Determine whether the household chores affect the work schedules of the women in Federal College of Education, Yola

The study adopted a survey research design. The population for the study comprised of ninety (90) senior staff working women in Federal College of Education, Yola. Forty (40) working women were sampled for the study, using random sampling technique.

The researchers used questionnaire to collect data from respondents. The questionnaire consisted of twenty seven items.

Data collected were analyzed using simple percentages.

The results of the study revealed that:

a. Majority of the senior female staff manage their homes well with the services of house helps.

b. Most of the working women in Federal College of Education, Yola attend to the schedule promptly.

c. It was also revealed that fatigue from combining household chores and official responsibilities hinder them from performing dual roles well.

d. Lack of time and resources deter them from attending workshops and seminars outside the College.

Hypotheses were not tested in the study

The study of Nyako and Ribadu (2004) has similarities with the present study in that both dealt with house chores and roles outside the home. Both used female staff in Colleges of Education, and both found out how dual role earners juggle their responsibilities at Home and outside the home. Differences exist in the two studies, the former study used only simple percentages to determine the involvement or participation of women at home and workplace. The present study used percentages mean and standard deviation as well as tested some null hypotheses. Other differences is the use of working women in general in Federal College of Education, Yola North East Zone Nigeria. The present study used Home Economics female lecturers in Colleges of Education, North-West, Nigeria.

Both studies have consideration of women with two roles to play, how they attend to these roles is the concern of the two studies.

The study of Nyako and Ribadu, were limited in the method used in analyzing their work. Percentages and frequencies were the only methods of analysis used for both bio data and research questions. The study also had limited number of items looking at the nature of the topic. The present study utilized all necessary methods of analyzing data accordingly and with more items that gave detailed information about dual role women. However,

percentages and frequencies used by Nyako and Ribadu were adopted by the present study for bio-data and time spent at home and workplace.

Colton (2008) conducted a study on Women's Perceptions of Quality of Household work. The objectives of the study include to:

a. identify how women construct meaning out of household work

b. identify specific themes women associate with household work

Quantitative research design was used for the study. Focus group discussion was used to source information for the study. Three hundred and eighty-two (382) participants were drawn from Saskatchewan Campus for the study. They were interviewed in bits.

Data collected from focus group was analyzed using content analysis by interpreting participants meaning through the language used. The results of the study revealed that time constraints was a dominant problem to the women interviewed.

The similarities between women perception of quality of household works and occupational roles and household tasks of Home Economics female lecturers is in the area of performance of quality work. While the former sought to find the quality of work performed at home by campus women, the present study assessed occupational roles and household task performance of Home Economics female lecturers' in Colleges of Education, North-West, Nigeria.

The variations between the two studies were based on the methodology, research design and instrument for data collection. The former study used quantitative research design and focus group discussion while the present study used descriptive survey design and questionnaire to source data for the study. In essence, both studies were centred on women and household activities. Worthy of note is the time constraint women complained

of as the study revealed. By implication the present study also looked at time constraint if Home Economics female lecturers are to perform excellently at workplace, time which is a valued asset must be organized and planned well in order to meet the demands at home and workplace.

In order to check on time constraints of working women, the present study developed a detailed questionnaire which aimed at identifying and offering solutions of time constraints women experienced in Colton's study.

Osarenren and Ogunleye (2009) conducted a study on Gender Differences in Job Ability Perception and Task Performance among Professionals in Male Dominated Professions in Lagos and Rivers State, Nigeria. The aim of the study was to assess how women perceived their abilities to carry out their jobs when compared with male counterparts and to find out the difference in task performance among male and female professionals in male dominated professions. Descriptive survey design method was used for the study. The population of the study comprised of 400 male and 400 female professional from four (4) male dominated professions which includes engineering, medicine, statistics and estate management.

Stratified random sampling was used to obtain a sample size of four hundred (400) respondents for the study. The instrument used was a questionnaire which measured two aspects; job ability and task performance. Both parts had sixteen items.

The results showed that, both male and female used for the study perceived the ability to carry out their job the same way and that there was no significant gender difference in task performance.

The study conducted by Osarenren and Ogunleye (2009) was concerned with job ability perception and task performance on male dominated professions. T-test was used to analyse the two null hypotheses raised for the study.

The present study is similar to the former in that it deals with female teachers' performance at work and the use of questionnaire as the instrument for the study. Yet another similarity is that both studies used descriptive survey method. Both studies to look at how well roles and tasks were performed.

The difference from the present study is the profession that is Home Economics female lecturers in Colleges of Education, North-West Nigeria, were used for present study with population of one hundred and nine (109) Home Economics lecturers. One major difference is the population and sampling techniques used while the former study used stratified random sampling, the present study used purposive sampling technique (entire population). The former study was conducted in Lagos and River state on both male and female civil servants. The present study concentrated on Home Economics Female lecturers in seven states of North-West, Nigeria meaning that the present study had a wider coverage.

In view of the study conducted by Osarenre and Ogunleye, it was conducted based on comparism between male and female civil servants in four male dominated profession, which may likely be biased, the present study however is concerned with a female dominated profession which examined their performance at workplace despite other schedules at home, that might interfere with their role performance at workplace.

The present study also examined home economics female lecturers'role performance as in the former study.

Emmanuel (2010) conducted a study on the Assessment of Major Factors Influencing the Performance of Household Tasks among Women Civil Servants in Lagos State. The objectives of the study were to:

a. identify household tasks performance by women civil servants of different educational status.

b. examine the frequency at which women civil servants of different marital status perform household tasks.

c. determine the availability of labour saving devices among women civil servants of different occupational level used for the performance of household tasks in Lagos state. The population consisted of five thousand two hundred (5200) women civil servants from different work place in Lagos state. Five hundred and twenty (520) women were sampled for the study representing 10% of the total population.

Questionnaire were used as the instrument for data collection. Descriptive statistics of mean standard deviation and ANOVA were used in analyzing data collected and testing the null hypothesis at 0.05 level of significance.

The findings of the study revealed a significant difference among women civil servants of different educational level and the type of household tasks they performed. The results of the study also revealed that there was no significant difference among women civil servants of different marital status and the frequency of task performance, similarly the study also revealed that there was no significant difference among civil servants with different income level in relation to the hours spent on performance of household task.

The present study shares similarities with Emmanuel's' study in that both studies dealt with household task performance of women. So also, the instrument for data collection

were the same and the use of questionnaire. Despite the similarities of the two studies, there were variations in location, population and specification of the target population while the present study used Home Economics female lecturers the former used civil servants in general. The study of Emmanuel (2010) identified time constraint as a reason for not being able to perform or attend to other activities. With the coping strategy, female lecturers will learn to adjust and organize their responsibilities in such a way that no activity will left unattended to, which is also one of the reasons of the present study to encourage proper time management by Home Economics female lecturers in Colleges of Education, North-West, Nigeria.

It should be noted that Emmanuel had a mixed multitude in terms of profession. The present study adopted the type of instrument and method of data analysis used by Emmanuel with little variation in the test of hypotheses i.e. the present used simple linear regression. This is because it had a wider coverage in terms of the items in the questionnaire.

Similarly, another study was conducted by Forster and Offer-Ansah (2012) On Family Roles and Coping Strategies of Female Students in Ghana Public University. The objectives of the study sought to:

a. identify family roles played by the female students

b. examine strategies used to manage the family roles while in school

Survey design method was used to conduct the study, with a population of 500 students from 5 different Universities in Ghana. Random sampling was used in the female halls of the 5 Universities, where 100 female students were selected from each of the Universities. However, only 403 students were used for the study 159 married and 224 unmarried female students. Questionnaire was the instrument used to collect data from the

students. The questionnaire was both close and open ended questions that covered the family roles of the students. Data collected was analyzed in simple frequency tables; and percentages. The results of the findings revealed that 88% of the students especially the married female students performed their culturally assigned roles while 11.9% do not perform any family roles in schools.

The study also revealed that married students perform 713 different tasks while 537 tasks where performed by unmarried students out of the 1,250 tasks identified. Meaning that married female students have more roles to play than unmarried students.

The former study found out how household task affected students performance in school and the level of stress the students go through while the present study seek to assess the influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. Both studies used females signifying how household roles are more of women responsibilities. This implies that females either married or single are expected to perform tasks at home and where possible at workplace.

The use of close and open ended questions sometimes discourage respondents, some may feel it is time consuming. On the other hand it gives room for respondents to express themselves and to reveal necessary information the researcher may not be aware.

The present study adopted the use of questionnaire from Forster and Offer Ansah. It helped in covering a large population in the case of close ended questions. In as much as open ended questions reveals other areas that the research may not cover, it is not easy to analyze and sometimes cause discouragement to respondent. The present study however

used close ended structured questionnaire to source information from respondents as stated earlier.

Another study was carried out by Nnabuife, Onyeizugbe and Onwuka (2012) on Stress Management and Occupational Performance among Female Lecturers in Nigeria.

The objectives of the study were to:

a. identify the effect of job stress on the health of female academics in Nigerian universities.

b. identify the effect of stress management on the performance of female teachers' academics in Nigerian universities. The researchers used descriptive survey method for the study.

Seven (7) Universities from six (6) geopolitical Zones in Nigeria were used for the study. A population of one hundred and thirty-five (135) were selected for the study using simple random sampling. Data obtained was analyzed using a statistical summation technique involving simple mean, frequency and population mean Z-test (a standard normal distribution) on a two-tailed test of 0.05 level of significance was empirically used to test the null hypothesis that guided the study.

The results of the study revealed that job stress affected the health of female academics in Nigerian universities.

The study of Nnabuife et' al (2012) shows some similarities with the present study such as female lecturers though in the universities, descriptive survey method and the use of questionnaire to source data for the study. Yet another area of concern for both studies was the female lecturers' performance, both studies seek to find out the level of female lecturers performance despite their schedule.

On the other hand, the studies differed in the area of the respondents used. While the former studies used university female lecturers from six (6) different geopolitical zones in Nigeria, the present study considered Home Economics female lecturers in Colleges of Education, North-West, Nigeria. The former study used Z-test, simple mean and frequency. The present study used regression analysis.

However, the present study adopted descriptive survey method and questionnaire as the instrument to collect data as in the former study of Nnabuife and others. These methods enabled the researcher reach out to respondents with much ease, especially with the use of research assistants. The former study had a wider scope drawing its respondents from the six geo political zones in Nigeria, there are possibilities of lapses in terms of reaching respondents. The present study was limited to one geo political zone which was easier for the researcher to reach out to respondents.

Another study was also conducted by Siddique (2013) on the Influence of Complexity of Household Tasks on Job Performance of Female Teachers in Tertiary Institutions in Sokoto State. The objectives of the study were to:

a. determine household tasks that are complex to perform by female teachers in tertiary institutions in Sokoto state.

b. assess how complexity of household tasks influence the job performance of female teachers in tertiary institutions in Sokoto state. Descriptive survey research was used for the study.

The population comprised of two hundred and twenty (220) female teachers in Sokoto. The whole population was used as sample for the study.

The researcher used questionnaire as the instrument to collect data. The instrument for the study was corrected by Home Economics lecturers and statisticians in the Faculty of Education, Ahmadu Bello University, Zaria. Mean and standard deviation were used to analyze research question while Chi square and PPMC were used to test the null hypotheses at 0.05 level of significance.

The findings of the study revealed that:

a. Complex tasks included meal preparation, washing children's clothes, budgeting and caring for the sick

b. Supervision of student research projects and marking examination scripts were found to be influenced by the complexity of household tasks performed by female teachers in tertiary institutions in Sokoto state.

Null hypothesis were not retained as significant differences existed in the household task that were complex and those that were not.

Similarities exists between the two studies while the former researched on complexity of household tasks performed by female teachers, the present study revolved around female lecturers in Colleges of Education North-West, Nigeria. Both studies used descriptive survey method. The population of the two studies were not sampled because the whole population was used. Questionnaire was used as the instrument for data collection for both studies.

The differences that existed between the two studies include population size and location, while population of the former was 220, the present has 109. The location of the former was Sokoto state, the present used North-West, Nigeria. The former study used different female teachers, the present used only Home Economics female lecturers in

Colleges of Education, North-West, Nigeria, which was more specific and gives a better understanding of who is involved.

The present study adopted the techniques of descriptive survey design and questionnaire as the instrument for data collection as used in Siddiques study. This helped to give a more precise information from respondents thereby making the analysis of the data collected much easier.

Further more, Amedu (2013) conducted a study on Strategies for Performing Home Management Role expectations of Two Earner Families in Delta State.

The objectives of the study include to:

a. determine the strategies adopted by two earner families in performing their home management role expectation.
b. ascertain the difficulties experienced by working families in carrying out their home management role expectations
c. highlight the possible solutions to the problems encountered in the performance of home management role expectations.

The study adopted a survey research design. The population for the study was drawn from working class husbands and wives. Three hundred (300) questionnaire were distributed and two hundred and sixty-four (264) were retrieved. The statistical tool used to analyze data was the mean score while t-test was used to test the null hypotheses at $P<0.05$.

The results of the study reveal that:

a. Working couples were conscious of planning and organizing their schedules, setting their priorities, sharing responsibilities among family members and using house help.

b. Two earner families encounter many difficulties in carrying out their home management role expectations. As a result of exhaustion after work they find it difficult to perform their family roles. There is also insufficient time to carry out their parenting activities as the burden of multiple roles leads to strain and stress.

The result of the null hypotheses revealed that there was no significant difference between the mean response of husbands and wives on strategies and possible solution in the performance of their home management role expectation.

The study conducted by Amedu (2013) has similarities with the present study. The former concentrated on identifying strategies for performing home management roles expectations of two earner families. While the present study assessed the influence of occupational roles and household tasks of Home Economics female lecturers on their performance at work. Both have role expectations and both involve women. The similarities also existed in the area of paid and unpaid jobs. Both studies used questionnaire as instrument for data collection and survey design. For data analysis, the former used t-test. The differences that existed between the two studies was the type of respondents; the former used husbands and wives, while the present used Home Economics female lecturers in Colleges of Education, in North-West, Nigeria. This made the study unique in the sense that female lecturers are known to have so many roles to play at home and workplace.

In view of Amedu's work the present study adopted the coping strategies as the results revealed in the former study, both studies agreed that the use of some coping strategies go a long way in helping dual role earners perform better at home and work place. Such strategies include use of family members, house helps to assist in carrying out household tasks.

Inayatullah and Jehangir (2013) conducted a study on Teachers' Job Performance: The Role of Motivation in Peshawar City, Pakistan. The objectives of the study were to:

a. identify the relationship between motivation and teacher's job performance in public and private schools.
b. identify the factors of motivation that affects teacher's job performance in both sectors.
c. identify if the teacher's motivation and job performance differ in public and private sector.

Survey method was used to carry out the research, with a sample of ten (10) schools. Five (5) private and five (5) public schools were sampled and a sample size of 120 teachers were randomly selected from both private and public schools i.e. 60 from each. A self developed questionnaire with a five point Likert scale was used to gather data from 120 respondents. Cronbach's alpha was used to check the reliability of the instrument which was reliable. The data collected was analyzed through SPSS software.

The findings of the study revealed that there was significant and positive relationship between teacher's motivation and their job performance.

The study of Inayatullah and Jehangir examined teachers' job performance using survey method and sampled schools using random sampling to obtain a sample size of 120 teachers both in private and public schools. The study used self developed questionnaire and SPSS software to analyze the data collected. The present study focused on Home Economics female lecturers with a population of 109 female lecturers. The study used descriptive survey method, questionnaire to gather data and regression analysis was used to analyze data collected. Both studies were concerned with teacher performance, however, the former study

emphasizes on motivation while the present looked at role involvement at home and workplace and how they affect performance of teachers. The former study used five (5) point Likert scale, while the present study used four (4) point rating scale to source information from respondents. Both studies used Cronbach's alpha to check reliability and they are concerned with lecturers' performance. Which is the key element in establishing schools, outside good performance teaching will be irrelevant.

In contrast to the present study, the former study looked at performance visa vice motivation. By implication teachers' performance is tied to motivation, where teachers lack motivation, the performance droped. Which is why it is important for lecturers to be interested and committed to their profession, whether with or with out motivation, work should continue. The present study identified hindrances to good performance at home and work place and to proffer solutions to the hindrances.

Another study was carried out by Amao and Adesola (2013) on Coping Mechanisms of Nigerian Women Balancing Motherhood and Managerial Roles. The objectives of the study include to:

a. investigate how Nigerian women experience work life balance.
b. identify coping strategies employed by Nigerian women to balance work and family life.

In the study, quantitative approach was used, which principally requires in-depth interviews. The population of the study consisted of twenty (20) consenting respondents from different banks located within Lagos metropolis. The researchers adopted interview as a means of collecting data. One respondent was interviewed via skype, eight were interviewed in their work place and the remaining had to be interviewed in their homes.

Open ended questions were used for the interview. Information gathered from the respondents were recorded according to their place of work (bank profile) length of service, job title, management cadre and age of children. No statistical instrument was used for the study, no percentages only based on the above factors. (Bank profile).

The result of the study revealed that:

a. Respondents spend less time with the family as a result of which explains intense workload why WLB is a problem.

b. Persistent dormant gender role as culture demands that women take responsibility for household and family matters.

c. The female managers interviewed in the study desired promotions but were concerned with the pressure associated with the new position. The responsibility may be too much and trade-off would be to focus more on their families rather than career so as not to neglect their children. Conversely, these women did not want to stay at home as housewives and are horrified that their organization simply wants them to become work-centred women.

The study carried out by Amao and Adesola (2013) has similarities with present study. While the former study looked at coping strategies used by women bankers, motherhood and their banking roles in Lagos metropolis–Nigeria, the present study considered occupational roles and household tasks on Home Economics Female lecturers' performance in Colleges of Education, North-West, Nigeria. Both studies engaged women who have dual roles.

The differences that exist in the two studies are:

a. location of the study

b. type of career

c method of data collection, interview/question and

d. the population of the study (20/109).

e. research design quantitative/descriptive survey. Both studies focused on career women.

The former study did not use statistical tools in analyzing the study carried out. It has limitation as far as reliability is concerned. Both have Coping strategies to help women perform better at home and workplace. The present study was more detailed in that the necessary statistical tools were used to analyze the data for the study.

One of the findings of Amao and Adesola (2013) cut the attention of the researcher. Family time in their studies revealed that due to workload, work life balance (WLB) was difficult to attain by women bankers. This implies that female lecturers who close by 4pm, prepare lunch and dinner after closing from work may likely face the same constraint of lack of time for family, which may affect relationships of family members negatively.

Another study was conducted by Kant (2014) on effective demographical factors on role performance of secondary school teachers in India. The objectives of the study were to examine the:

a. role performance of secondary school teachers.

b. role performance of secondary school teachers on the basis of gender.

c. role performance of secondary school teachers on the basis of age.

d. role performance of secondary school teachers on the basis of their experience.

e. role performance of secondary school teachers on the basis of their qualification.

The researcher employed descriptive survey design, as it is the most widely used according to the researcher. The population of the study consisted of all teachers working in secondary schools in Moradabad city. As the population was high, stratified random sampling was used to draw up a sample size of 150 secondary school teachers both male and female. Questionnaire was used as the instrument to gather data from respondents. In analyzing the data collected, mean score and standard deviation were used to analyze data collected for the study.

The results of the study revealed that some demographical factors, i.e. sex has no role in development of role performance. Other demographical factors i.e. age, educational qualification and teaching experience had no significant relationship with role performance, but in detail some discussions of role performance are significantly related.

The study conducted by Kant (2014) was based on role performance of teachers using some demographic factors. The study adopted descriptive survey design and questionnaire as a tool to collect data. The present study is similar in that it used work performance of female teachers. The study used descriptive survey method and questionnaire to gather data for the study. Kant's study used different demographic factors to test role performance of secondary school teachers in India but the present study will concentrated only on Home Economics female lecturers in Colleges of Education, North-West, Nigeria. The former study revealed that both male and female can perform at the same level educationally.

The present study adopted descriptive survey design used by Kant (2014). According the researcher, the method is the most widely used by researchers because it gives room for covering a large population. The use of questionnaire is another thing that the present study

adopted from Kants study, this helped in reaching out to respondents with much ease. The implication in Kants study is that demographic factors are not significant when it comes role performance of teachers if given the same privileges.

Betonio (2015) carried out a study on Stress Factors and The Teaching Performance of the College Faculty in La Salle University, Ozamiz city. The objectives of the study were to:

a. determine the relationship of the level of stress to the teaching performance of the College Faculty.

b. assess the level of teaching performance of the College Faculty members.

The researcher used descriptive survey design, but did not specify the population and sample size, rather used all faculty full time members who were teaching in La Salle University. A standardized questionnaire was used as the principal tool in data collection for the study

The data collected was analyzed and interpreted using weighted mean and rank. The results revealed that faculty members experienced stress when performing their assigned task, particularly when students do not cooperate. In terms of the level of teaching performance, the results revealed that the teachers' way of reaching out to students was appropriate.

Betonio (2015) study share some similarities with the present study. Both studies emphasize teacher performance at work despite other activities. Both studies also used descriptive survey design and questionnaire as the instrument to collect data.

The difference in the study was lack of a clear population and sample size. The former study used both male and female while the present deals with only female lecturers

teaching Home Economics in Colleges of Education North-West, Nigeria. The procedure for data analysis differs too, while the former used weighted mean and rank the present study used mean standard diviation and linear regression for data analysis. The former studies discussed on the level of stress encountered by teachers as it affects their performance. The present is centred on occupational roles and household tasks as it influenced performance at home and workplace.

In Betonio study (2015) lack of clear population and sample size which may be seen as a weakness in the study. Such research work may be viewed as not been conducted at all. However, the present study adopted descriptive survey design and questionnaire as the instrument to collect data. As stated earlier descriptive survey design is one the tools widely used by researchers.

2.11 Summary of Related Literature

This chapter has reviewed related literature on teachers' occupational roles and household tasks as it influence their performance at work. Most of the studies reviewed indicated that females in general have much to do both at home and workplace, based on the roles and household tasks revealed from various literature. The study reviewed also showed that female teachers may encounter some form of stress from their dual responsibilities and this can have an adverse effect on their quality time with the family. Empirical study related to influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria were also reviewed. Although most of the empirical studies were more general than specific, they revealed that certain factors influence or affect teacher performance. Factors such as motivation, age, educational qualification and environment etc. Most of the reviewed literature on empirical

study considered areas such as banking, female teachers in primary and secondary schools, lecturers in Colleges and Universities in Nigeria. Other areas include quality of household work, household task complexities, two family earners, causes of teachers stress and other male dominated profession in and outside Nigeria. None of the reviewed empirical studies Assessed the Influence of Occupational Roles and Household Tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria, either within or outside the country and in particular in North-West Zone, Nigeria. This, therefore forms the gap that the present study filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is mainly concerned with methodology and is discussed under the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of instrument

3.4.2 Pilot study

3.4.3 Reliability of the instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

In order to obtain information for this study, descriptive survey design was adopted. The design comprises of methods which facilitate collection of data from a large population. The method concerns itself with collection of data on anticipated condition, practices, beliefs, processes, relationships or trends (Best and Khan, 2007). According to Aggarwal (2008) “descriptive research design is devoted to gathering information about prevailing conditions or situations for the purpose of description and interpretation. This type of research is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. Survey research employs application of scientific method that can critically analyze and examine source of

materials for logical and empirical generalization and prediction of causes and effects. Since the present study seeks to assess the influence of occupational roles and household tasks of home economics female lecturers on work performance, descriptive survey research design is appropriate because it involves large population and therefore was adopted for the study.

3.2 Population for the Study

The population of the study comprised of all Home Economics lecturers in Colleges of Education North-West, Nigeria. A total of one hundred and nine (109) Home Economics lecturers from ten (10) Colleges of Education were used as shown in Table 3.1.

Table 3.1 Number of Colleges of Education North-West, Nigeria Offering Home Economics

S/No.	State		Name of College	No. of Home-Economics Teachers
1.	Kaduna	(a)	College of Education Gidan Waya	12
		(b)	Federal College of Education Zaria	28
2.	Kano	(c)	Federal College of Education Kano	9
		(d)	Federal College of Education (Technical) Bichi	10
		(e)	Sa'adatu Rimi College of Education Kano	11
3.	Katsina	(f)	Federal College of Education Katsina	8
		(g)	Isah Kaita College of Education Dutsin-ma	4
4.	Jigawa	(h)	Jigawa State College of Education Gumel	5
5.	Sokoto	(i)	Shehu Shagari College of Education Sokoto	11
6.	Zamfara	(j)	Federal College of Education (Technical) Gusau	11
	TOTAL		**10**	**109**

Source: Heads of Department Home Economics in the Colleges under Review, 2017.

3.3 Sample and Sampling Procedure

Purposive sampling technique was adopted for the study on one hundred and nine (109) Home Economics female lecturers as the sample for the study, from ten (10) Colleges of Education that offer Home Economics North-West, Nigeria. This number is not too large to handle therefore the study adopted the entire population as its sample size. This is in line with Akuezuilo and Agu (2003) who viewed that it is desirable to study the entire population when the population for the study is small. Hence the sample of the study is shown in Table 3.1.

3.4 Instrument for Data Collection

Self-structured questionnaire on Assessment of the Infuence of Occupational Roles and Household Tasks on Home Economics Female Lecturers' Performance in Colleges of Education, North-West, Nigeria were used as the instrument to collect data from respondents, based on the objectives, research questions and null hypotheses raised for the study. This was also in line with the information gathered from the literature review. The questionnaire was divided into two sections, A and B. Section A was sub-divided into two A1 consist of bio data of respondents, while A2 consist of questions related to time spent at home and workplace.

Section B consist of two (2) types of close ended questions modified on a four point rating scale of strongly agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) for questions 2,4,6 and Always(A) Sometimes(ST) Rarely(R) and Never(N) for question 1,3,5 representing the values of 4, 3, 2 and 1 respectively.

The highest value was reduced to 4 because undecided will not be relevant to this study. Undecided is neutral and sometimes create problems in research. Therefore,

researchers are advised to avoid its usage in order to ensure accuracy of research results (Cohen, 2000).

Section B answered research questions 1-6.

Sub-section B

Research question 1: Contains nine (9) items 12 to 20 which answered questions on how occupational roles, influence performance of Home Economics female lecturers in Colleges of Education, Nort- West, Nigeria.

Research Question 2: Consists of nine (9) items, 21 to 29 these answered questions on how, household task influence performance of Home Economics female lecturers in Colleges of Education, North-West, Nigeria.

Research Question 3: Consists of nine (9) items, 30-38 and answered questions on work schedule of Home Economics female lecturers' that influence performance in Colleges of Education, North-West, Nigeria.

Research Question 4: This also consists of nine (9) items 39-47 which answered research questions on how occupational roles of Home Economics Female lecturers influence performance of household tasks in Colleges of Education, North-West, Nigeria.

Research Question 5: Research question 5 has nine (9) items 48-56, which answered questions on challenges that influence Home Economics Female lecturers' performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Research Question 6: Has ten (10) items 57-66 and answered questions on strategies available to Home Economics female lecturers that influence the performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

However, research question 3 was adopted from academic staff annual performance evaluation report for College of Education Minna, Niger State. See Appendix B section B.

3.4.1 Validation of the instrument

Validity ensures that the instrument measures what it purports to measure and the inferences made from the results of a measure are appropriate (Salkind, 2006). In order to ensure the validity of the instrument, three (3) experts in test and measurement, Senior Lecturers and above in Home Economics Department, Faculty of Education, Ahmadu Bello University, Zaria vetted and corrected the instrument. Their contributions greatly assisted in making the instrument adequate for the study. Also statisticians examined the face and content validity of the instrument after which a pilot study was conducted.

3.4.2 Pilot study

The essence of pilot study is to examine and to ascertain the reliability of the instrument. For this research, a pilot study was carried out on ten (10) Home Economics female lecturers at Federal College of Education Kontagora in Niger State. Being a Federal College of Education, the lecturers come from different background in the country and can provide diversified opinion that can improve the research work. Beside that Kontagora shares boundaries with some of the states under review. Similarly, cultural, traditional and religious inclinations are almost the same. It was therefore, ideal for a pilot study.

3.4.3 Reliability of the instrument

The data collected from the pilot study was statistically analyzed to determine the reliability coefficient of the instrument. In order to ensure internal consistency of the instrument, Cronbach's alpha which is the most common form of reliability used for survey research was used.

The results obtained was .902 alpha level. The reliability coefficient therefore was considered adequate for the internal consistency of the instrument. According to Spiegel (1992) an instrument is considered reliable if the alpha level lies between 0 and 1. The closer the calculated reliability coefficient is to zero (0), the less reliable is the instrument, and the closer the calculated reliability coefficient is to one (1), the more reliable is the instrument. This therefore confirms the data and instrument reliable for the main study. See Appendix C. (Page 165)

3.5 Procedure for Data Collection

For successful administration of questionnaire in different Colleges of Education in this study, the researcher requested for an introductory letter from the Head of Department Home Economics, Ahmadu Bello University, Zaria. The letter served as a means of gaining access to Home Economics lecturers in Colleges of Education involved in the study to source information from respondents (See Appendix A). The researcher employed the services of seven (7) research assistants, who were briefed by the researcher on how to administer the questionnaire to the respondents. Questionnaire was administered to Home Economics lecturers by the research assistants in each of the Colleges involved. Four weeks was used to administer and to collect the copies of the questionnaire from one hundred and nine respondents.

3.6 Procedure for Data Analysis

In analyzing the data collected from the ten (10) Colleges of Education, North-West, Nigeria. The researcher described the bio-data components and time spent at home and workplace of the questionnaire using frequency and percentages. The rating scale

components were analyzed using mean ($\overline{X}$) and Standard Deviation (SD) to answer research question 1-6. Decision rule was put at any item with a mean rating of 2.5 and above be regarded as agree, while 2.4 and below be regarded as disagree. However, simple linear regression was used to test null hypotheses 1-5. All null hypotheses were tested at 0.05 level of significance. Decision rule, in the test of null hypotheses was based on, when the critical value is greater than the table value or if p value is less or equal to 0.05 ($p<0.05$) the null hypothesis was rejected. On the other hand when the critical value is less than the table value or p-value is greater than ($p>0.05$), the null hypothesis was retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis of the data collected from respondents. Out of one hundred and nine (109) questionnaire distributed, ninety (90) were retrieved for analysis, corresponding to 83%. This percentage was used to provide the needed information under the following sub-headings:

4.1 Analysis of Bio-Data

4.2 Answer to Research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussions

4.1 Analysis of Bio-Data

Table 4.1 Bio-Data of Respondents According to Marital Status, Age of Children and Qualification

Status	**Frequency**	**Percentage**
Married	73	81.1
Single	10	11.1
Widow	07	7.8
Total	**90**	**100**
Age of Children		
Not yet (no children)	07	7.8
1-4 years	13	14.4
5 – 8 years	08	9.0
9-12 years	09	10.0
13 years and above	53	58.8
Total	**90**	**100**
Education Qualification		
NCE	05	5.6
HND	06	6.6
B.Ed.	34	37.8
M.Ed.	41	45.6
Ph.D.	04	4.4
Total	**90**	**100**

Source: Field Survey, 2017

Table 4.1 shows that 73 Home Economics female lecturers representing 81.1% were married, 10 were single representing 11% while 7 were widows representing 7.8%

Looking at the percentage of married women one may imagine the challenges they may be facing as lecturers and the same time mothers. That is attending to occupational roles and household tasks at the same time.

According the age of respondents' children, 53 Home Economics female lecturers representing 58.8% had children above 13 years of age. 13 of the lecturers representing 14.4% had children between the ages of 1-4 years. 9 other lecturers representing 10% had children of ages 9-12 years while others had 8 representing 9% ages 5-8 years and the least was 7 representing 7.8% had no children at all. This may be from lecturers who are single. A large percentage of women have children above ages thirteen (13) yet the demands in teaching Home Economics especially practicals and other occupational roles like traveling for TP supervision are too demanding and may likely influence performance of household tasks. From the qualification of Home Economics female lecturers 41 representing 45.6% have M.Ed, followed by 34 representing 37.8% with B.Ed. Others include 6 with HND representing 6.6%, 5 with NCE 5.6% and 4 with Ph.D representing 4.4%. An indication that Colleges of Education in North-West, Nigeria have a good number of qualified Home Economics female lecturers. With a good number of qualified lecturers, high performance is expected from them so as to meet up with the NCCE standard of teaching in Colleges of Education.

A2. Time Spent at Home and Work Place is presented in Tables 4.2 – 4.9

Table 4.2 Distribution of Respondents According to Wake up Time

Wake up time	Frequency	Percentage
4am	10	11.1
4.30am	10	11.1
5.am	36	40.00
6.am	34	37.8
Total	**90**	**100**

Table 2 revealed that 36 of Home Economics female lecturers representing 40% woke up as early as 5am, followed by those who woke up by 6am 34(37.8%) and those who woke as early as 4am and 4.30am represent 10(11.1%). Table 4.2 shows that, majority of Home Economics lecturers woke up by 5am, so as to attend to some household tasks before going to work. This is an indication of proper use of time management skills so as to meet up with the demand and activities of the day.

Table 4.3 Distribution of Respondents According to Time they resumed work daily

Resumption time	Frequency	Percentage
8 am	52	57.8
9 am	24	26.7
10 am	14	15.5
Total	**90**	**100**

Source: Field Survey

Table 4.3 revealed that 52 Home Economics female lecturers representing 58.8% resumed work by 8 am, others resume by 9 am 24(26.7%) while others 10am with 14(15.5%). The Table revealed that majority of Home Economics lecturers resume early to their work place, which is an indication of the level of commitment shown to their work.

Table 4.4 Distribution of Respondents by Frequency of Practical Classes

No. of Practical Classes per Week	Frequency	Percentage
One	40	44.4
Two	35	39.0
Three	06	6.6
None of the above	09	10.0
Total	**90**	**100**

Source: Field Survey

Table 4.4 showed that 40 Home Economics female lecturers representing 44.4% taught one (1) practical class in a week, followed by those who taught two (2) practical lessons in week with 35(39%).There were also those who had no practical lessons at all 9(10%). While the least were those lecturers who taught three practical's lessons in a week with 6(6.6%). This revealed that the teaching of practical lessons in a week can be more than once unless where there are a good number of lectureres in the Department.

Table 4.5 Distribution of Respondents by Frequency of Practical Hours per Week

Practical Hours per week	Frequency	Percentage
Three hours	40	44.4
Six hours	35	39.0
Nine hours	06	6.6
None of the above	09	10.0
Total	**90**	**100**

Source: Field Survey

Table 4.5 revealed that 40 Home Economics female lecturers representing 44.4% spent three hours teaching one practical lesson in a week. Followed by those who spent six hours practical lessons with 35(39%). Others spent nine hours practical with 9(10%) 9 hours practical lesson has the least with 6(6.6%).

This revealed that one practical lesson a week will help lectureres prepare for other lectures with much ease.

Table 4.6 Distribution of Respondents by Lecture hours per week

Lecture hours	Frequency	Percentage
3 – 4 hours	22	24.4
5 – 6 hours	37	41.1
7 – 8 hours	21	23.3
9 – 10 hours	05	5.6
Over 10 hours	05	5.6
Total	**90**	**100**

Source: Field Survey

Table 4.6 shows that 37 Home Economics female lecturers representing 41.1% in Colleges of Education spent 5–6 hours lecture in a week, followed by those with 3-4 hours a week with 22(24.4%). The least is 9–10 and over 10 hours representing 5(5.6%). This clearly indicates that most of the lecturers spend 5 – 6 hours lectures in a week including practical's which is averagely fair for the lecturers.

Table 4.7 Distribution of respondents according to closing time from work place

Closing Time	Frequency	Percentage
12 noon	07	7.8
2 pm	19	21.1
3 pm	25	27.8
4 pm	39	43.3
Total	**90**	**100**

Source: Field Survey

Table 4.7 shows that 39 Home Economics female lecturers representing 34.3% closed from work by 4 pm, others closed by 3pm 25(27.8%) and the least were those that closed by 12 noon 7(7.8%). Table 4.7 revealed that most Home Economics female lecturers

wait for the official closing time of civil servants. This is also a sign of commitment on the part of the lecturers.

Table 4.8 Distribution of Respondents according to time lunch and dinner are prepared

When lunch and dinner are prepared	Frequency	Percentage
Before going to work	41	45.6
After closing from work	49	54.4
Total	**90**	**100.0**

Table 4.8 shows that 49 Home Economics female lecturers representing 54.4 prepared lunch and dinner after closing from work. While 41(45.6%) prepared lunch and dinner before going to work. This revealed that Home Economics female lecturers may likely serve lunch and dinner late to their family members. This also corresponds with the highest percentage of lecturers that closed 4 pm from work.

Table 4.9 Distribution of Respondents according to time spent with family (leisure time)

Time spent with family	Frequency	Percentage
½ hour	10	11.1
1 hour	23	25.6
2 hours	32	35.5
3 hours	25	27.8
Total	**90**	**100**

Table 4.9 revealed that 32 representing 35.5% of Home Economics female lecturers spent only two (2) good hours with their families while 25(27.8%) spent three (3) hours with their families. Other lecturers spent one (1) hour 23(25.6%) and the least 10(11.1%) spent half (1/2) an hour with their families after work.

This revealed the fact that though families stay together, yet time spent together need to improve upon especially especially mothers that have children below ten (10) years even those with children above thirteen (13) years need good time together with other family members so as to strengthen their relationships. Families are different so also the interpretation of family time may differ from family to family.

4.2 Answer to Research Questions

This section shows the presentation and analysis of data collected, which answered research question 1 – 6 using mean $\bar{x}$ and standard deviation. The benchmark of 2.5 for agree and below 2.5 as disagreed. This is shown on Tables 4.10-4.15.

Research question 1: What are the occupational roles of Home Economics female lecturers' that influence their performance in Colleges of Education, North-West, Nigeria?

Questionnaire Items 12 – 20 answered research question 1.

Table 4.10: Mean responses on Occupational roles of Home Economics female lecturers that influence performance in Colleges of Education, North-West, Nigeria.

Variables: Occupational Roles include;	**N**	$\overline{X}$	**SD**
Supervion of students projects	90	2.86	.384
Setting examination questions	90	2.80	.502
Preparation of Scheme of work, lesson notes and lesson plan	90	2.78	.476
Attending lectures promptly	90	2.78	.476
Covering course content as scheduled	90	2.76	.472
Attending lectures regularly	90	2.71	.480
Making and submitting students results on time	90	2.69	.630
Supervision of teaching practice	90	2.64	.624
Conducting all practical lesson as scheduled	90	2.58	.599
Aggregate Mean		**2.73**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

The decision on table 4.10 on the occupational roles of Home Economics female lecturers that influence their performance at work revealed an aggregate mean of 2.73 signifying that occupational roles influence Home Economics female lecturers' performance at work. As the aggregate mean is above the decision mean of 2.5. The variables that made significant contributions were students submit projects on graduation with 2.86, examination questions submitted as scheduled 2.80, scheme of work, lesson note/plan and prompt attendance to lectures had 2.78 while the least contributing variable had 2.58 that is all practicals are conducted as scheduled. The result of the finding signify that too many roles can influence performance.

Research Question 2: What are the household tasks of Home Economics female lecturers' that influence their performance in Colleges of Education, North-West, Nigeria?

Questionnaire Items 21-29 answered research question 2

Table 4.11 Mean Responses on Household tasks of Home Economics female lecturers that influence performance in Colleges of Education, North-West, Nigeria.

Variables: Household Tasks include;	**N**	$\overline{X}$	**SD**
Getting children ready for school	90	3.54	.639
Preparing breakfast and lunch	90	3.18	.943
Picking children from school	90	2.90	.962
Attending to sick family members	90	2.74	.865
Impaired relationship	90	2.67	.800
Everyday family shopping	90	2.52	.939
Attempting to meet the needs of all family members	90	2.52	.939
Cleaning dishes, sweeping and mopping	90	2.18	.874
Attending to unexpected visitors	90	1.98	.960
Aggregate Mean		**2.69**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

The results of Table 4.11 on the influence of household tasks of Home Economics female lecturers performance, revealed an aggregate mean of 2.69 which is above the agreement mean of 2.5. The result signifies that household tasks influence Home Economics lecturers' performance. The variables that contributed more to the influence were, getting children ready for school, 3.54, preparing breakfast and lunch 3.18, so also picking children from school 2.90. The least contributing variable was attending to unexpected visitors with 1.98. Combing household tasks with occupational roles has the tendency to influence performance at work.

Research Question 3: What are the work schedules of Home Economics female lecturers'that influence their performance in Colleges of Education, North-West, Nigeria?

Questionnaire Items 30-38 answered research question 3.

Table 4.12 Mean responses of Work schedules of Home Economics female lecturers that influence performance in Colleges of Education, North-West, Nigeria.

Variables: Work Schedules include;	**N**	$\overline{X}$	**SD**
Punctuality at work	90	3.78	.418
Meeting up with deadlines	90	3.73	.493
Maintenance of high standard in all assigned duties	90	3.67	.519
Working within set time limit	90	3.62	.532
Relating cordially with colleagues and students	90	3.58	.599
Highly efficient in application of professional knowledge	90	3.54	.621
Accept additional responsibilities at all times	90	3.44	.638
Carry out task thoroughly to the end	90	3.43	.735
Performing well at all times	90	2.83	.903
Aggregate Mean		**3.51**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

Table 4.12 reveals the responses of work schedules of Home Economics female lecturers' performance. Aggregate mean of 3.51 was obtained from the responses which is greater than the agreement mean of 2.5, implying that Home Economics female lecturers perform their occupational roles with all seriousness and commitment to duty. The variables that contributed mostly to the lecturers work schedule include punctuality to at work 3.78, meeting up with deadlines 3.73. All the variables contributed above 2.5 agreement mark

Research Question 4: How does occupational roles of Home Economics female lecturers influence their performance of household tasks in Colleges of Education, North-West, Nigeria?

Questionnaire Items 39 – 47 answered research question 4.

Table 4.13: Mean Responses on Occupational roles of Home Economics female lecturers that influence household tasks performance in Colleges of Education, North-West, Nigeria.

Variables: Occupational Roles that influence Household Tasks performance;	**N**	$\overline{X}$	**SD**
Traveling far distance for TP/SIWES supervision	90	3.10	.951
Organizing extra lectures in the evening	90	3.01	.800
Too many engagement (long meetings)	90	2.92	.890
Closing late from work	90	2.88	.872
Feeling exhausted after work	90	2.87	.851
Taking examination scripts home	90	2.87	.915
Prolong supervision of practical	90	2.78	.746
Fixing lectures on Saturday	90	2.52	.915
Inviting students home for lectures	90	1.97	.851
Aggregate Mean		**2.78**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

Table 4.13 shows the finding of the influence of occupational roles of Home Economics female lecturers on household tasks performance. The aggregate mean of 2.78, summed up the findings indicating that occupational roles influence household tasks performance of Home Economics female lecturers. The highest contributing variable was traveling far distance to supervise SIWES and Teaching Practice 3.10, organizing extra lectures in the evening 3.01, as well as too many engagements in the College with 2.92. The least that contributed was inviting students for lectures at home with 1.97. As mothers staying away from home for many hours/days can influence the performance of household tasks so also family relationship.

Research Question 5: What are the challenges of Home Economics female lecturers' that influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria?

Questionnaire Item 48 – 56 answered research question 5.

Table 4.14: Mean responses on Challenges of Home Economics female lecturers that influence performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Variables: Some challenges faced by Home Economics female lecturers;	**N**	$\overline{X}$	**SD**
Dizziness or fainting spells	90	3.06	.987
Aches and pains	90	2.98	.848
Concentration difficulties	90	2.72	.716
Irritability and anger	90	2.69	.697
Racing pulse or heart palpitations	90	2.53	.912
Persistent back and neck pain	90	1.79	.906
Chest pain and headache	90	1.73	.897
Feeling depressed or sad	90	1.59	.963
Loss of sex drive	90	1.31	.987
Aggregate Mean		**2.27**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

The results of the findings on table 4.14 revealed the challenges that influence Home Economics female lecturers' performance of occupational roles and household tasks. The mean aggregate of 2.27 was obtained the findings revealed that challenges do not influence the performance of Home Economics female lecturers performance. Though individual variables like dizziness or fainting spell had 3.06 aches and pains 2.98, concentration difficulties 2.72 as well as irritability and anger 2.69 and 2.53 respectively were above 2.5, based on the aggregate mean of 2.27. Challenges on Home Economics female lecturers do not influence their performance of occupational roles and household tasks in College of Education, North-West, Nigeria. Even with the challenges the lecturers still perform their roles as expected.

Research Question 6: What are the coping strategies available to Home Economics female lecturers that influence their performance of both occupational roles and household taskss in Colleges of Education, North-West, Nigeria?

Questionnaire Item 57 –66 answered research question 6

Table 4.15: Mean Responses on the Coping Strategies available to Home Economics Female Lecturers that influence performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Variables:Available coping strategies include;	N	$\overline{X}$	SD
Sharing of responsibilities	90	3.53	.565
Use of time plans for all activities	90	3.50	.691
Use of labour saving devices	90	3.49	.658
Use of convenient foods	90	3.49	.658
Prepare properly for every given task	90	3.21	.871
Employing multitasking method	90	3.13	.877
Attending to school activities promptly	90	3.12	.681
Use of school bus/car pull for children	90	2.96	.911
Setting priorities by doing most important thing first	90	2.96	.852
Use of house helps or relatives	90	2.79	.749
Total Average		**3.58**	

Decision Mean 2.5

Key: N= Population; $\overline{X}$ = Mean; SD= Standard Deviation

The findings on Table 4.15, revealed that coping strategies available to Home Economics female lecturers that influence thier performance of occupational roles and household tasks had the aggregate mean of 3.58, which is far above the agreement bench mark of 2.5. All the variables tested contributed greatly above 2.5, with the highest contribution of 3.53 from sharing responsibilities, 3.50 use of time plan for all activities, use of labour saving devices and convenient food with 3.49. The least contribution of 2.79 was the use of house helps. The findings clearly revealed that the use of coping strategies influence the performance of occupational roles and household tasks of Home Economics female lecturers in Colleges of Education, North-West, Nigeria.

4.3 Test of Null Hypotheses

All the five null hypotheses raised for the study were tested at $P \leq 0.05$ using simple linear regression in order to assess the influence of occupational roles and household tasks on home economics female lecturers' performance in Colleges of Education, North-West, Nigeria. This is shown on tables 16-20.

Null Hypothesis One

Occupational roles of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria.

Table 4.16: Regression analysis showing influence of occupational roles on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.

Variables	Coefficients	SE	t-ratio	Sig
Constant	7.395	1.097	6.743	.000
Cover course content as scheduled	1.464	.618	2.369	.020
Scheme of work lesson plan/notes adequate	1.662	.678	2.368	.022
Attend lectures promptly	1.765	.795	2.220	.047
Attend lecture regularly	1.291	.402	3.210	.002
Examination questions submitted as scheduled	-.589	.552	-1.129	.262
Students results submitted on time	0.264	.525	0.602	.617
Prompt supervision of teaching practice	-1.461	.520	-2.810	.006
All practical lessons conducted as scheduled	5.006	.316	15.850	.000

$R^2 = .981$ Adjusted $R^2 = .979$

Regression analysis in Table 4.16 shows that the R^2 of 98.1 percent and the adjusted R^2 = 97.9 percent explains the total contribution of the independent variables (occupational roles) on the dependent variable (performance of Home Economics female lecturers). Of the total number of the variables studied, the coefficients shows the percentage contribution of each independent variable, which revealed, regular conduct of practical lessons (5.006 p at $\leq$ .000), prompt

supervision of students' projects (1.543 p at ≤ .000), timely covering of course content (1.464 p at ≤ .000), regular lecture attendance (1.291 p at ≤ .000) scheme of work, lesson plan/note (1.662 p ≤ .022) had positive influence on performance of Home Economics female lecturers, this means that one unit increase of the variables will increase the performance of Home Economics female lecturers by the same magnitude of each variable's coefficients indicated in Table 4.16. However, prompt supervision of teaching practice (-1.461p ≥ .006) submission of examination questions as schedule (.589 p ≤ .262) has inverse relationship or negative influence on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. This implies that as more Home Economics female lecturers are engaged in teaching practice assignment, the less their performance at work. The overall implication of this study findings is that occupational roles significantly influenced the overall performance of Home Economics female lecturers in Colleges of Education in North-West, Nigeria. Giving the significance as reported in Table 4.16. The null hypothesis which stated that occupational roles of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria was rejected.

Null Hypothesis Two: Household tasks of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria.

Table 4.17: Regression analysis showing influence of household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.

Variables	Coefficients	SE	t-ratio	Sig
Constant	7.395	1.097	6.743	.000
Preparing breakfast and lunch	.826	.649	1.273	.007
Getting children ready for school	1.464	.618	2.369	.000
Cleaning and sweeping in the house	1.165	.795	1.466	.147
Picking children from school	1.291	.402	3.210	.002
Attending to visitors at home	-.589	.522	-1.129	.262
Attending to sick family members	1.543	.176	8.784	.000
Family shopping	-1.461	.520	-2.810	.006
Attempting to meet the need of all family members	11.052	.407	2.587	.011
Impaired relationships	5.006	.316	15.850	.000

R^2 = .981 Adjusted R^2 = .979

Regression analysis in Table 4.17 shows that the R^2 of 98.1 percent and the adjusted R^2 = 97.9 percent explains the total contribution of the independent variable (household tasks) on the dependent variables (performance of Home Economics female lecturers) of the total number of variables studied. The coefficient shows the contribution of each independent variables which revealed that the performance of Home Economics female lecturers in Colleges of Education, North-West, Nigeria is positively influenced by the household tasks variables such as, preparing breakfast and lunch (.826 p at ≤ .007), getting children ready for school (1.464 p at ≤ .000), picking children from school (1.291 p at ≤ .002), attending to sick family members (1.543 p at ≤ .000) and Impaired relationships (5.006 p at ≤ .000). While, family shopping (-1.461 p at ≤ .006) inversely or negatively influenced performance in Colleges of Education, North-West, Nigeria. This implies that one unit increase of the variables showing positive relationship will increase the performance of Home Economics female lecturers by the magnitude the variable's coefficients indicated in Table 4.17. While unit increase of family shopping will negatively

influence Home Economics female lecturers' performance. The overall implication of this study findings is that household tasks significantly influenced the overall performance of Home Economics female lecturers in Colleges of Education, North-West, Nigeria. Giving the significance reported in Table 4.17. The null hypothesis which stated that household tasks of Home Economics female lecturers do not significantly influence their performance in Colleges of Education, North-West, Nigeria was rejected.

Null Hypothesis Three: Occupational roles of Home Economics female lecturers do not significantly influence household task performance in Colleges of Education, North-West, Nigeria.

Table 4.18: Regression analysis showing influence of occupational roles on Home Economics female lecturers' household task performance in Colleges of Education, North-West, Nigeria.

Variables	Coefficients	SE	t-ratio	Sig
(Constant)	11.760	.842	13.960	.000
Closing late from work	3.648	.938	3.889	.000
Prolong supervision of practical	1.661	.571	2.911	.005
Organizing extra lessons	-1.763	.602	-2.928	.004
Traveling far distance for TP/SIWES	1.628	.679	2.397	.019
Taking exam scripts home	-2.471	.421	-5.877	.000
Inviting students home for lectures	3.777	.594	5.743	.000
Feeling exhausted after work	3.414	.594	5.743	.000
Fixing lectures on Saturday	1.797	.522	3.444	.000

$R^2 = .931$ Adiusted $R^2 = .923$

Regression analysis in Table 4.18. Shows that the R^2 of 93.1 percent and the adjusted R^2 of, 92.3 percent explains the total contribution of the independent variable (occupational roles) on the dependent variable house hold task performance) of Home Economics female lecturers.

The study results in Table 4.18 revealed the influence of occupational roles on hosehold tasks performance on Home Economics female lecturers in Colleges of Education, North-West,

Nigeria, the level of influence is indicated by the individual coefficients of the variables studied. The study findings shows that all the variables except traveling far distance for TP/SIWES supervision (1.628 p $\geq$ .019) significantly influenced household tasks performance of Home Economics female lecturers. However, organizing extra lessons (-1.763 p at $\leq$ .004) and taking examinations scripts home (-2.471 p at $\leq$ .000) inversely or negatively influenced household tasks performance of Home Economics female lecturers. The overall implication of this study findings is that occupational roles significantly influenced household tasks performance of Home Economics female lecturers in Colleges of Education, North-West, Nigeria. Giving the significance reported in Table 4.18. Therefore, the null hypothesis which states that occupational roles of Home Economics female lecturers do not significantly influence household tasks performance in Colleges of Education, North-West, Nigeria was rejected.

Null Hypothesis Four: Challenges faced by Home Economics female lecturers do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Table 4.19: Regression analysis showing challenges on Home Economics female lecturers' that influence performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Variables	Coefficients	SE	t-ratio	Sig
(Constant)	21.143	.648	32.630	.000
Irritability and anger	-.241	1.007	-.239	.002
Concentration difficulties	-1.174	1.055	-1.113	.000
Aches and pains	3.097	.543	5.701	.000
Feeling depressed or sad	1.716	.575	2.982	.004
Racing pulse or heart palpitations	.343	.901	.380	.705
Dizziness or fainting spells	-2.265	.502	-4.514	.000
Loss of sex drive	4.102	.739	5.554	.000
Chest pain and headaches	.042	.746	.056	.956
Persistent back and neck pain	4.164	.731	5.696	.000

R^2 =. 908 Adjusted R^2 = .898

Regression analysis in Table 4.19 shows that the R^2 (90.8 %) and the adjusted R^2 (89 .8%) explains the total contribution of the independent variable (challenges) on the dependent variables (performance of Home Economics female lecturers occupational roles and household tasks). Of the total number of the variables studied the coefficients which shows the percentage contribution of each independent variable indicated that, irritability and anger (-.241 p at ≤ .002), Concentration difficulties (-1.174 p at ≤ .000) and dizziness or fainting spells (-2.265 p at P≤.000), feeling depressed and sad (1.716 p at ≤ .004) and persistent back and neck pain (4.164 at ≥ .000) negatively and significantly influenced Home Economics female lecturers performance of occupational roles and household tasks. Positive influence was however noticed with variables aches and pains (3.097 p at P≥.000) and loss of sex drive (4.102 p at ≥ .000). The implication of this study findings indicated that one unit increase of negatively related variables will decrease Home Economics female lecturers' performance by the corresponding coefficient values indicated in Table 4.19. While performance increases by unit increase in positively related variables by the same magnitude of the variable's coefficients. It further implies that challenges experienced by Home Economics female lecturers in the performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria influenced their performance of occupational roles and household tasks giving the significant values reported in Table 4.19 The null hypothesis which stated that challenges faced by Home Economics female lecturers do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria was rejected.

Null Hypothesis Five: Coping strategies available to Home Economics female lecturers' do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Table 4.20: Regression analysis showing coping strategies available to Home Economics female lecturers' that influence performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

Variables	Coefficients	SE	t-ratio	Sig
(Constant)	3.705	.593	6.248	.000
Share responsibilities	.401	.433	.927	.357
Use labour saving devices	-.058	.218	-.266	.791
Use of house helps or relatives	.776	.226	3.430	.001
Use of school bus/car pull for children	.792	.418	1.896	.062
Use of convenient foods	1.171	.297	3.943	.000
Setting priorities, doing important things first	.112	.363	.309	.758
Attending to school activities promptly	1.297	.340	3.809	.000
Use of time plan for all activities	.950	.181	5.237	.000
Prepare properly for every given task	3.687	.706	5.222	.000
Employing multi-tasking methods	2.627	.401	6.544	.000

$R^{2 =}$ .989 Adjusted R^2 = .988

As shown in Table 4.20 the regression analysis shows that the R^2 of 98.9 percent and the adjusted R^2 = 98.8 percent explained the total contribution of the independent variable (coping strategies) on the dependent variable (performance of occupational roles and household tasks of Home Economics female lecturers). Of the total variables studied, use of labour saving devices (-058 p at $\leq$ .791) and use of school bus/car pull for taking children to schools (.792 p at $\leq$ .062) were not statistically significant and did not conform to a previous expectation of this study. But however the coefficients which shows the percentage contribution of each independent variable to the dependent variable indicated that, use of house helps or relatives, (.776 p at $\geq$ .001) use of convenient foods, (1.171 p $\geq$ .000) use of time plans for all activities (.950 p at $\geq$ .000) and employing multi-tasking methods coping strategies (2.727 p at $\geq$ .000) by Home Economics female lecturers positively and significantly influenced their performance of occupational roles and household tasks. Giving

the significance reported in Table 4.20, it implies that the coping strategies available to Home Economics female lecturers in Colleges of Education, North-West, Nigeria had influenced their performance of occupational roles and household asks. The null hypothesis which states that coping strategies available to Home Economics female lecturers do not significantly influence their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria was rejected.

4.4 Summary of the Major Findings

The findings of time spent at home and work place revealed that:

1. forty 40% of Home Economics female lecturers woke up by 5am, to meet up with household tasks and to prepare early for work.
2. a good number(57.8%) of Home Economics female lecturers resumed work by 8am according to civil service resumption time.
3. issue of practical lessons, 44.4% of Home Economics female lecturers conducted one practical lesson of three hours a week.
4. lecture hours, 41.1% of Home Economics female lecturers spent 5-6 hours lecturers in a week.
5. closing time 43.3% of Home Economics female lecturers closed from work by 4pm which is also the official closing time for civil servants in Nigeria.
6. a good percentage (54.4%) of Home Economics female lecturers prepare lunch and dinner after closing from work. This corresponds with the highest number of lecturers that closed 4pm. Families that have younger children, cooking lunch after closing may be late and can affect the well-being of family members negatively.

7. very low percentage (35.5%) of Home Economics female lecturers spent two (2) hours with their families, this is below average, families need to be together in order to strengthen their relationships.

The finding of research questions 1-6 has an agreement mark of 2.5. The findings were based on the aggregate mean which revealed that:

1. Occupational roles has an aggregate mean of 2.73 signifying influence on performance.
2. Household tasks has influence on Home Economics female lecturers performance with a aggregate 2.69
3. Work schedule of Home Economics female lecturers'influence performance with an aggregate mean of 3.51.
4. Occupational roles influence household tasks performance of Home Economics female lecturers' with an aggregate mean of 2.78.
5. Challenges faced by Home Economics female lecturers do not influence their performance because the aggregate mean of 2.27 was below the agreement mark of 2.5.
6. Available coping strategies influence Home Economics female lecturers' performance with an aggregate mean of 3.51 above the agreement mark of 2.5.

Test of null hypotheses;

The study revealed that: ($P \leq 0.05$) which showed the rejection of the 5 null hypotheses raised for the study.

1. Occupational roles significantly influenced Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.

2. Household task significantly influenced Home Economics female lectures' performance in Colleges of Education, North-West, Nigeria.
3. Occupational roles significantly influenced Home Economics female lecturers' household task performance in Colleges of Education, North-West, Nigeria.
4. Challenges faced by Home Economics female lecturers significantly influenced their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.
5. Coping strategies available to Home Economics female lecturers significantly influenced their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

4.5 Discussion

The study was carried out to assess influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. Simple frequency tables and percentages were use to describe the time lecturers spent at home and workplace, while descriptive and inferential statistics were used to answer research questions as well as test null hypotheses raised for the study.

The findings of the time lecturers spent at home and workplace revealed that Home Economics female lecturers woke up by 5am so as to attend to some household tasks and to resume early which a good number of them resume 8am. Most of the lecturers teach one practical class giving an average of 5-6 hours lectures in a week. Majority close from work by 4pm, the official time of closing from work of civil servants. Most of the lecturers prepare lunch and dinner after closing from work implying that lunch and dinner were served late and a number of lecturers below average interact with family members for 2

hours a day. It is necessary and very important for Home Economics female lecturers to device ways of meeting the needs of their family members especially in the area meals.

The findings of research question one (1) revealed that occupational roles influenced Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. This agrees with the results of hypothesis one (1) which was rejected meaning that occupational roles significantly influenced Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. All the variables tested the p-value was below 0.05 alpha level. The findings of this study agreed with that of Adepoju (1999) who stated that variables of teacher performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in a school system. In this regard, teachers performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra curricular activities. This implies that when teachers are overloaded with work performance will be low.

The possible explanation is that too many responsibilities and activities engaged by Home Economics lecturers in Colleges of Education, North-West, Nigeria, especially those Colleges with few lecturers, has the possibility of students receiving less attention in terms of teaching. When teaching is not properly done, it results in half-baked teachers. Which in turn will contribute to the falling standard of education in the North West and in Nigeria as a whole.

The findings of research question two (2) revealed that household tasks influenced Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. The result of hypothesis two (2) which was rejected agrees with research question two (2) meaning that household tasks significantly influenced Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. This was established because the p-value was less than 0.05 alpha level. This was further confirmed by THESA (2011) that Home Economics are predominantly female.

Therefore, it is not surprising that their, family obligations affect their participation in professional development. These teachers juggle family and parenting responsibilities in addition to their professional responsibilities. Similarly, Shah et al (2014) share the same opinion that sometimes due to huge family and laborious work, the female teacher becomes so busy and involved that she does not pay attention to school and teaching profession. This can be linked with Colton's study (2008) which revealed time constraint as a dominant problem for women in the study. Which is why it is necessary for female lecturers to employ the services of family members and house helps to assist in attending to some household tasks.

The findings of research question three (3) revealed that Home Economics female lecturers take their work schedules seriously under any given situation. This was further confirmed by Khurshid and Ashraf (2012) who stated that female secondary school teachers have higher self-efficiency than male teachers. That teachers with more work experience with high qualification have higher self-efficiency. This was further confirmed by Ekpoh, Oswald and Victor (2013) that teachers who attend in-service training perform effectively in their work concerning knowledge of subject, classroom management, teaching methods and

evaluation of students. This is a confirmation of the result on table 4.1 which showed that most Home Economics female lecturers in Colleges of Education, North-West, Nigeria have Masters Degree signifying high level of performance.

The findings of research question four (4) revealed that occupational roles influenced household task performance of Home Economics female lecturers' in Colleges of Education, North-West, Nigeria.

The same results and findings of hypothesis three (3) which was rejected agree with the results of research question three (4) meaning that occupational roles significantly influenced household task performance of Home Economics female lecturers in Colleges of Education, North-West, Nigeria, as the p-value was less than 0.05 alpha level based on the variables tested. Cornell Cooperative Extension System (2008). Share the same view and posited that most parents spend more time at work and may have less time to spend with their children during the day. The emphasis is on the performance of household tasks which include taking care of family members. Women usually have a feeling of guilt for sparing less time for their maternal responsibilities and family. This dual responsibility proves the double burden on her and that makes her to fight concurrently on two fronts (Nezhad et al (2010). Working and living conditions of female teachers can be from home to work and from work back home. If both sides are not balanced in terms of activity, performance will be low (Kadzamira, 2006). The study of Amao and Adesola (2013) revealed that respondents spend less time with their families as a result of intense work-load, which is why work life balance (WLB) is a problem. The findings of the study shows that occupational roles of Home Economics female lecturers has influence on their performance of household tasks. The possible explanation is that relating with family members daily is

very significant in building strong family ties and relationships. The performance of occupational roles should be seen as the second responsibility to female lecturers which must not take away all the time meant for household task performance. Neglecting household tasks means neglecting the entire family and this can affect children negatively, as it will make them loose confidence in their parents but rely on peer groups. This also implies that female lecturers should always remember that, there is a home to return to after work. An exhausted female lecturer can hardly put in her best at home. It is therefore necessary to strike a balance between work and family by being a good lecturer and a good mother/wife.

The findings of research question five (5) revealed that challenges faced by Home Economics female lecturers has no influence on the performance of their occupational roles and household tasks in Colleges of Education, North-West, Nigeria. However, the results and findings of hypothesis four (4) was rejected. Though, two out the nine variables show significant influence, chest pain and headaches, and racing pulse or heart palpitations, yet the hypothesis was rejected, meaning that challenges faced by Home Economics female lecturers significantly influenced the performance of occupational roles and household tasks. Though the p-value of two (2) variables were greater than 0.05 alpha level, however, seven variables the tested p-value was less than 0.05 alpha level which led to the rejection of the null hypothesis.

To further confirm the statement Khan, *et al* (2012) affirmed that with educational system of any country, teachers occupy a very vital position as the success of the educational institution depends on teachers, who educate the most valued asset, that is. Students. The teachers' performance is negatively influence by different stress contributing

factors (challenges) which exist within or outside the educational institution that impedes the performance of teachers; resulting in low individual as well as institutional productivity. Nadeem *et al* (2011), stated that it is quite clear that stress either from home or work place can influence job performance negatively. This is also revealed in the study conducted by Amedu (2013) that dual role earners encounter many challenges in carrying out their Home Management role expectations, as a result of exhaustion after work they find it difficult to perform their family roles. Also there is insufficient time to carry out their parenting activities as the burden of multiple roles leads to strain and stress. The explanation is that a female lecturer who experienced signs of stress like dizziness at workplace may not be able to perform effectively either in her workplace or at home. When this becomes constant, the result may be occupational role/ family (household task) conflict, which is why delegation of responsibilities is very necessary in the family to ease the burden of female lecturer who is exhausted from work.

The findings of research question six (6) revealed that coping strategies available to Home Economics female lecturers influenced their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria. This was supported by the results of hypothesis five (5) which was rejected, meaning that coping strategies available to Home Economics female lecturers significantly influenced their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria. Implying that the P-value was less than 0.05 alpha level. The findings also revealed two variables with greater values than 0.05, use of labour saving devices and setting priorities doing important things first. Yet the hypothesis was rejected.

Amao *et al* (2013) share the same opinion which suggested the use of a combination of coping strategies such as internal and external outsourcing of domestic duties to house maids, drivers and relatives. Planning, time management, relaxation and weekend outings with family go a long way in improving performance and a reduction of stress. All that Home Economics female lecturers are expected to do, is to use their Home Economics management and other skills to plan their activities as well as avoid role conflict. This will result in non neglect of any role, but in good performance. Generally, so much has been bestowed on women right from creation, and with modernization where every woman desires to show case her potentials in the area of career, in addition to the traditional roles women are known for, hence the need to address occupational roles, and household tasks of Home Economics female lecturers with the view of ensuring harmony in accomplishing these roles and tasks without any conflict. Proper time management and the use of available human and material resources will go a long way in ensuring that occupational roles and household tasks are performed with better result free of conflict, stress and with enough time for family relationship. Amedu's study (2013) also revealed that working couples were conscious of planning and organizing their schedules, setting their priorities sharing responsibilities among family members and house helps. The possible explanation is that the use of coping strategies may go a long way in easing and relieving tension from female lecturers if adopted properly. At the same time, it is possible that the use of coping strategies may improve occupational roles and household task performance as well as family relationships.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with the summary, conclusion and recommendation, as well as suggestions for further studies, discussed under the following subheadings:

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Contribution to knowledge

5.5 Suggestion for Further Studies

5.1 Summary

This study was carried out to assess the influence of occupational roles and household tasks on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria. To attain the goals of the study, six (6) specific objective, six (6) research questions and five (5) null hypotheses were raised for the study.

Related literature were reviewed for the study where concepts of Home Economics, performance, occupational roles and household tasks and challenges as well as balancing family time and coping strategies were defined and discussed in relation to the topic of the study.

The wthin role theory of Khan *et al* (1964) was adopted for the study, the theory focused on factors that have detrimental effect on performance.

Descriptive survey design was adopted for the study with a population of one hundred and nine (109) Home Economics female lecturers in Colleges of Education, North-West, Nigeria. Purposive sampling technique was used, that is the entire population was

used as sample for study. For data collection a self structured questionnaire modified on a four point rating scale was used. The instrument was divided into two sections A and B Section A was sub-divided into A1 with bio data of respondents and A2 which dealt with time spent at home and workplace. Section B contained research questions 1 – 6. Out of one hundred and nine (109) questionnaire distributed, only ninety (90) were duly filled, retrieved and used as data for the study. The reduction in the number of questionnaire was as a result of transfers and study leave of some lecturers while some collected but failed to return the questionnaire.

The instrument was validated by Senior Lecturers and above in the Department of Home Economics, Faculty of Education, Ahmadu Bello University, Zaria. A pilot study was carried out in Federal College of Education Kontagora, Niger State. The result of the pilot study was .902 alpha level.

Data collected was analyzed using descriptive and inferential statistics. The descriptive aspect was used to discuss the bio-data and research questions. Research question 1 - 6 were answered using mean and standard deviation using a four point rating scale, and was categorized into two that is, "Agree" and "Disagree" with a bench mark of 2.5 and above as "Agree" and below 2.5 as "Disagree". Simple linear regression was used to test all null hypotheses at 0.05 level of significance. Where the P-value is less than or $\leq$ 0.05, the null hypothesis was rejected.

The findings reveal that;

- Occupational roles have significant influence on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.

- Household tasks have significant influence on Home Economics female lecturers' performance in Colleges of Education, North-West, Nigeria.
- Occupational roles have significant influence on Home Economics female lecturers' performance of household tasks in Colleges of Education, North-West, Nigeria.
- Challenges faced by Home Economics female lecturers have significant influence on their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.
- Coping strategies available to Home Economics female lecturers have significant influence on their performance of occupational roles and household tasks in Colleges of Education, North-West, Nigeria.

5.2 Conclusion

From the findings of the study it was concluded that, Home Economics female lecturers in Colleges of Education, North-West, Nigeria have much to do in ther workplace and at home which may influence their performance. In addition, proper use of coping strategies will influence Home Economics female lecturers' performance at home and workplace.

5.3 Recommendations

Based on the summary of research findings and the conclusion made, the following recommendations were made in order to assist Home Economics female lecturers perform well at home and workplace.

1. Home Economics Heads of Departments should emphasize on the importance of time management skills to staff during departmental meetings and to studnets during

lecture hours. As this will both help them meet up with their daily schedule promptly this will enhance their performance as required.

2. Home Economics female lecturers should delegate household tasks like cleaning, washing, cooking and child care to family members or househelps, as well as make use of labour saving devices to help influence better performance at work.
3. College authorities and administrators should encourage their lecturers by organizing workshops and seminars on proper planning and usage of time management skills in order to enhance performance of lecturers in Colleges of Education, North-West, Nigeria.
4. Home Economics female lecturers should endeavour to adopt some coping strategies like sharing of responsibilities, use of time plan for activities and use of labour saving devices. This will help increase their level of performance at home and workplace thereby fighting against any form of challenge that might arise in the cause of performing their roles.

5.4 Contribution to Knowledge

From the results of the findings of this study; it was established that:

1. Occupational roles influence Home Economics female lecturers' performance, in Colleges of Education, North-West, Nigeria in roles like supervision of students' project (2.86) and setting examination questions (2.80) This is because the mean score of these two variables were above 2.5.
2. Household tasks influence Home Economics female lecturers'performance in Colleges of Education, North-West, Nigeria in tasks like getting children ready for

school which has a mean score of 3.54 and preparing breakfast and lunch 3.18 all above the agreement mark of 2.5.

3. Work schedule of Home Economics female lecturers in Colleges of Education, North-West, Nigeria influence their performance of occupational roles, when they are punctual to work (3.78) and meeting deadlines with (3.73), the scores are above the agreement mark of 2.5.
4. Occupational roles of Home Economics female lectures in Colleges of Education, North-West, Nigeria influence the performance of household tasks, especially when they travel out to supervise students on teaching practice (3.10) and when they organize evening lectures (3.01). These scores are above the agreement mark of 2.5.
5. Coping strategies available to Home Economics female lecturers in Colleges of Education, North-West, Nigeria influence their performance of occupational roles and household tasks such as sharing responsibilities (3.53) and use of time plan for all activities (3.50).

5.5 Suggestions for Further Studies

This study is focused on influence of occupational roles, household tasks on Home Economics female lecturers' performance at work in Colleges of Education, North-West, Nigeria. The following areas are suggested for further studies:

1. Influence of Household tasks on female Deans and Heads of Departments on job performance in tertiary institutions Nort-West, Nigeria.
2. Influence of parents' long working hours on the dangers of social media on children.
3. Assessment of work and family balance among female professionals in an academic setting (in administration).

4. Job performance and stress management among female lecturers in Colleges of Education, North-West, Nigeria.
5. Influence of family roles on academic performance of Home Economics female students in Colleges of Education, North-West, Nigeria.

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APPENDICES

APPENDIX A

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (ABU) Ph.D (London) D.I.C) Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: **Prof E.E. Adamu,** OND (Kad Poly), B.Sc (Hons) ISU (USA) PGDE (ABU) M.ED (ABU) Ph.D. (ABU)

Your Ref: _____ *Date:* 16/12/2016

Our Ref: P13EDVE9001

Letter of Introduction

MASARA, MARTHA J.

This is to certify that the above mentioned name is a Postgraduate student in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Influence of Occupational roles, household tasks on Home Economics Female Lecturers' performance at work in Colleges of Education in North West Zone, Nigeria.**

Please, kindly give her every assistance she may require.

Prof. E.E. Adamu
Head of Department

APPENDIX B

QUESTIONNAIRE

Home Economics Section,
Department of Vocational
And Technical Education,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondent,

Request to Complete Questionnaire

I am a Postgraduate student of the above mentioned department. I am soliciting for your co-operation in filling this questionnaire on, Influence of Occupational Roles, Household Task on Home Economics Female Lecturers' Performance at work in Colleges of Education North West Zone Nigeria. Your responses will go a long way in making this research a success. Your adequate responses will assist home-economics teachers organize their roles and tasks to ensure excellent performance at work and at home.

Your responses will be treated with strict confidentiality.

Thank you for your co-operation.

Yours faithfully,

Martha Joshua Masara

QUESTIONNAIRE

SECTION A1: Bio Data of Respondents

Instruction: Please tick (✓) where appropriate.

1. Marital status
   a. Married [ ]
   b. Single [ ]
   c. Widow [ ]

2. Age of children
   a. Not yet [ ]
   b. 1—4years [ ]
   c. 5—8years [ ]
   d. 9—12years [ ]
   e. 13 and above [ ]

3. Educational Qualification
   a. NCE [ ]
   b. B. Ed [ ]
   c. M. Ed [ ]
   d. PhD [ ]
   e. Others (please specify) [ ]

SECTION A2: Time Spent at Home and Workplace

4. Wake up time to prepare breakfast for the family
   a. 4:00 am [ ]
   b. 4:30 am [ ]
   c. 5:00 am [ ]
   d. 6-:00 am [ ]

5. Time work resume daily
   a. 8 am [ ]
   b. 9 am [ ]
   c. 10 am [ ]

6. Number of times/frequency of taking practical classes
   a. 1 practical class per week [ ]
   b. 2 practical classes per week [ ]
   c. 3 practical classes per week [ ]
   d. None of the above [ ]

7. Practical hours per week.
   a. Three hours [ ]
   b. Six hours [ ]
   c. Nine hours [ ]
   d. None [ ]

8. Lecture hours per week.
   a. 3 – 4 hours [ ]

b 5 - 6 hours [ ]
c 7 - 8 hours [ ]
d 9 - 10 hours [ ]
e over 10 hours [ ]

9. Closing time
   a. 12 noon [ ]
   b. 2 pm [ ]
   c. 3 pm [ ]
   d. 4 pm [ ]

10. Time lunch and dinner is prepared
   a. Before going to work [ ]
   b. After closing from work [ ]

11 Leisure hours spent daily with family (quality time)
   a. Less than 1 hour [ ]
   b. 1 hour [ ]
   c. 2 hours [ ]
   d. 3 hours [ ]

SECTION B: ANSWERS TO RESEARCH QUESTIONS

INSTRUCTIONS: Please express your opinion by ticking [√] the options provided below:

Strongly Agree	**(SA)**	**Always**	**(A)**
Agree	**(A)**	**Sometimes**	**(ST)**
Disagree	**(D)**	**Rarely**	**(R)**
Strongly Disagree	**(SA)**	**Never**	**(N)**

Q 1	**Occupational Roles of Lecturers that influence Performance:**	**A**	**ST**	**R**	**N**
12.	Cover course content as scheduled.				
13.	Scheme of work, lesson notes and lesson plan adequate.				
14.	Attend lectures promptly				
15.	Attend lectures regularly				
16.	Examination questions are submitted as scheduled.				
17	Student results are submitted on time				
18	Students submit their projects on graduation (NCE 3)				
19	Prompt supervision of teaching practice				
20.	All practical lessons are conducted as scheduled				
Q 2	**Household Tasks that Influence Performance:**	**SA**	**A**	**D**	**SD**
21.	Preparing breakfast and lunch before going to work				
22.	Getting children ready for school and ensuring they take their breakfast.				
23.	Cleaning dishes, sweeping and mopping before going to work				
24.	Stopping at the middle of lectures to pick children from school				
25.	Attending to unexpected visitors at home during lecture hours				
26.	Attending to sick family members during lecture hours				
27.	Everyday family shopping				
28.	Attempting to meet the needs of all family members any given time				
29.	Impaired relationships i.e. family conflict				
Q 3.	**Work schedule of lecturers that influence performance:**	**A**	**ST**	**R**	**N**
30.	Punctuality at work				
31.	Meet up with deadlines				
32.	Get a great deal of work done within a set time limit				
33.	Maintain high standard in all assigned duties				
34.	Accepts additional responsibilities at all times				
35.	Performs better under pressure				
36.	Carry task thoroughly to the end				
37.	Highly proficient in the practical application of professional knowledge				
38.	Relate cordially with colleagues and students.				
Q 4.	**Occupational roles that influence household task Performance:**	**SA**	**A**	**D**	**SD**
39.	Closing from work late				

40.	Too many engagements e.g. long meeting				
41.	Many hours of supervising practical lessons				
42.	Organizing extra lectures that will end late in the evening				
43.	Traveling far distance for TP/SIWES supervision				
44.	Taking examination scripts home to mark through the night				
45.	Inviting students at Home for lectures				
46.	Feeling exhausted after work, thus hardly have quality time with the family				
47.	Fixing lectures on Saturdays in order to cover up missed lecture hours.				
Q 5.	**Challenges faced that influence performance of occupational roles and household tasks:**	**A**	**ST**	**R**	**N**
48	Irritability and anger				
49	Concentration difficulties				
50	Aches and pains				
51.	Feeling depressed or sad				
52	Racing pulse or heart palpitations				
53.	Dizziness or fainting spells				
54.	Loss of sex drive				
55.	Chest pain and headaches				
56.	Persistent back and neck pain				
Q 6.	**Coping Strategie available that Influence Performance of occupational roles and household tasks:**	**SA**	**A**	**D**	**SD**
57	Share responsibilities				
58.	Use labour saving devices				
59.	Use of house helps or relatives				
60.	Use of school buses or car pull to take and bring children from school				
61.	Use of convenient food where necessary				
62.	Setting priorities by doing the most important things first				
63.	Attending to school activities promptly not bringing students assignments home				
64.	Use of time plan for all activities				
65.	Prepare properly for every given task				
66.	Employ multi-tasking methods(i.e. two activities at a time)				

APPENDIX C

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	0
	Total	11	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.902	66

Item Statistics

	Mean	Std. Deviation	N
PCF	2.50	.850	10
PHPW	1.50	.707	10
LHPW	2.50	.850	10
CT	2.30	.823	10
WUT	1.30	.675	10
LDP	3.10	2.846	10
LTSF	1.60	.699	10
PCF	1.50	.707	10
Q12	2.70	.675	10
Q13	2.40	.966	10
Q14	2.80	.632	10
Q15	2.60	.843	10
Q16	2.50	.850	10
Q17	2.60	.843	10
Q18	2.60	.843	10
Q19	2.50	.850	10
Q20	2.60	.843	10
Q21	3.10	1.287	10
Q22	3.10	1.287	10
Q23	3.30	1.059	10
Q24	3.00	1.414	10
Q25	3.40	.966	10
Q26	3.20	1.229	10
Q27	3.10	1.287	10
Q28	3.20	1.229	10
Q29	3.20	1.229	10
Q30	3.10	1.287	10
Q31	3.20	1.229	10
Q32	3.10	1.287	10
Q33	3.10	1.287	10
Q34	3.30	1.059	10
Q35	3.00	1.414	10
Q36	3.40	.966	10
Q37	3.20	1.229	10
Q38	3.10	1.287	10
Q39	3.20	1.229	10
Q40	3.20	1.229	10
Q41	3.10	1.287	10
Q42	3.20	1.229	10
Q43	3.10	1.287	10

Q44	3.10	1.287	10
Q45	3.30	1.059	10
Q46	3.00	1.414	10
Q47	3.40	.966	10
Q48	2.60	.843	10
Q49	2.50	.850	10
Q50	2.60	.843	10
Q51	2.60	.843	10
Q52	2.50	.850	10
Q53	2.60	.843	10
Q54	2.50	.850	10
Q55	2.50	.850	10
Q56	2.70	.675	10
Q57	3.00	1.414	10
Q58	3.40	.966	10
Q59	3.20	1.229	10
Q60	3.10	1.287	10
Q61	3.20	1.229	10
Q62	3.20	1.229	10
Q63	3.10	1.287	10
Q64	3.20	1.229	10
Q65	3.10	1.287	10
Q66	3.10	1.287	10
P	36.00	.000	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
216.00	3106.889	55.739	66

CORRECTED 30TH NOVEMBER,