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

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Abstract: This study examined work-life integration and female lecturers' tasks performance in government-owned higher educational institutions in Imo state. The correlational research design was adopted for the study. Two research questions were answered while two hypotheses were tested. The population of the study comprised 1292 female lecturers in government-owned higher educational institutions in Imo State. The sample size of the study was determined using Taro Yamane formula. Proportionate stratified random sampling technique was used to draw 406 respondents from the strata. Two sets of instruments titled; Female Lecturers' Work-Life Integration Questionnaire (FLWLIQ) and Female Lecturers' Task Performance Questionnaire (FLTPQ) were used for data collection. Face and content validities were ensured by experts including the researcher's supervisor. The reliability coefficient of the FLWLIQ and FLTPQ was calculated to be 0.97 and 0.95 with the help of Cronbach Alpha. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regression and t-test associated with simple regression were used to test the null hypotheses at 0.05 alpha level. It was found that self-management skills and effective communication system predict female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo state. Based on the findings, it was concluded that work-life integration is positively and moderately significant to female lecturers' tasks performance in higher educational institutions in Imo state. It was therefore recommended among others that; management of tertiary institutions in Imo state should consider the establishment of constructive outlets for female lecturers to vent any form of inconveniences that is inimical to their job functioning so as to reduce tension. Also, management in each of the institutions should communicate staff duties in an effective manner by setting up active communication channels in each faculty.

Key words: *Work-life, integration, female, lecturers, task, performance, higher, institutions*

Background to the Study

Task performance are those quantifiable employee behaviours and outcomes that contribute to organizational goals. This is in line with Bullock (2013) and Kiisel (2013) who described task performance as actions that contribute to transforming raw materials to goods and services, the things that are typically included in job descriptions. For Kiisel, he emphasized that for task performance to take effect, there is a need for work life integration. Kiisel (2013) described the correlation of work-life integration and task performance as a phenomenon which serves as an outward manifestation of a commitment to creating a culture and environment where employees can consistently perform at the peak of their ability. In bringing this assertion forward to the university work environment with regards to female lecturers, Umeh (2021) noted that in order to impact on tertiary students in both character and learning, female lecturers are expected to be well organised, explore themselves not only in the domestic realm but also able to develop themselves in the realm of the public which can be possible when the female lecturers are able to integrate their work-life and have their task performance regularly measured and evaluated. This is in tandem with Hassel and Ridout (2018) who acknowledged that it is essential to measure female lecturers' performance from time to time in their assigned roles and responsibilities so as to ascertain how best they can be better assisted in giving their best to the service of humanity.

An accurate implementation of measurement and evaluation in assessing female lecturers' task performance is highly essential. Measurement is a procedure used to obtain information about a thing and its characteristics using instruments such as ruler, thermometer and other standard measures. Measurement often leads to the collection of data and information relative to some established rule or standard (Etebu & Oluwuo, 2018). Just as other things can be measured, female lecturers' task performance can also be measured through the use of standardised scores or through their activities in real lecture hall performances, including lesson presentations, their dedication to job roles, extra-curricula involvement, students' research project supervision and assessment, effective leadership, motivation and morale and the performance of the students as the case may be (Nzokurum, 2018). The task performance of female lecturers can be measured in terms of the quality of their students. The performance may be high or low depending on their level of skills and commitment. However, juxtaposing this measurement with work-life integration require variables that accommodate the need of work-life integration and task performance of female lecturers which Umeh (2021) discovered to consist of self-management skills, mentor-protégée relationship, work flexibility, detailed work objective, overseas refresher course, personal digital assistant, effective communication system, and inclusive work environment. This study therefore prioritized self-management skills and effective communication system in the work-life integration and task performance of female lecturers in higher educational institutions in Imo state, Nigeria.

Self-management skills, as observed by Kendall, *et al.,*(2019) as well as Vito, *et al.*, (2018) is the ability to monitor one's condition and to achieve the cognitive, behavioural and emotional responses necessary to maintain a satisfactory quality of life. It is the process of stringent self-examination, exposure of dominating ideologies and the subsequent actions taken by female lecturers to move towards a new and improved way of coping with daily routine (Umeh, 2021; Kendall, *et al.*, 2019; Vito, et al., 2018).

On the other hand, effective communication system can be referred to as an open channel for on-demand interaction between employees within an organisation. Effective communication system is a way of making sure that everyone is on the same page through rapid dissemination of policies and procedures (Oluwuo & Njoku, 2012). Effective communication system clears doubt that could lead to mental stress, eliminate fake news that could lead to confusion, distraction and misplacement of priority (Umeh, 2021). Effective communication system provides female employees with the opportunity to keep focusing on the big picture of the organization. Inclusive work environment can be referred to as creating a work environment where there is shared responsibility and accountability. The shared responsibility and accountability engenders work-life integration while in task performance, inclusive work environment discards ethnicity, gender and tribalism. It promotes unity in diversity and creates room for female employees to be committed to and identified with organizational success (Gurchiek, 2018).

Taking into consideration the aforementioned and briefly explained variables which formed the basis for the independent variable (work-life integration) of this study, it is worth knowing that any higher institution of learning that ignores the life of their female lecturers outside the work environment may find it difficult recruiting and retaining the best of hands (Oluwuo & Asodike, 2016). Additionally, such schools' management may as well find it uneasy to address the high level of poor performances of students in their research projects because any female lecturer that finds it difficult connecting work to family life may likely find it difficult to give the best part of her in her job roles and responsibilities (Umeh, 2021). Hence, this study focused on the

relationship between work-life integration and female lecturers in higher educational institutions in Imo state, Nigeria.

Statement of the Problem

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

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

What therefore motivated the researchers is, does prioritizing self-management skills and effective communication systemas variables of work-life integration relate to effective female lecturers' tasks performance? In order words, to what extent can work-life integration-- self-management skills; effective communication system, correlate to female lecturers' tasks performance in higher educational institutions in Imo state?

Aim and Objectives of the Study

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

1. find out the extent self-management skills independently correlates female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria;

2. ascertain the extent effective communication system independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria; and,

3. investigate the extent work-life integration (self-management skills, effective communication system) jointly correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.

Research Questions

1. To what extent do self-management skills independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?

2. To what extent does effective communication system independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?

3. To what extent does work-life integration (self-management skills, effective communication system) jointly correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria?

Hypotheses
The following three (3) null hypotheses were tested at 0.05 level of significance:
1. Self-management skills do not significantly independently correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.

2. Effective communication system does not significantly independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.

3. Work-life integration (self-management skills, effective communication system) does not significantly jointly correlate to female lecturers' tasks performance in government-owned higher educational institutions in Imo state, Nigeria.

Conceptual Framework

The concepts of this study is situated on self-management skills and the impact of effective communication system on work-life integration in the tasks performance of female lecturers' in higher educational institutions, as diagrammatically indicated below.
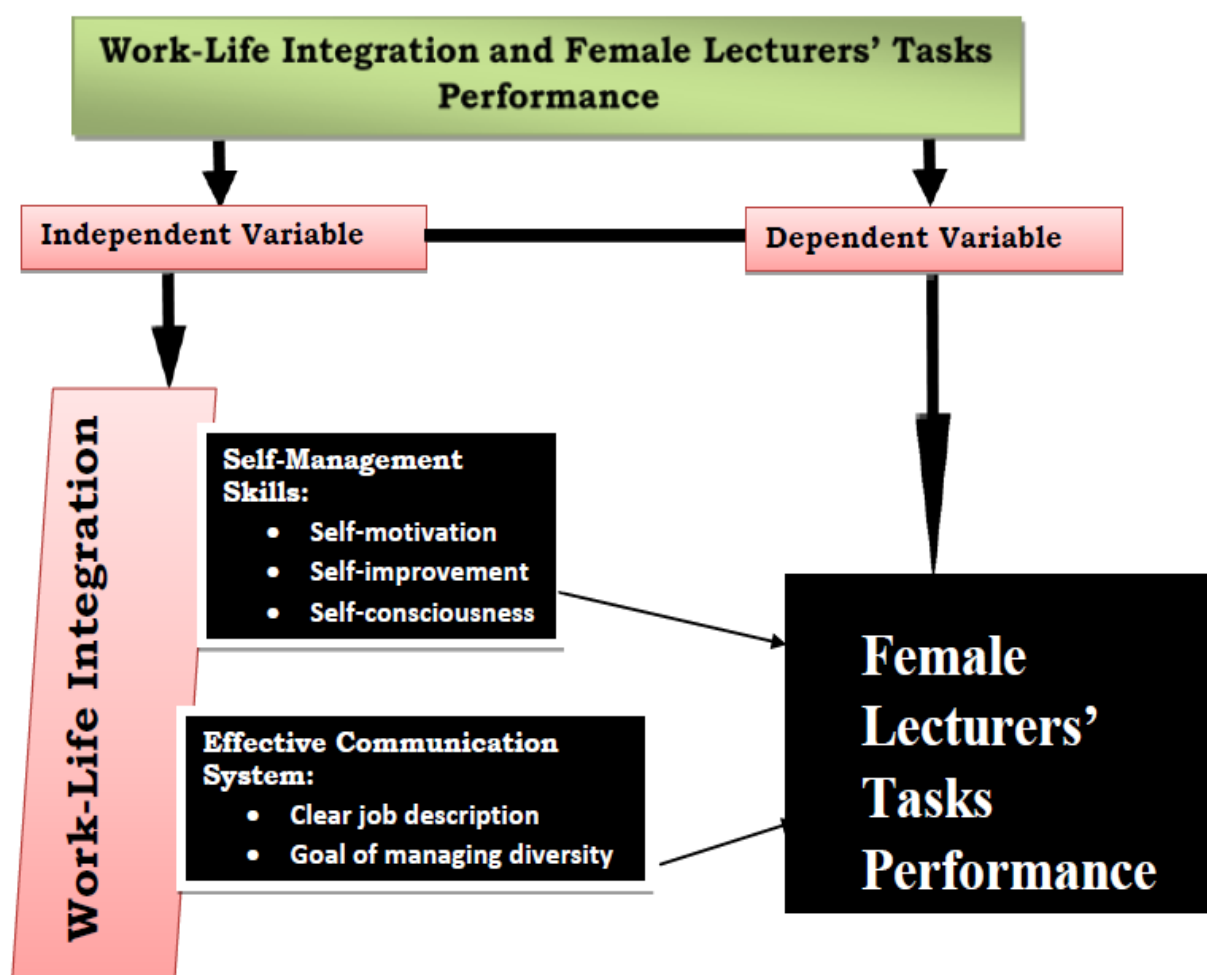
Source: Researchers' conceptualization (2021).

Conceptual Review
Concepts of Work-Life Integration and Tasks Performance

Work life integration has been defined by researchers as a concept for reaching both short term and long term goals for female employees (Oyeh & Oluwuo, 2018; Cane, 2017; Hearn, 2017; Galinsky, *et al.,* 2013; Harrington & Ladge, 2009; Harrington & Hall, 2007; Lewis & Cooper, 2005). Work-life integration according to Harrington (2009) is a wide menu of programs and policies crafted to respond to a variety of employee needs and family situations in different cultural contexts. While Kiisel (2013) in the course of relating work-life integration to performance - described the relationship as a phenomenon which serves as an outward manifestation of a commitment to creating a culture and environment where employees can consistently perform at the peak of their ability

Self-management Skills and Female Lecturers' Tasks Performance

Self-management skills can be referred to as aptitudes required for professionalism in education to control and redirect disruptive impulses and moods towards positive and meaningful directions (Ereh & Ogbiji, 2015). Female lecturers who are focused on self-management skills will definitely manage their weaknesses; will be mentally alert, work towards the achievement of organisational and personal objectives even in the face of obstacles (Umeh, 2021; Osolo & Oluwuo, 2018). This is in line with the observation of Ikpesu (2017) who described self-management as a critical skill in academic domain that determines how the internal mechanisms

of a female lecturer facilitate understanding and effective management of interpersonal relationship, internal state, impulses, and self-control competences as well as enabling adaptation to frequently changing work environment. Self-management skill is therefore the propensity to suspend censoriousness and exhibit acumen while going about functions. It is another way of saying a female lecturer will be able to ignore unhealthy rivalry both at home and at work and develop optimistic mindset with rapt attention towards matters at her place of work, her prestige and basic family roles (Umeh, 2021; Issah, 2018; Ereh & Ogbiji, 2015).

The National Council of Educational Research and Training (NCERT)(2018) further described self-management skills for academics as a synonym for self-regulation or self-control which is the ability to manage one's emotions, thoughts, and behaviour effectively in different situations. Self-management relates to one's own perception and behaviour when dealing with cognitive and emotional processes and consequences, which includes the individual's body, mind and spirit, as they become aware of the self and their adaptive capabilities (Umeh, 2021; Ikpesu, 2016; Özkan, 2011). Self-management skill according to NCERT involves motivating oneself, and setting and working towards personal and academic goals. With these subs of self-management skills, female lecturers are able to carry out different activities properly, including managing their calendar, focusing on tasks before them, cooperating with others in school and at home and performing better in their career pursuit and aspirations (Umeh, 2021). Additionally, self-management is concerned with the ability for self-monitoring, adaptation or adjusting behaviour in line with environmental factors. This essential soft skill empowers female lecturers to manage their feelings and impulses due to job roles at work and at home instead of overwhelming them (Umeh, 2021).

Effective Communication System and Female Lecturers' Tasks Performance
Effective workplace performance is the key element in the success of any corporate organisation such as the higher educational institutions of learning (Umeh, 2021). It is the effectiveness of the workers employed that will serve as a determinant factor on how successful a higher institution of learning will be (Asamu, 2014).

Effective communication between lecturers as well as the management of the institution of higher learning is crucial in that lecturers especially the female lecturers will need to know what is expected of them, the school management will need to provide a clear job description for every staff which would make them have immediate access to the necessary tools to adequately perform each assigned task (Umeh, 2021). Communication covers all activities that the management does to enhance staff performance (Oluwuo&Njoku, 2012).

Effective communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement (Umeh, 2021; Nwokedi, Amaewhule, &Nwafor, 2018). Effective communication between leaders and employees is critically important for the potential success of a workplace. Leaders need to enact strategies to improve communication that could lead to positive work consequences. Improvements in supervisor-subordinate communication will assist organizations toward the goal of managing diversity by promoting equality and integration in the workplace. Effective communication succeeds when employees support the leader and the organisation if there is a belief that employees' efforts will be rewarded (Umeh, 2021).

Theoretical Review
Congruence Theory
Edwards R. Jeffery (An American Professor of Organizational Behaviour) and Rothbard, P. Nancy (An American Associate Professor of Organizational Behaviour & Human Resource Management) postulated the congruence theory in the year 2000 (Umeh, 2021). The theory stated that additional variables such as personality traits, genetic and socio-cultural forces and behaviour styles have influence on the integration of multiple roles that are not directly related to work and family. This theory depicts a similarity between work and family through personality traits, genetic and socio-cultural forces and behaviour styles as third-variable (Rincy & Panchanatham, 2014; Morris & Madsen, 2007). The theory emphasized that both work and family domain can be positively affected by a third variable such as level of education or intelligence based on the congruence theory (Pradhan, 2016; Edward &Rothbard, cited in Thakur & Kumar, 2015).

Perceived Organisation Support (POS) Theory
Perceived Organisation Support (POS) developed from Organisational Support Theory has been employed as one of the theoretical framework for this study. It was proposed by Eisenberger, *et al.* (1986) who suggested that employee will form global beliefs concerning the extent that organisation values their contributions and cares about their well-being. The organisation support can discharge by providing a diversity workplace, a work-life integrated workplace, rewards and recognition and safe workplace. Female employees who feel supported by the organization will be satisfied with their job and in return will retain with the establishment (Osakwe, 2014).

High levels of perceived organizational support create feelings of obligation, to the engaging in behaviors that support organizational goals (Ahmad &Yekta, 2010). Previous studies have proven that POS influence job satisfaction in corporate establishments (Miao, 2011; Colakoglu, *et al.,* 2010; Rutherford, *et al.,* 2009).

Review of Related Empirical Studies

Helvaci, *et al*. (2017) completed a study on the work-life balance of academics. The study adopted a descriptive research design. A population of all academicians in Uşak University, Turkey was used for the study. A sample of 195 academicians (78 female, 117 male) was drawn using stratified random sampling technique. Data was collected using Personal Information Form developed by the researcher and Work Life Balance Scale (WLBS) developed by Taşdelen-Karçkay and Bakalım (2017). The WLBS consists of 8 items and 7-point Likert type (1 = strongly disagree, 7 = strongly agree).

The validity and reliability for the WLBS were conducted with 274 (135 women and 139 men) participants consisted of full-time employees from Uşak with an age range 18-61. In this study, the scale was revealed to be in one-factor structure with factor loads ranging from .70 to .89. In the reliability study, Cronbach's alpha value was obtained as .92 and item total correlations were as .64 to .84. A second study to prove the validity and reliability of the scale was carried out with a total of 356 (186 female, 170 male) employees aged between 21 and 62 years.

The confirmatory factor analysis confirmed the one-factor model ($\chi2$ / df = 2.76, IFI = .98, CFI = .96, SRMR = .025 and RMSEA = 07). In this sample, the Cronbach's alpha value was found as .92 and item total correlations were as .62 to .84. In conclusion, the results of two studies have shown that the work-life balance scale is a single-factor, valid and reliable measurement tool. In the analysis of the collected data; the demographic characteristics of the academicians in the study were examined by frequency and percentage analysis. Their levels related to the work-life balance items are determined by mean and standard deviation. The difference between work-life balance in accordance with gender, academic position, and field and tenure variables was compared by t-test and one-way analysis of variance. Findings revealed that female academicians have more difficulties to establish work-life schedule than males and there is no significant difference between work-life schedule of teaching staff and faculty members. It was recommended that higher educational institutions provide academicians with seminars and psycho-training on work-life balance, time management and stress management, and with psychological counseling support within higher educational institutions for the Academics.

Key (2013) completed a study on work, life, and community college faculty: Understanding community college work/life balance issues through socialization theory and academic discipline. The study adopted a qualitative case study research design. A sample of 11 respondents was selected to participate in the research process using purposeful sampling strategy. Data were elicited using semi-structured interviews and document analysis. The interview were conducted at Southern State Community College and lasted for approximately one hour. To brief the potential participants on the scope of the study, prior to each interview participants were sent an initial e-mail containing an informed consent and information confirming the time and place of the interview. The validity of the research instrument implemented in this research was ascertained with the use of triangulation and follow-up interviews. The data were analysed via categorization technique using inductive and deductive approaches. The findings revealed that Southern State faculty members struggled with issues of time demands, family and workload. All eleven respondents, regardless of gender or academic discipline, discussed a lack of time to accomplish both academic and personal tasks. It was recommended that institutions and departments need to be aware of the impact of teaching loads. Community colleges might consider reducing teaching loads for faculty who are also engaged in large amounts of college and community work. This is especially true of faculty who teach entry-level courses comprised of large student numbers. While these reductions may serve as initially costly as institutions have to hire additional instructors to teach courses, reductions in course loads may not only ease faculty work/life issues, but also may provide for enhanced instruction and greater student success and faculty retention, which ultimately saves money for both the institution and the state.

Paryani (2014) completed a study on work life schedule of faculties of engineering and management institutes of Mumbai and Pune regions. A descriptive research design was adopted for this study. The entire population of Faculties from Management & Engineering institute all over India was adopted as the population for the study. The sample for the study was basically selected from two cities of Maharashtra i.e. Mumbai and Pune which included 100 faculties in the two cities from all genres such as lecturer, asst. professors, associate professors, professors, and head of departments. A non-probability convenience sampling cum judgmental sampling technique was used to draw the sample of the study. The research instrument for the study was a self-structured questionnaire. The questionnaire included 30 questions of open-ended, close-ended &likert scale type of

questions. The research instrument was divided into three categories of personal information, work related information & information on work-life. It was self-administered to the faculties. The collected data was analysed using measure of central tendency, chi-square, z-test and PPMC. Findings revealed that the coefficient of correlation between work-life balance and work policies score is positive but not significant. Work policies include factors like: flexible start/end time, flexible working hours, paid time off, career breaks & sabbaticals. The findings further revealed that there is no consultation or dialogue between faculties and management when it comes to provision of any family support programs across the institutes. It was recommended that employees should carefully plan their work/life schedule and increase personal effort in achieving the plan because employers can only facilitate work life balance with many schemes that can attract employees and satisfy their needs but it is employees, who have to plan, prioritize and schedule their work and life obligations.

Summary of Reviews

The theoretical review on congruence and perceived organisation support (POS) Theories as examined in this paper portrayed the core of correlating work-life integration and female lecturers' task performance in higher educational institutions with both theories emphasising the need for a robust work system where employees who have procreated family are given consideration and encouraged to give their best at home and at work. From the literature, female lecturers have been observed to deserve a better deal more than what they are currently experiencing in their various workplaces. They are being offered the same task conditions such as their male counterparts but by nature are expected to play multiple roles while multitasking. They could become endangered species while assiduously playing these roles if not properly informed and supported. However, empirical works were reviewed with none having complete similarity in contextual and geographical scope with the study under investigation. This is the gap this study bridged.

Methodology

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

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

(Source: Worika, 2019).

Results

Answer to Research Questions

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

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

Model	R	R^2	Adjusted R^2
1	0.734[a]	0 539	0.538

a. Predictors: (Constant), Self-Management Skills
b. Dependent Variable: Task Performance-DV

Results in Table 1 revealed that regression (R) and regression square (R^2) coefficients are 0.73 and 0.54 respectively. The extent of correlate is obtained from coefficient of determinism. The coefficient of determinism is 54% (0.54 x 100). This showed that self-management skills independently correlate to female lecturers' task performance by 54% in government-owned higher educational institutions in Imo state**.**

Research Question 2: To what extent does effective communication system independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state?

Table 2: Model summary of simple regression on the correlate of effective communication system to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

Model	R	R^2	Adjusted R^2
1	0.734[a]	0.539	0.538

a. Predictors: (Constant), Effective Communication System

b. Dependent Variable: Task Performance-DV

Results in Table 2 revealed that regression (R) and regression square (R2) coefficients are 0.73 and 0.54 respectively. The extent of the correlate is obtained from coefficient of determinism. The coefficient of determinism is 54% (0.54 x 100). This showed that effective communication system independently correlates to female lecturers' task performance by54% in government-owned higher educational institutions in Imo state.

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

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

Model	R	R^2	Adjusted R^2
1	0.737[a]	0.544	0.536

a. Predictors: (Constant), Self-Management Skills, Effective Communication System,

b. Dependent Variable: Task Performance-DV

Results in Table 3 revealed that regression (R) and regression square (R^2) coefficients are 0.74 and 0.54 respectively. The extent of the correlate is obtained from coefficient of determinism. The coefficient of determinism is 54% (0.54 x 100). This showed that work-life integration jointly correlates to female lecturers' task performance by54% in government-owned higher educational institutions in Imo state.

Test of Hypotheses

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

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

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

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

Hypothesis 2: Effective communication system does not significantly independently correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

Table 5: T-Test Associated with Simple Regression on Effective Communication System and Task Performance

Variables	N	Correlation	Sig.
Effective Communication System Task Performance-DV	361	0.734	0.000

Results in Table 5 indicated that the variance in the mean scores of effective communication system and task performance when correlated using t-test simple regression equals 0.73. With an estimated sample size of 361 and correlate of 0.73, effective communication system is significant at 0.00 to task performance when subjected to an alpha level of 0.05. Therefore, the null hypothesis 2 is rejected. By implication, effective communication system significantly independently correlates female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

Hypothesis 3: Work-life integration (self-management skills, effective communication system) does not significantly jointly correlates to female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

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

Model		$\Sigma (x_i - \bar{x})^2$	df	$\bar{x}^2$	F	Sig.
1	Regression	114.935	6	19.156	70.357	0.000[b]
	Residual	96.382	354	0.272		
	Total	211.317	360			

a. Dependent Variable: Task Performance-DV
b. Predictors: (Constant), Self-Management, Effective Communication System.

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

Summary of Findings

The findings of this study are summarized as shown below:
1. Self-management skills predict female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo state.
2. Effective communication system predicts female lecturers' tasks performance in government-owned higher educational institutions in Imo state by 54%.
3. Work-life integration (self-management skills, effective communication system) predicts female lecturers' tasks performance by 54% in government-owned higher educational institutions in Imo state.

4. There is a significant relationship between self-management skills and female lecturers' tasks performance in government-owned higher educational institutions in Imo state.
5. There is a significant relationship between effective communication system and female lecturers' tasks performance in government-owned higher educational institutions in Imo state.
6. Work-life integration has a significant relationship with female lecturers' tasks performance in government-owned higher educational institutions in Imo state.

Discussion of Findings

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

Work-Life Integration and Task Performance

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

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

Self-Management Skills and Task Performance

The finding showed that there is a positive significant and high relationship of 0.73 between self-management and female lecturers' tasks performance in government-owned higher educational institutions in Imo State. The possible reason why self-management of female lecturers as a dimension of work-life integration is related with task performance in higher educational institutions in Imo state lies in the fact that time management is often prioritised by female lecturers above energy management and quality. However, the recognition of meditation and balanced diet among others could help female lecturers regulate their emotions, assess their capacity and know when to aspire and fire-up. This will possibly make them competitive which leads to quality in task performance. This is why Bailey in Women 2.0 (2015) noted that female lecturers have the tendency to throw more time at their problems when they should be throwing more energy and focus at them. This was corroborated by Schwartz in Women 2.0 (2015) that the core problem with working longer hours is that time is a finite resource whereas energy can be systematically expanded and regularly renewed. The finding on self-management and task performance of female lecturers did not beat the researcher's imagination in the sense that, 1. Female are generally entrepreneurial in nature hence the inherent quality of ascertaining how to keep themselves fit for the next day challenge and 2. The researcher had expected female lecturers' sound practice of managing self in-between the hectic demands of family life and work because that has been the norm for working class mothers in Nigeria.

Effective Communication System and Task Performance

It was revealed that there is a positive significant and high relationship of 0.73 between effective communication system and female lecturers' tasks performance in government-owned higher educational institutions in Imo

state. The possible reason why effective communication system was able to positively relate to female lecturers' tasks performance in government-owned higher educational institutions in Imo State is the fact that no system exist without communication and for any system to remain as a system that meets the demand of the time, effective communication remains sacrosanct (Babatunde, 2015).

This is why Ngozi and Ifeoma (2015) as well as Nebo, Nwankwo, Okonkwo (2018) found a very strong positive relationship between effective communication system and organizational performance in Nnamdi Azikiwe University, Awka. The reason behind the finding of Ngozi, e*t al* and Nebo, *et al.*, is not far from the fact there is need to resolve the disputes and delays in the access to information that would increase performance of staff. Nebo, *et al* recommended that there is need for every organisation to endeavour and make effective communication an essential integral part of its management strategies and map out a strategic ways of storing information. For this will also reduce loss of essential information and it will help to minimize organizational conflict, less misunderstanding and enhance information management.

Conclusion

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

Recommendations
The following recommendations were made based on the findings of the study
1. Management of tertiary institutions in Imo state should consider the establishment of constructive outlets for female lecturers to vent any form of inconveniences that is inimical to their job functioning so as to reduce tension.
2. Management in each of the institutions should communicate staff duties in an effective manner by setting up active communication channels in each faculty.
3. There should be transparency in terms of information sharing in the faculties of each of the higher educational institutions as well as leadership position for female lecturers in the higher educational institutions in Imo state.

Contributions to Knowledge

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

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

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