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### Detecting the Sources of Work-Family Conflict among Married Business Education Female Academic in South East of Nigeria

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#### Abstract

This descriptive survey study identified the sources of work-family conflict among married business education female academics in universities. Specifically, the study explored the sources of family interference with work-related responsibilities disruption among married business education female academic staff of universities; work interference with family-related responsibilities disruption among married Business Education female academic staff of universities. The population of the study comprised 37 married business education female academic staff of universities in South East of Nigeria. A structured questionnaire was used for data collection. Mean and standard deviation was used to answer the research questions. The findings of the study found family interference with work-related responsibilities disruption to include: using the husband as a babysitter while at work, doing school runs later in the day, and cooking for the family daily among others. Also, work interference with

family-related responsibilities disruption to include: supervision of examinations, supervision of dissertations and projects, and participating in other administrative duties according to the needs of the university among others. It was also found from the hypotheses tested that the respondents with house help and those without house help do not differ significantly in their opinion regarding the sources of family interference with work-related responsibilities disruption. Also, nursing mothers and non-nursing mothers married business education female academics do not differ significantly in their opinion regarding the sources of work interference with family-related responsibilities disruption. It was recommended that university management should develop empathetic feelings and give a supportive attitude to married business education female academic staff when family and work conflict is observed. This will inspire working mothers to see their work environment as caring.

**Keywords:** Work, Family, Married, Female Academics, Business Education, Work-Family Conflict

#### Introduction

Family is the basic institution from which other institutions have emerged. Anyakoha (2007) and Barnard (2023) <sup>[11]</sup> stated that a family is a group of persons living together and are united by ties of marriage, blood, or adoption. It is the basic unit of the society. It includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, own or adopted, of the sexually cohabiting couple (Esere, Yusuf & Omotosho in Oyewole 2021). It is a social group that is characterized by common habitation, economic cooperation, and reproduction. Family performs various functions for its members. On the economic side, the family provides food, shelter, clothing, and physical security for its members, some of whom may be too young or too old to provide for the necessities of life themselves. Family is an essential concept in sustainable development (Isfianadewi & Noordiyani, 2020) <sup>[22]</sup>. In the regard, members of the family are supposed to be provided and catered for. Family needs to be maintained because it can affect the value of sustainable quality of life (Karakas & Sahin, 2017) <sup>[24]</sup>. Provision of these needs is not only the responsibility of the man as the head of the family. In a quest to support the man in the provision of the family needs, working becomes common for women. Egalitarianism has developed everywhere, so people believe men and women have the same right to work and pursue a career. One of the goals of the United Nations Millennium Development Goal (MDG) is to promote gender equality and empower women ([www.sdgfund.org/mdgs-sdgs](http://www.sdgfund.org/mdgs-sdgs)). Nowadays, women work in many fields, such as medicine, politics, culinary, military, economics, business, academics,

etc. However, women who are already married and working, face challenges.

One of the challenges encountered by married working-class women is work-family conflict. Work-family conflict is a manifestation of conflicts between two incompatible roles, roles at work and family (Flippo in Sari, W. P.; Sari, P. A. & Aktrisa, 2021) <sup>[38]</sup>. It is difficult to fulfill two roles well because demands from work and family often pull with one another. Elahi, Ghulam, Contreras, and Fernandez (2022) <sup>[16]</sup> defined work-family conflict (FWC) as “a form of inter-role conflict in which the general demands of time devoted to and strain created by the work interfere with performing family-related responsibilities. Work-family conflict is a dual role conflict between roles caused by the demands of roles at work and the family contradicts each other in several ways (Riptiono in Wulaun, Superman & Nurmayanti, 2022). Work-family conflict has two types of conflict: family interference with work and work interference with family (Frone M. R., 2000). Family interference with work occurs when pressure from the family disrupts with duties at work. In this study, family interference with work conflict sources emerges from activities relating to spousal (partner) relationships and responsibilities, children, home management, self-care, and health of the family members which are family responsibilities that disrupts with work were considered. It is generally expected that women should take care of family responsibilities even as working class. In light of the above, Anyakoha (2007) identifies female roles and responsibilities to include the following; bearing children, preparing food for the family, caring for family members, making financial contributions, supporting her husband in teaching their children the culture of the society, mentoring of children and correcting misbehaviors, and acting as a role model. On the other hand, work interference with the family occurs when a person in his work cannot divide or balance time between family matters, and work affairs. In this study, work interference with family conflict sources relating to time, attention, concentration, and communications emanating from work responsibilities that disrupt with family affairs was considered. Some of the work-related activities in academic, working women are expected to perform include classroom practices, students support, curriculum development, participation in other administrative duties, and supervision of dissertations and projects.

Siswanto, Masyhuri, Hidayati, Ridwan and Hanif (2022) <sup>[42]</sup> found that bank employees have high work stress due to role conflicts that occurs in their families. Sari, *et al* (2021) <sup>[38]</sup> found that family work conflict (FIW) has a significant and negative impact on the performance of working women. Furthermore, the research results by Chen, Zhang, Wang, and Zheng (2020) <sup>[13]</sup> show that family work conflict has a significant effect on work-life balance. Also, work-family has a significant effect on work-life balance. Sari, (2018) <sup>[37]</sup> found that work-family conflict (WFC) has a higher possibility to occur in working women than men. However, Ugwu, Amazue, & Onyedire (2017) <sup>[44]</sup> found that workload significantly predicts work interference with family conflict. Wulan, *et al* (2022) <sup>[46]</sup> found that work-family conflict has a negative and significant effect on work-life balance. Also, they found that family-work conflict has a negative effect on the work-life balance. Yunus, Mushtaq, Rahia & Arqam (2022) <sup>[47]</sup> found a strong positive connection between high work demands and high work-family conflict. Ajala (2017)

<sup>[1]</sup> found that work-family conflict had a significant influence on the job performance of working mothers.

Working women in any field have the potential to experience work-family conflict. Inequality in work and household division of labour renders work-family conflict a pertinent issue for working women (Roos, Mampaey, Huisman & Luyckx, 2020) <sup>[36]</sup>. Married women have difficulties in balancing roles at work and home because of high physical and emotional demands (Ujjani, 2022). Stress at work can affect family life in an unexpected way and the other way around, and increase body and mind tension as a result (Nurul, Hermanto & Suparman, 2022) <sup>[30]</sup>. According to Chelarlu & Stump (2011) <sup>[12]</sup>, the conflict between work and family has been associated with reduced marital and life satisfaction. Married women who experience stress tend to attend to work badly, both socially and psychologically. As a result, Work-family conflict affects the quality of work attendance or services to duties (Ujjaini, 2022).

Work-family conflict phenomenon is applicable in academics in Nigeria, especially among married female academics in business education. Business education according to Azuka and Nwosu in Anyigor-Ogah (2023a) <sup>[5]</sup> is a programme of studies, which comprises four parts-creating awareness in occupations; preparing youths for work in business occupation; preparing people to become better citizens and consumers of goods and services; and preparing business teachers. Business education is that aspect of general education that prepares students for employment and advancement in a broad range of office occupations accounting professions marketing occupations, teaching precession, and entrepreneurship venture (Onokpaunu in Anyigor-Ogah & Okoli, 2022) <sup>[6]</sup>. Married women academics in business education are professionally trained teachers of business subjects who are competent in teaching the content of business education programme in the faculty of education in Universities. According to Osuala in Anyigor-Ogah (2023b) <sup>[4]</sup>, a business educator is any person who plays a critical role in making business education viable and visible in the community, plays the critical role of an agent of change in business education, delivers high-quality instruction in business education, and is able to identify problems facing teaching and learning in the field as well as speculate solutions to such problems.

Academic duties make married business education female academics in South East of Nigeria difficult to fulfill the demands of dual roles. It is also stressful and depressing for married female lecturers to still give excellent academic services whatever their conditions are. They are obligated to keep their good attitudes in diligent administration of the academic work even though they are in a bad mood, feel exhausted, or even experience unpleasant attitudes from their place of work.

The nature of schedules in academics forces many married business education female academic staff in the South East of Nigeria to employ house help as a strategy to balance work and family demands. Though there exist married business education female academic staffs that have house help and those that do not have house help. On the side of those that have house help, house help can assist to prepare young children in the morning for school. In addition, house help can meet the children when the bus dropped them off after school. House helps also often supervise children as they do their homework since parents arrive late from work. They also act as security agents during the day to protect

their employer's houses and properties. Supporting the above view, some qualitative studies reported that the presence of maids may increase women's leisure time, reduce strain among married working women and facilitate the life of the host families (Frantz, 2008; Leong, 2011; Shah, Badr, & Shah, 2012) [17, 26, 40]. On the side of those who do not have house help is as a reason that, house helps harm the children or collude with criminals to rob the employers of their valued belongings. They also use the quit strategy to manage their work. This leaves the employers insecure and vulnerable because they never know when the house help may be leaving them. Some studies reported that the presence of maids may increase the burden of women because of the "less-than-optimal" work quality done by the maids (De Regt, 2008; Groves & Lui, 2012; Näre, 2008) [15, 21, 28]. Generally, Aziz (2018) [8] indicated that domestic helpers should not be responsible in caring for their employers' younger children, cooking and managing matters related to the children's education. Supporting Aziz 2018 [8], Ogbonnaya, Ugwu, Anowai & Okoro, (2022) [31] & Thorsteinsen, Parks-Stamm, Kvalo, Olsen, & Martiny, (2022) [43] stated that married female need to take care of their children properly.

Married business education female academic staff in South East of Nigeria with the issue of house help are made up of nursing mothers and non-nursing mothers. Nursing mothers are classified as mothers who have babies, toddlers, and preschoolers. Christine (2010) [14] stated that at this stage of life (0-5 years), children are developing brains and behaviours, so they will be more aggressive in moving, and in this condition, the family is required to be able to guide their children well. Working women with various kinds of activities must be required to handle their families properly. Nursing mothers combine childcare, housework and their carrier (Global Gender Gap Index & World Economic Forum, 2021: Power, 2020) [19, 35]. On the other hand, non-nursing mothers are classified as mothers who have school-aged, and teenagers from 6-18 years. Children in these years are becoming more independent and starting to make their own decisions. Martucci (2023) [27] found that academic mothers with school aged and teenagers' children were less likely to have positive experience of work-family balance. Thus, not surprisingly, research shows negative effect of work life balance on women with young children (Gassman-Pines, Ananat, Fitz-Henley, 2020; Janssen, Kullberg, Verkuil, van Zwieten, Wever, van Houtum, Wentholt, & Elzinga 2020; Patrick, Henkhaus, Zickafoose, Lovell, Halvorson, Loch, Letterie, Davis; 2020) [18, 23, 34].

It, therefore, becomes necessary to explore the work-family conflict with a view to evolving ways these two domains. This is the gap, the study has covered. It is in this light that this study was conducted to detect sources of work-family conflict among married Business Education female academic staff of universities in South East of Nigeria. Specifically, the study determined sources of (i) family interference with work-related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria. (ii) work interference with family-related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria.

### Research Questions

The following research questions guided the study:

1. What are the sources of family interference with work related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria?
2. What are the sources of work interference with family related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant difference between the mean responses of Business Education female academic staff who have house help and those who do not have on family interference with work related responsibilities disruption at 0.05 level of significant.

**HO<sub>2</sub>:** There is no significant difference between the mean responses of Business Education female academic staff who are nursing mothers and those who are not on work interference with family related responsibilities disruption at 0.05 level of significant.

### Methodology

The study was carried out in South East Nigeria. South East of Nigeria is located at 5<sup>o</sup>45' 00" N and 8<sup>o</sup> 30' 00" E. It has a total land mass of 41,440 KM<sup>2</sup> and a population of 40 million according to the 2015 national population estimate (Census). South-East Nigeria is geographically situated by the Eastern part of River Niger and predominantly harbors people of the Igbo ethnic group of Nigeria. The major occupation of these people is crop farming, raising livestock, fishing, and petty trading. South East consists of five (5) states with 95 area councils via-a-vis Abia (17), Anambra (21), Ebonyi (13), Enugu (17), and Imo (27). The choice of South-East Nigeria for the study is very important. South-East Nigeria is among the educationally advantaged geopolitical zone/region in Nigeria because of their educational achievement and the number of educational institutions in the zone/region. The zone/region has many public and private universities that run Business Education programmes. The population for this study was 37 married Business Education female academic staff from seven Public Universities that run Business Education programmes in the South East.

A structured questionnaire was used to collect data. The questionnaire was broadly categorized into two sections A and B. Section 'A' contains the personal data of the respondents whereas section 'B' consisted of 42 items according to research questions on a 4-point rating scale of strongly agree, agree, disagree, and strongly disagree. The instrument was validated by three experts; two from business education and one from Measurement and Evaluation, all from Ebonyi State University, (EBSU) Abakaliki. The instrument was also subjected to a reliability test and yielded a reliability coefficient of 0.84. Thirty-seven (37) copies of the instrument were administered to the respondents. The researchers and their assistants retrieved 33 representing 91% of the instrument which was used for data analysis. The data were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested using t-test. Decisions on the research questions were based on the grand mean in relation to the real limits of numbers. Therefore, items with mean ratings of 0.50-1.49 were rated strongly disagree, those with

1.50 – 2.49 were rated disagree, items with mean ratings of 2.50 – 3.49 were rated agree and those with 3.50-4.00 were rated strongly agree. A cut-off of 2.50 based on the 4-point scale was used for the decision. This implies that any item with a mean value of 2.50 and above was “agreed” by the

respondents while any item with a mean value below 2.50 was regarded as “disagreed” by the respondents.

**Results**

**Table 1:** Mean Response on Sources of Family Interference with Work-Related Responsibilities Disruption among Married Business Education Female Academic Staff of Universities in South East Nigeria

Dimensions	Indicators	X	SD	Remark
Spousal partner relationship and responsibilities related conflicts	Being at home to show respect to my husband as required	2.93	0.89	Agree
	Providing sexual needs of the husband	3.09	0.72	Agree
	Being present every time to love and care for my husband	2.87	0.69	Agree
	Using my husband as a babysitter while at work	3.09	0.67	Agree
	Using husband to do house chores while at work	3.03	0.63	Agree
Children’s related conflicts	Dressing up kids for school	3.12	0.69	Agree
	Doing school runs later in the day	3.03	0.72	Agree
	Helping the children with their homework	3.15	0.75	Agree
Health of family members related conflict	Whenever my kids are sick	3.03	0.68	Agree
	Anytime my spouse is sick	3.24	0.66	Agree
	Taking care of other sick family members	3.09	0.72	Agree
Home management-related conflicts	Cooking for the family on a daily basis	3.21	0.64	Agree
	Washing of dishes	3.18	0.72	Agree
	Cleaning the house	3.18	0.76	Agree
	Doing the laundry	3.06	0.82	Agree
Self care related conflicts	Snuggling up for family story time as a means of self care	3.21	0.69	Agree
	Embarking on family picnic as a means of self care	3.24	0.66	Agree
	Practicing belly breath as self care mechanism	2.93	0.65	Agree
	Having a family game out as self care method	3.06	0.49	Agree
<b>Grand</b>		<b>2.92</b>	<b>0.73</b>	<b>Agree</b>

Sources: Field Work, 2024; Keys: X= Mean; SD = Standard Deviation

Table 1, indicates that the respondents agreed on all the items as sources of family interference with work-related responsibilities disruption among married Business

Education female academic staff of universities in South East of Nigeria. This is because each of the items had mean scores above 2.50.

**Table 2:** Mean Responses on Sources of work Interference with Family Related Responsibilities Disruption among Married Business Education Female Academic Staff of Universities in South East of Nigeria

Dimensions	Indicators	X	SD	Remark
Time related conflicts	Preparing teaching activities	3.03	0.84	Agree
	Classroom lecturing	2.90	0.72	Agree
	Scoring of assignment	3.00	0.70	Agree
	Setting examination questions	3.09	0.76	Agree
	Supervision of examination	3.00	0.66	Agree
	Correction of answer scripts	3.03	0.68	Agree
	Preparation of results	3.21	0.64	Agree
Attention related conflicts	Uploading of results	3.27	0.58	Agree
	Supervision of dissertation and projects	3.27	0.67	Agree
	Supervision of teaching practice	3.27	0.67	Agree
	Supervision of students industrial work experience	3.30	0.58	Agree
	Curriculum development	3.21	0.69	Agree
Concentration related conflicts	Module development	3.27	0.67	Agree
	Publication of papers in reputable journals	3.21	0.69	Agree
	Attending conferences	3.30	0.68	Agree
	Participating in workshops	3.15	0.71	Agree
	Writing of textbooks	3.15	0.75	Agree
	writing of book chapters	2.90	0.67	Agree
Communication-related conflicts	Advancement of carriers	2.90	0.72	Agree
	Students as an academic adviser	3.90	0.29	Agree
	Representative in the university council and board	4.00	0.00	Agree
	Departmental work	2.81	0.80	Agree
Participating to other administrative duties according to the needs of the university		3.15	0.71	Agree
<b>Grand</b>		<b>3.04</b>	<b>0.64</b>	<b>Agree</b>

Sources: Field Work, 2023; Keys: X= Mean; SD = Standard Deviation

Table 2, indicates that the respondents agreed on all the items as sources of work interference with family-related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria. This is because each of the items had mean scores above 2.50.

**Table 3:** Summary of t-test Analysis of the Mean Responses of Married Business Education Female Academic Staff with House Help and those without House help on Family Interference with Work Related Responsibilities Disruption

Variables Home Help	NO	X	SD	DF	t-cal	t-crit	Decision	Sig
Help	14	3.08	0.75					
				31	0.83	2.04	Uphold H <sub>0</sub>	NSd
No help	19	3.10	0.67					

Sources: Field Work, 2023

Keys: X= Mean; SD = Standard Deviation, DF=Degree of Freedom; t-Cal= t-Calculated Value; t-Crit= t-Critical Value; Sig= significance; NSd= No Significant Difference

Table 3 reveals the t-calculated value of 0.83 and the t-critical value of 2.04 at 31 degrees of freedom. From the table, since the t-calculated value is less than the critical t-value, the researcher uphold the null hypothesis and conclude that there is no significant difference in responses of the respondents regarding the family interference with work related responsibilities disruption.

**Table 4:** Summary of t-test Analysis of the Mean Responses of Married Business Education Female Academic Staff Nursing Mothers and non-Nursing Mothers on Work Interference with Family Related Responsibilities Disruption

Variable	NO	X	SD	DF	t-cal	t-crit	Decision	Sig
Nursing Mothers	21	3.09	0.63					
				31	1.18	2.04	Uphold H <sub>0</sub>	NSD
Non Nursing Mothers	12	3.22	0.56					

Sources: Field Work, 2023

Keys: X= Mean; SD = Standard Deviation, DF=Degree of Freedom; t-Cal= t-Calculated Value; t-Crit= t-Critical Value; Sig= significance; NSd= No Significant Difference

Table 4 above reveals the t-calculated value of 1.18 and t-critical value of 2.04 at 31 degrees of freedom. From the table, since the t-calculated value is less than the critical t-value, the researcher uphold the null hypothesis and conclude that there is no significant difference between the mean responses of respondents on work interference with family related responsibilities disruption.

**Discussion of Findings**

The result in Table 1 revealed family interference with work-related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria. The finding is in line with Wulan *et al* (2022) [46] who found that family-work conflict has a negative effect on the work-life balance. The study is also in agreement with Sari, W. P. *et al* (2021) [38] who found that family work conflict (FIW) has a significant and negative impact on the performance of working women. The result of the study could be attributed to the fact that married Business Education female academic staff in South East of Nigeria experience spousal (partner) relationships and responsibilities-related conflict. For example, a married

Business Education female academic staff that has a big fight with her husband because of her inability to maintain spousal responsibilities will be stressed up and does mistakes while carrying out academic activities. Preparing their husband's needs before going to work early in the morning also can make them stressed and lack concentration while working. According to Chelarlu & Stump (2011) [12], conflict between work and family has been associated with reduced marital and life satisfaction Also, married Business Education female academic staff in South East of Nigeria experience children's related conflict because of the work demand. For example, married business education female academic staff cannot join academic meeting gatherings because she needs to take care of their children, or she needs to go home earlier from work because she needs to pick up their kid from school. Supporting the above view, Ogbonnaya *et al*, (2022) [31], and Thorsteinsen, Parks-Stamm, Kvalo, Olsen, & Martiny, (2022) [43] stated that married females need to take care of their children properly. Again, married business education female academic staff experience home management-related conflict. Sari *et al* (2021) [38] stated that characters, attitudes, and problem-solving that are applied at work cannot be applied at home. For example, married business education female academic staff as a mother and wives cannot decide by themselves, because the highest decision maker is their husband. Sari *et al* assertion is supported by Greenhaus & Beuthel (1985) [20] who said that the characters and attitudes of working women at home are ineffective if it's applied in the workplace. Self-care-related conflicts are also experienced by married business education female academic staff because most women sacrifice something like sleeping to work to get other home errands done or skipping meals due to chaotic schedules to balance work life. Barbie (2020) [10] was of the opinion that finding even a few minutes for oneself during the day helps mentally because a happy mummy has a happy home. Barbie emphasized that self-care is not selfish and that when the working women felt good both mentally and physically, they are better equipped to take care of others. The health of family members related conflict of family-work conflict also influences work-life balance. For example, missing consecutive assignment days when your child, spouse, and aging parents are sick leads to conflict that interfere with work-life balance because in this condition, working women need to be mother and wife 100 percent.

Table 2 showed work interference with family-related responsibilities disruption among married Business Education female academic staff of universities in South East of Nigeria. The study is in line with Yunus, *et al* (2022) [47] who found a strong positive connection between high work demands and high work-family conflict. Again, the study concurred with Siswanto *et al* (2022) [42] who found that bank employees have high work stress due to role conflicts that occur in their families. Supporting the result of the study, once the time-related conflict occurs because of work schedules, the next condition relies heavily on attention-related conflict. This stage will determine how effective the working mother is. In times of attention, the working mother gives an appropriate focus amount of attention to her job. Once the appropriate amount of attention is shown, concentration-related conflicts occur because the mother will be fully concerned about her job. At this stage, the level of communication engaged at the

university because of her job leads to communication-related conflict due to her family-related responsibility will hinder her work-related engagements. If the work-family conflict felt by married business education female academic staff is getting higher, then the work-life balance of the woman is getting lower. On the other hand, if married business education female academic staff work family conflict get lower, their work-life balance increases. This finding follows the theory put forward by Karckay & Bakalim (2017) <sup>[25]</sup> that the relationship between work and family life is in two different directions. Work-family conflicts can harm themselves, their families, and the organization to balance time and roles. Therefore a person's work and family life can affect their family life. If working women prioritize time and work roles, family life will be disrupted. According to Kadir in Wulan *et al* (2022) <sup>[46]</sup>, if women work, their time and role in the family are not optimal. Therefore, when working women experience work-family conflict, they have difficulty establishing a balance in the two domains of life.

The test of hypothesis (**H<sub>01</sub>**) in Table 3 proved that there was no significant difference in the mean response of married Business Education female academic staff with house help and those without house help on sources of family interference with work related responsibilities disruption. The finding is in agreement with Chen, *et al* (2020) <sup>[13]</sup> who found that family-work conflict has a significant effect on work-life balance. This means that whether you have house help or not family-work conflict influences work-life balance though, Badr, & Shah (2012) <sup>[40]</sup>, Leong, (2011) <sup>[26]</sup> and Frantz (2008) <sup>[17]</sup> reported that the presence of maids may increase women's leisure time, reduce strain among married working women and facilitate the life of the host families. On the contrary Groves & Lui, (2012) <sup>[21]</sup>, De Regt (2008) <sup>[15]</sup> and Näre (2008) <sup>[28]</sup> reported that the presence of maids may increase the burden of women because of the "less-than-optimal" work quality done by the maids. Generally, Aziz (2018) <sup>[8]</sup> indicated that domestic helpers should not be responsible in caring for their employers' younger children, cooking and managing matters related to the children's education.

Also, the test of hypothesis (**H<sub>02</sub>**) in Table 4 proved that there was no significant difference in the mean responses of married business education female academic staff nursing mothers and non-mothers regarding the sources of work interference with family related responsibilities disruption. The finding is in agreement with Ugwu, *et al* (2017) <sup>[44]</sup> found that workload significantly predicts work interference with family conflict. The result of the study may be due to that the respondents' combines' childcare, housework and their carrier and this resulted to the role conflict that occurs in their family. Thus, not surprisingly, research shows negative effect of work life balance on women with young children (Gassman-Pines, *et al*, 2020; Janssen, *et al*, 2020; Patrick, *et al*, 2020) <sup>[18, 23, 34]</sup>.

### Conclusions and Recommendation

Work-family conflict is a manifestation of conflicts between two incompatible roles, roles at work and family. It is difficult to fulfill two roles well because demands from work and family often pull with one another. Based on the findings of the study, it was concluded that married female business education academic staff of universities in South East of Nigeria experience work-family conflict.

It was also concluded that the married business education female academic staff of universities in South East of Nigeria with house help and those without house help do not differ significantly in their opinion regarding sources of family interference with work related responsibilities disruption. Also, it was concluded that nursing mothers and non-mothers married business education female academic staff of universities in South East of Nigeria do not differ significantly in their opinion regarding sources of work interference with family related responsibilities disruption. Based on the findings of the study, it was recommended that University should educate married business education female academic staff on how to balance their work responsibility in order to have a sense of belongingness in both domains and perform efficiently and effectively in the university; University management should develop empathetic feelings and give supportive attitude to married business education female academic staff when work conflict is observed. This will inspire working mothers to see their work environment as caring; Married business education female academic staff should remain wise in dealing with any excessive emanating from their family problems that might cause communication in the workplace to be disrupted to become more professional in their work; The Universities are advised to provide a flexible working environment to married business education female academic staff to enable them to manage family responsibilities and career roles; Finally, universities are advised to introduce career breaks to support married business education female academic staff with family responsibilities to pursue their carrier.

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