

Career-Family Time Management of Female Lecturers: Evidence from Delta State University, Abraka

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Abstract:

The study investigated time management in balancing career and family responsibilities among female lecturers at Delta State University, Abraka. Three research questions were asked in line with the objectives, leading to the formulation of three hypotheses. The design adopted was the descriptive survey. The population comprised 196 female lecturers across 15 faculties of Delta State University, Abraka, and all were used as the sample in a census approach. The instrument for the study was a structured questionnaire divided into Sections A and B; Section A addressed the demographic characteristics of respondents, while Section B focused on thematic questions related to the study variables. The instrument was validated and tested, achieving a Cronbach alpha reliability coefficient of 0.86. The questionnaire was administered to all 196 respondents, out of which 162 were properly completed and used for analysis. The findings, obtained through multiple regression analysis, showed that tasks planning significantly influenced balancing career and family responsibilities ($\beta = 0.550$, $p = 0.000$), while duties prioritization also had a significant effect ($\beta = 0.524$, $p = 0.000$). Time monitoring, however, had a positive but insignificant effect ($\beta = 0.053$, $p = 0.358$). The study further revealed that female lecturers aged 36–45 years and those in lower and middle academic ranks were more engaged in balancing professional and family roles. The study concluded that structured planning and prioritization are critical for achieving work–family balance and recommended that both individual lecturers and institutions adopt strategies to enhance these time management practices.

Keywords: Career-Family, Duties-Prioritization, Tasks-Planning, Time-Management, Time-Monitoring.

Introduction

The participation of women in higher education has led to a rising presence of female lecturers in universities worldwide, where they contribute significantly to teaching, research, mentorship, and institutional administration. Academic work involves demanding responsibilities, including lecture preparation, research publication, student supervision, and committee participation, many of which extend beyond regular working hours. For female lecturers, these professional demands are compounded by family responsibilities such as childcare, household management, and other social obligations, making the balance between academic duties and family responsibilities an important concern in contemporary universities (Adekola & Sergi, 2023; Mensah & Adjei, 2022). Time management is widely recognized as essential for individuals performing multiple professional and personal roles; it involves the effective planning, organization, and allocation of time to specific tasks to achieve desired outcomes within a limited period. In academic settings, effective time management enables lecturers to allocate adequate time to teaching, research, administrative responsibilities, and personal commitments, and has been associated with reduced stress, enhanced productivity, and improved job performance. For female lecturers facing competing demands from work and family domains, effective time management is therefore an important strategy for maintaining professional efficiency and family stability (Al-Harbi, 2021; Khan et al., 2022).

Specific practices such as tasks planning, duties prioritization, and monitoring of time provide important mechanisms for managing multiple responsibilities. Tasks planning enables systematic organization of academic and domestic activities; duties prioritization helps identify and focus on the most important responsibilities within a limited timeframe; and monitoring of time allows individuals to evaluate how time is utilized and make necessary adjustments. These practices are particularly relevant to female academics who must continuously manage competing expectations arising from their professional and family roles (Khan et al., 2022; Mensah & Adjei, 2022).

In Nigeria, female lecturers in public universities face increasing academic demands arising from rising student enrolment, research expectations, teaching responsibilities, and administrative assignments, while cultural and societal expectations often place substantial family responsibilities on women. These circumstances create significant challenges for balancing professional and domestic roles effectively. Although several studies have examined work-life balance among employees generally, limited attention has been given to how specific time management practices influence female lecturers' ability to manage career and family responsibilities within Nigerian universities. Examining the influence of tasks planning, duties prioritization, and monitoring of time on career-family balance among female lecturers at Delta State University, Abraka, is therefore timely and relevant.

Female lecturers face competing professional and family demands, with poor time management potentially causing stress, role conflict, and reduced productivity. Limited evidence exists on how time management practices influence career–family balance at Delta State University, Abraka. Time management is a multidimensional behaviour that enhances productivity, reduces stress, and supports efficient use of time in both professional and personal contexts (Norris & Stoner, 2023). In academic environments, where lecturers balance extensive teaching, research, and administrative responsibilities, time management is essential for achieving sustainable work–family equilibrium, and has been linked to improved job satisfaction and wellbeing among professionals facing competing work and family demands (Lee & Wang, 2024). This study therefore conceptualizes time management as the combination of tasks planning, duties prioritization, and monitoring of time in ways that enable female lecturers to successfully balance career and family responsibilities.

Tasks planning involves systematically organizing and sequencing duties before execution to optimize workflow and ensure effective use of time, allowing individuals to allocate appropriate time to each responsibility, anticipate future workloads, and minimize stress associated with unplanned tasks (Ackerman & Green, 2022). Lecturers who plan their tasks may experience fewer disruptions during high-workload periods and integrate professional and personal commitments effectively; effective tasks planning has also been associated with reduced procrastination, higher productivity, and better management of role overload (Adamu & Bello, 2023).

Duties prioritization refers to ranking tasks according to importance, urgency, or potential impact, enabling individuals to focus on critical responsibilities first and reducing role conflict and overload (Martin & Taylor, 2021). For female lecturers, effective prioritization is essential for allocating time between academic responsibilities and family needs, including childcare and household management; those who prioritize strategically manage competing demands better, experience lower stress, and maintain higher performance across work and home settings (Olatunji & Yusuf, 2024).

Monitoring of time involves tracking how time is spent and evaluating the effectiveness of time allocation strategies, increasing awareness of time-use patterns and enabling adjustments (Perez & Johnson, 2023). It is associated with improved productivity, reduced procrastination, and enhanced ability to meet deadlines, and in work–family contexts supports balanced scheduling by encouraging continuous assessment of whether time allocation aligns with professional and personal commitments. Consistent monitoring is therefore important for managing the dynamic interaction between career demands and family responsibilities (Smith & Adewale, 2024).

Balancing career and family responsibilities is critical for female lecturers who must simultaneously meet teaching, research, and administrative demands

while fulfilling childcare, household, and emotional support roles (Ojo & Adeyemi, 2023). Failure to balance these roles can lead to work–family conflict, role overload, stress, and reduced productivity, whereas achieving equilibrium enhances wellbeing, job satisfaction, and overall performance (H. Ibrahim & Musa, 2024). Understanding the mechanisms that facilitate this balance is therefore crucial for sustaining career progression and personal fulfilment among female academics.

This study examines career–family balance through the proxies of tasks planning, duties prioritization, and monitoring of time. Tasks planning assesses how systematic organization of daily and weekly activities helps lecturers allocate sufficient time to work and family roles (Adeyinka & Okoro, 2023); duties prioritization evaluates how ranking tasks by importance and urgency enables focus on high-impact activities and minimizes role conflict (Eze & Smith, 2025); and monitoring of time examines how tracking time use allows lecturers to adjust schedules so that professional duties do not excessively encroach on family responsibilities.

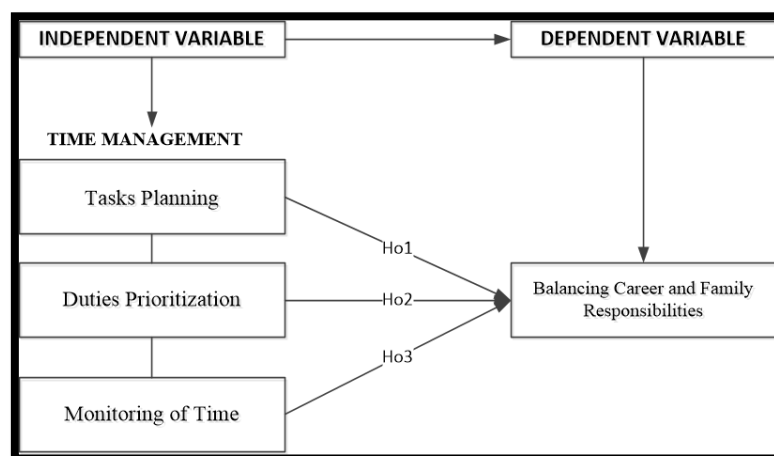


Figure 1. Conceptual framework of time management in balancing career and family responsibility (Researchers' Construct, 2026)

This study is anchored on Role Theory, which provides a compelling framework for understanding how female lecturers balance career and family responsibilities. Role Theory posits that individuals occupy multiple roles in their lives, each with associated expectations, obligations, and behaviours, and that conflict or facilitation between these roles influences wellbeing and performance (Kahn et al., 2021). In the context of female academics, the dual roles of career and family often create competing demands, resulting in role conflict when time, energy, or attention required by one role interferes with the fulfilment of the other. Role Theory emphasizes that effective management of these demands requires strategies such as planning, prioritization, and monitoring, practices that directly align with the independent variable proxies of this study. By systematically planning tasks, prioritizing duties, and

monitoring time, female lecturers can negotiate the expectations of their professional and family roles, thereby reducing conflict, enhancing productivity, and achieving a sustainable work–family balance (Greenhaus & Powell, 2022; Noor & Maqbool, 2023). Anchoring this study on Role Theory provides a robust lens for examining how time management strategies mediate the relationship between career obligations and family responsibilities, making it possible to identify actionable practices that improve both academic performance and personal wellbeing. This theoretical foundation not only justifies the selection of the independent variable proxies but also guides the interpretation of findings in a way that highlights the dynamic interplay between professional and domestic roles among female lecturers.

Several empirical studies have investigated aspects of work–family balance, time management, and female professional responsibilities, highlighting the complexity of balancing roles in academic and professional contexts. A study examined administrative accountability and organizational performance in Ethiopia-East Local Government, Nigeria, using a quantitative survey design with senior administrative staff (Urhibo et al., 2025). Although the focus was on public service delivery, the findings revealed that systematic organization of duties, clear task responsibilities, and monitoring mechanisms significantly improve performance outcomes. These findings imply that structured organizational practices, akin to time management behaviours, can reduce role conflict and improve efficiency, a gap that the present study addresses directly within academic settings where planning, prioritization, and monitoring of time are central to work–family balance.

In the academic sphere, work–family balance among academic staff in selected Nigerian universities was investigated using a descriptive survey and structured questionnaire administered to lecturers (Ojo & Adeyemi, 2023). The results showed that academic duties and family roles often conflict, creating stress and impacting job satisfaction, reinforcing the need for effective time management strategies among female lecturers. However, the study did not empirically measure specific time-related behaviours such as planning or monitoring, which the present study aims to quantify. A related study in Namibia examined the relationship between work–life balance and emotional wellbeing among working mothers, concluding that effective balance enhances career engagement and psychological health, yet this study focused on wellbeing without isolating time management practices, creating another gap addressed by the current research through probes such as tasks planning and duties prioritization (Tjingovera et al., 2025).

A study exploring work–family balance among women working remotely during the pandemic, using a descriptive cross-sectional design with 126 participants from diverse sectors, revealed that flexibility in work arrangements contributed to perceived balance, but it did not explicitly

analyse the internal strategies individuals used to manage time, such as monitoring or prioritising tasks, which is central to this study's objectives (Okolie & Iwighren, 2023). Similarly, a quantitative study on workload management and work-life balance among married teachers in Bayelsa State, using a structured questionnaire, found significant associations between organizational support, workload management, and role balance (Epelle et al., 2025). Despite its focus on teachers, this research highlights the importance of structured task management but stops short of empirically testing specific time allocation behaviours.

Regional research using a survey of female academic staff in public tertiary institutions in Anambra State examined the interaction between workplace practices and work-family balance (Ufoaroh et al., 2023). The results indicated that family-friendly workplace measures were valuable but lacked focus on individual time management practices like planning and monitoring, which this study intends to investigate directly. Furthermore, a broader cross-sectional survey of 350 academics in South-West Nigerian universities found that innovative time management strategies significantly improved academic performance, yet did not specifically link these practices to the female work-family balance context that the present study emphasizes (Owolabi et al., 2025).

A study conducted in Abraka provided sociological insights into women's economic participation in small-scale businesses, noting that women's ability to juggle multiple roles was key to success (Agbamu, 2024). Although this work was qualitative and focused outside the academic profession, it underscores the broader challenge of balancing professional and domestic roles among women in Nigeria, indicating a need for context-specific research on time management practices in academic settings. Collectively, these studies point to a gap in empirical investigation into how specific time management behaviours, tasks planning, duties prioritization, and monitoring of time, function to support female academics in balancing career and family responsibilities, a gap the present study explicitly seeks to bridge. The following research questions were asked to guide the study:

- i. How does tasks planning influence balancing career and family responsibility of female lecturers in Delta State University, Abraka?
- ii. What is the effect of duties prioritization on balancing career and family responsibility of female lecturers in Delta State University, Abraka?
- iii. To what extent does monitoring of time affect balancing career and family responsibility of female lecturers in Delta State University, Abraka?

The main objective is to examine the role of time management in balancing career and family responsibilities among female lecturers at Delta State University, Abraka. The specific objectives are to:

- i. determine the influence of tasks planning on balancing career and family responsibility of female lecturers in Delta State University, Abraka.

- ii. assess the effect of duties prioritization on balancing career and family responsibility of female lecturers in Delta State University, Abraka.
- iii. evaluate the effect of time monitoring on balancing career and family responsibility of female lecturers in Delta State University, Abraka.

Based on the objectives of the study, the following null hypotheses were formulated:

H₀₁: There is no significant effect of tasks planning on balancing career and family responsibility of female lecturers in Delta State University, Abraka.

H₀₂: Duties prioritization has no significant effect on balancing career and family responsibility of female lecturers in Delta State University, Abraka.

H₀₃: Time monitoring has no significant effect on balancing career and family responsibility of female lecturers in Delta State University, Abraka.

Methodology

The study adopted a descriptive survey research design to examine time management in balancing career and family responsibilities among female lecturers at Delta State University, Abraka. The descriptive survey design was considered appropriate because it enables researchers to systematically describe characteristics, opinions, behaviours, or relationships existing within a population at a particular time through the use of structured instruments such as questionnaires (Creswell & Creswell, 2022). This design allowed the researchers to gather relevant quantitative data from respondents regarding tasks planning, duties prioritization, and monitoring of time as predictors of balancing career and family responsibilities. The population of the study comprised all female lecturers across the fifteen faculties of Delta State University, Abraka. According to records obtained from the university's academic planning unit, the institution had 893 academic staff, out of which 196 were female lecturers, and these constituted the target population for the study. With respect to sample size and sampling technique, the study adopted a census approach whereby the entire population of 196 female lecturers was used as the sample. This approach was adopted because the population size was relatively small and manageable; hence, studying the whole population helped eliminate sampling bias and increased the accuracy and generalizability of the findings to the entire population of female lecturers in the institution (Mugo & Ngahu, 2015; Nikolopoulou, 2022).

The instrument for data collection was a structured questionnaire developed by the researchers based on the study objectives and variables. The questionnaire was designed using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree to enable respondents express their opinions regarding the constructs measured in the study. The instrument consisted of sections capturing demographic information and items measuring the independent variables (tasks planning, duties prioritization, and monitoring of time) as well as the dependent variable (balancing career

and family responsibilities). To ensure the validity and reliability of the instrument, the questionnaire was subjected to expert review to establish content validity, ensuring that the items adequately represented the constructs under investigation. Reliability of the instrument was determined using Cronbach's Alpha, which measures internal consistency of the scale items. The reliability coefficient obtained was 0.86, indicating a high level of internal consistency and confirming that the instrument was reliable for data collection, since reliability coefficients of 0.70 and above are generally considered acceptable in social science research (M. Ibrahim et al., 2024; Peter et al., 2026; Taber, 2018; Tom et al., 2025). The questionnaire was administered directly to the respondents by the researchers to enhance the response rate and ensure that the questionnaires were properly completed and retrieved within the stipulated time frame. The method of data analysis involved both descriptive and inferential statistical techniques. Descriptive statistics such as frequency, mean, and standard deviation were used to summarize respondents' responses, while inferential analysis was conducted using multiple regression analysis with the aid of EViews version 9.0 to determine the effect of the independent variables (tasks planning, duties prioritization, and monitoring of time) on balancing career and family responsibilities among female lecturers in Delta State University, Abraka. To examine the effect of time management on balancing career and family responsibilities among female lecturers at Delta State University, Abraka, the study adopted a multiple regression model. Multiple regression analysis was considered appropriate because it enables the researcher to determine the combined and individual effects of two or more independent variables on a dependent variable.

The functional relationship of the study is expressed as:

$$BCR = f(TP, DP, TM) \quad (1)$$

Transforming the functional relationship into an econometric regression model, the equation is specified as:

$$BCR = \beta_0 + \beta_1 TP + \beta_2 DP + \beta_3 TM + \mu \quad (2)$$

Where:

β_0 = Constant (intercept of the model)

$\beta_1, \beta_2, \beta_3$ = Regression coefficients of the independent variables

TP = Tasks Planning

DP = Duties Prioritization

TM = Time Monitoring

μ = Error term capturing other variables not included in the model

Results

Means, Standard Deviation, Minimum, Maximum, and Correlation Matrix

This section presents the analysis of data collected for the study on time management in balancing career and family responsibilities among female

lecturers at Delta State University, Abraka. The analysis was based on the questionnaires that were properly completed and returned by the respondents. The data were presented using descriptive statistics, while the hypotheses of the study were tested using multiple regression analysis with the aid of EViews 9.0.

Table 1: Analysis of Questionnaire

Questionnaire	Frequency	Percentage
Not returned	14	7.14%
Invalid	20	10.20%
Valid	162	82.65%
Total Distributed	196	100%

Source: Field Survey, 2026

Table 1 shows the distribution of questionnaires administered and returned for the study. Out of the 196 questionnaires distributed, 162 questionnaires representing 82.65% were properly completed and returned, making them valid for the analysis of the study. However, 14 questionnaires (7.14%) were not returned by the respondents, while 20 questionnaires (10.20%) were returned but considered invalid due to incomplete responses or improper filling. The high percentage of valid responses indicates that the data collected were adequate and reliable for conducting the statistical analysis and testing the hypotheses of the study.

Table 2: Demographic Characteristics of Respondents

Characteristics	Frequency	Percentage (%)
Age Distribution		
25–35 years	46	28.4
36–45 years	71	43.8
46 years and above	45	27.8
Academic Rank		
Lecturer II	52	32.1
Lecturer I	44	27.2
Senior Lecturer	39	24.1
Professor	27	16.6
Administrative Responsibility		
Course Adviser	97	59.9

Characteristics	Frequency	Percentage (%)
Screening Officer	47	29.0
Head of Department	13	8.0
Director of Programme	5	3.1
Total	162	100

Source: Field Survey, 2026

Table 2 shows the demographic distribution of respondents. The age groups of most respondents were within the 36–45 years age bracket with 71 (43.8%), followed by those aged 25–35 years with 46 (28.4%), while those 46 years and above accounted for 45 (27.8%). This indicates that the majority were in the middle stage of their academic careers, where both professional responsibilities and family obligations are often demanding. Regarding academic rank, the highest proportion were Lecturer II with 52 (32.1%), followed by Lecturer I with 44 (27.2%), Senior Lecturer with 39 (24.1%), and Professor with 27 (16.6%). This distribution suggests that most respondents were within the lower and middle academic cadres, which typically involve substantial teaching, research, and administrative workloads that require effective time management. In terms of administrative responsibilities, the majority served as Course Advisers with 97 (59.9%), followed by Screening Officers with 47 (29.0%), while Heads of Department accounted for 13 (8.0%) and Directors of Programme accounted for 5 (3.1%). This implies that many respondents held additional academic responsibilities beyond teaching and research, which may further increase the need for effective time management in balancing career and family responsibilities.

Table 3: Mean Rate of Respondents' Responses

Item	Mean	Std	Remark
Tasks Planning			
Daily academic and family activities are planned ahead of time.	3.57	1.14	Agree
Weekly schedules are prepared to organize work and family responsibilities.	3.52	1.15	Agree
Clear planning of lecture preparation and household activities improves task completion.	3.48	1.19	Agree
Planned schedules help reduce conflict between academic duties and family responsibilities.	3.62	1.20	Agree

Item	Mean	Std	Remark
Advance planning makes it easier to meet both work and family demands.	3.54	1.07	Agree
Mean Aggregate	3.54	1.15	Agree
Duties Prioritization			
Important academic duties are handled before less urgent tasks.	3.38	1.09	Agree
Family responsibilities are arranged based on level of urgency and importance.	3.43	1.10	Agree
Proper prioritization helps in meeting teaching, research, and family expectations.	3.43	1.14	Agree
Setting priorities helps reduce pressure from multiple responsibilities.	3.46	1.08	Agree
Ranking duties according to importance improves balance between career and family life.	3.48	1.16	Agree
Mean Aggregate	3.43	1.11	Agree
Time Monitoring			
Time spent on academic duties is regularly checked and controlled.	2.99	1.42	Disagree
Time allocation for work and family activities is carefully monitored.	2.98	1.42	Disagree
Monitoring daily activities helps prevent unnecessary time loss.	3.13	1.48	Agree
Regular review of time use helps improve productivity at work and home.	3.00	1.42	Agree
Tracking how time is spent helps maintain balance between professional and family roles.	2.83	1.38	Disagree
Mean Aggregate	2.99	1.42	Disagree
Balancing Career and Family Responsibilities			
Academic duties are effectively managed alongside family responsibilities.	3.28	0.66	Agree

Item	Mean	Std	Remark
Adequate time is available for both professional activities and family life.	3.33	0.70	Agree
Work demands rarely interfere with family responsibilities.	3.31	0.69	Agree
Family obligations are fulfilled without negatively affecting academic duties.	3.28	0.70	Agree
A reasonable balance exists between career activities and family commitments.	3.36	0.71	Agree
Mean Aggregate	3.31	0.69	Agree

Source: Field Survey, 2026

Table 3 shows the mean response rate of respondents. The results on tasks planning indicate that daily academic and family activities are planned ahead of time with a mean score of 3.57 and a standard deviation of 1.14, suggesting agreement and a moderate spread of opinions among participants. Weekly schedules are prepared to organize work and family responsibilities with a mean of 3.52 and a standard deviation of 1.15, showing agreement, while the level of dispersion indicates some variation in responses. Clear planning of lecture preparation and household activities improves task completion with a mean of 3.48 and a standard deviation of 1.19, indicating agreement and slightly wider variability. Planned schedules help reduce conflict between academic duties and family responsibilities with a mean of 3.62 and a standard deviation of 1.20, reflecting agreement with moderate variability. Advance planning makes it easier to meet both work and family demands with a mean of 3.54 and a standard deviation of 1.07, showing agreement and relatively close responses around the mean. The aggregate mean of 3.54 (SD = 1.15) indicates general agreement that tasks planning contributes to balancing career and family responsibilities, although the moderate standard deviation suggests some differences in perception among participants.

The findings on duties prioritization show that important academic duties are handled before less urgent tasks with a mean of 3.38 and a standard deviation of 1.09, indicating agreement and moderate consistency in responses. Family responsibilities are arranged based on level of urgency and importance with a mean of 3.43 and a standard deviation of 1.10, reflecting agreement and a moderate level of variability. Proper prioritization helps in meeting teaching, research, and family expectations with a mean of 3.43 and a standard deviation of 1.14, suggesting agreement with some differences in viewpoints. Setting priorities helps reduce pressure from multiple responsibilities with a mean of 3.46 and a standard deviation of 1.08, indicating agreement with relatively close responses to the mean. Ranking duties according to

importance improves balance between career and family life with a mean of 3.48 and a standard deviation of 1.16, reflecting agreement with moderate variability. The aggregate mean of 3.43 (SD = 1.11) indicates overall agreement that duties prioritization plays an important role in balancing career and family responsibilities, although the level of dispersion shows that opinions varied slightly across participants.

The results on time monitoring show that time spent on academic duties is regularly checked and controlled with a mean of 2.99 and a standard deviation of 1.42, indicating disagreement and a relatively wide spread of responses. Time allocation for work and family activities is carefully monitored with a mean of 2.98 and a standard deviation of 1.42, also reflecting disagreement and considerable variability among participants. Monitoring daily activities helps prevent unnecessary time loss with a mean of 3.13 and a standard deviation of 1.48, showing agreement but with a high level of dispersion. Regular review of time use helps improve productivity at work and home with a mean of 3.00 and a standard deviation of 1.42, indicating agreement but also reflecting widely varied opinions. Tracking how time is spent helps maintain balance between professional and family roles with a mean of 2.83 and a standard deviation of 1.38, indicating disagreement with substantial variation in responses. The aggregate mean of 2.99 (SD = 1.42) indicates general disagreement regarding the consistent practice of time monitoring, while the relatively high standard deviation suggests that perceptions of this practice differed widely among participants.

The results on balancing career and family responsibilities reveal that academic duties are effectively managed alongside family responsibilities with a mean of 3.28 and a standard deviation of 0.66, indicating agreement with very little variation in responses. Adequate time is available for both professional activities and family life with a mean of 3.33 and a standard deviation of 0.70, reflecting agreement with a relatively close clustering of responses. Work demands rarely interfere with family responsibilities recorded a mean of 3.31 and a standard deviation of 0.69, indicating agreement and consistent opinions among participants. Family obligations are fulfilled without negatively affecting academic duties with a mean of 3.28 and a standard deviation of 0.70, also showing agreement with low dispersion in responses. A reasonable balance exists between career activities and family commitments with a mean of 3.36 and a standard deviation of 0.71, indicating agreement and fairly consistent responses. The aggregate mean of 3.31 (SD = 0.69) indicates general agreement that a reasonable balance exists between career and family responsibilities, while the relatively low standard deviation shows that opinions among participants were largely consistent.

Table 4: Descriptive Statistics for the Study Variables

Parameters	TP	DP	TM	BCR
Mean	3.544	3.435	2.986	3.312
Std. Dev.	0.493	0.508	0.614	0.579
Median	3.600	3.400	3.000	3.200
Maximum	5.000	5.000	5.000	5.000
Minimum	1.000	1.000	1.000	1.000
Skewness	0.027	0.091	0.150	0.265
Kurtosis	2.657	2.684	2.972	2.576
Jarque-Bera	0.812	0.897	0.610	3.111
Probability	0.666	0.639	0.737	0.211
Sum	574.200	556.400	483.800	536.600
Sum Sq. Dev.	39.140	41.566	60.650	53.915
Observations	162	162	162	162

Source: Researchers' Computation, 2026 (EViews 9.0 Output)

TP = Tasks Planning; DP = Duties Prioritization; TM = Time Monitoring; BCR = Balancing Career and Family Responsibilities.

Table 4 presents the descriptive statistics; tasks planning recorded a mean value of 3.544, duties prioritization had a mean of 3.435, time monitoring had a mean of 2.986, while balancing career and family responsibilities recorded a mean value of 3.312. These values suggest that tasks planning and duties prioritization were moderately practiced, while time monitoring was relatively lower compared to the other variables. The standard deviations of 0.493 for tasks planning, 0.508 for duties prioritization, 0.614 for time monitoring, and 0.579 for balancing career and family responsibilities show a moderate spread of responses around their respective means, with time monitoring having the highest variability. The median values are close to the mean values for all variables, indicating a relatively balanced distribution of responses. The maximum and minimum values of 5.000 and 1.000 respectively across all variables indicate that responses covered the full range of the measurement scale. The skewness values of 0.027, 0.091, 0.150, and 0.265 reveal that the variables were slightly positively skewed but still approximately symmetric. The kurtosis values, which are close to 3, indicate that the distributions were approximately normal. The Jarque-Bera statistics and their corresponding probability values (0.666, 0.639, 0.737, and 0.211) are all greater than 0.05, suggesting that the variables follow a normal distribution. With 162

observations used in the analysis, the dataset is adjudged suitable for further regression analysis.

Table 5: Correlation Matrix of the Study Variables

Variable	TP	DP	TM	BCR
TP	1.000			
DP	-0.045	1.000		
TM	0.031	-0.029	1.000	
BCR	0.450	0.437	0.057	1.000

Source: Researchers' Computation, 2026 (EViews 9.0 Output)

TP = Tasks Planning; DP = Duties Prioritization; TM = Time Monitoring; BCR = Balancing Career and Family Responsibilities.

Table 5 presents the correlation matrix showing the relationship among the study variables. Tasks planning has a moderate positive relationship with balancing career and family responsibilities ($r = 0.450$), suggesting that improvement in tasks planning is associated with a better ability to balance career and family responsibilities. Duties prioritization also shows a moderate positive relationship with balancing career and family responsibilities ($r = 0.437$), indicating that effective prioritization of duties tends to improve the balance between professional and family roles. Time monitoring shows a very weak positive relationship with balancing career and family responsibilities ($r = 0.057$), suggesting that monitoring time contributes only slightly to balancing career and family responsibilities. The relationship between tasks planning and duties prioritization is weak and negative ($r = -0.045$), while tasks planning and time monitoring show a very weak positive relationship ($r = 0.031$). Similarly, duties prioritization and time monitoring show a weak negative relationship ($r = -0.029$). Overall, the correlations among the independent variables are very low, indicating the absence of serious multicollinearity and suggesting that the variables can jointly be included in the regression analysis.

Table 6: Variance Inflation Factor for the Study

Variable	Coefficient Variance	Uncentered VIF	Centered VIF
C	0.156739	127.1369	NA
TP	0.005118	53.15281	1.002912
DP	0.004818	47.10449	1.002768
TM	0.003299	24.86516	1.001724

Source: Researchers' Computation, 2026 (EViews 9.0 Output)

TP = Tasks Planning; DP = Duties Prioritization; TM = Time Monitoring.

Table 6 presents the Variance Inflation Factor (VIF) for the independent variables to assess multicollinearity in the regression model. The uncentered VIF values are high due to inclusion of the constant term, with the intercept (C) showing a value of 127.137, which is not unusual for uncentered values. More importantly, the centered VIF values for the independent variables, tasks planning (TP) at 1.003, duties prioritization (DP) at 1.003, and time monitoring (TM) at 1.002, are all very close to 1. These results indicate that there is no significant multicollinearity among the independent variables, as VIF values below 10 are generally considered acceptable. The low VIF values suggest that each variable independently contributes to explaining the variation in balancing career and family responsibilities and that the regression estimates are likely to be reliable.

Testing of Hypotheses

Table 7: Summary of Multiple Regression Analysis of the Hypotheses

Dependent Variable: BCR, Method: Least Squares

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.592403	0.395902	-1.496337	0.1366
TP	0.549766	0.071537	7.685057	0.0000
DP	0.523541	0.069413	7.542441	0.0000
TM	0.052905	0.057434	0.921150	0.3584

Model Fit Statistic	Value	Model Fit Statistic
R-squared	0.414719	Mean dependent var = 3.312346
Adjusted R-squared	0.403606	S.D. dependent var = 0.578686
S.E. of regression	0.446899	Akaike info criterion = 1.251415
Sum squared resid	31.55561	Schwarz criterion = 1.327652
Log likelihood	-97.36460	Hannan-Quinn criter. = 1.282368
F-statistic	37.31859	Durbin-Watson stat = 1.935191

Model Fit Statistic	Value	Model Fit Statistic
Prob(F-statistic)	0.000000	

Source: Researchers' Computation, 2026 (EViews 9.0 Output)

The results of the multiple regression analysis for testing the study hypotheses are presented in Table 7. Tasks planning has a positive and significant effect on BCR, with a coefficient of 0.550, t-statistic of 7.685, and p-value of 0.000. This implies that a one-unit increase in tasks planning is associated with an increase of 0.550 units in balancing career and family responsibilities, supporting the rejection of the null hypothesis H1. Similarly, duties prioritization has a positive and significant effect, with a coefficient of 0.524, t-statistic of 7.542, and p-value of 0.000, indicating that effective prioritization of duties improves the ability to balance career and family responsibilities, thus rejecting the null hypothesis H2. However, time monitoring shows a positive but insignificant effect on BCR, with a coefficient of 0.053, t-statistic of 0.921, and p-value of 0.358. This indicates that time monitoring does not significantly influence balancing career and family responsibilities among female lecturers in this study, leading to the acceptance of the null hypothesis H3.

The model shows an R-squared of 0.415 and an adjusted R-squared of 0.404, indicating that approximately 41.5 percent of the variation in balancing career and family responsibilities (BCR) is jointly explained by tasks planning (TP), duties prioritization (DP), and time monitoring (TM). The F-statistic of 37.319 with a p-value of 0.000 shows that the overall model is statistically significant, suggesting that the independent variables collectively have a significant effect on balancing career and family responsibilities. The Durbin-Watson statistic of 1.935 suggests that there is no serious autocorrelation in the residuals, confirming the reliability of the regression results. The findings indicate that tasks planning and duties prioritization are key determinants of balancing career and family responsibilities, while time monitoring plays a minimal role in this context.

Discussion

The first hypothesis examined whether tasks planning significantly influences balancing career and family responsibilities among female lecturers. The regression results showed that tasks planning had a positive and significant effect ($\beta = 0.550$, $p < 0.01$), indicating that improved planning of academic and family activities enhances the ability to balance work and personal roles. This finding aligns with the main objective of the study, to determine the influence of tasks planning on balancing responsibilities, and supports Role Theory, which suggests that structured organisation of demands reduces role conflict and improves performance (Kahn et al., 2021). Empirical studies similarly found that systematic planning helped female academics manage

heavy workloads effectively, leading to better work–family integration (Adeyinka & Okoro, 2023; Oladejo, 2022). However, some studies reported weaker effects of planning when family support systems are low, highlighting contextual differences across environments (Smith & Adewale, 2024).

The second hypothesis tested whether duties prioritization significantly affects balancing career and family responsibilities. This was confirmed, as duties prioritization had a positive and significant effect ($\beta = 0.524$, $p < 0.01$). Women who rated tasks such as teaching, research, and household roles according to importance were better able to reconcile competing demands. This finding supports the theoretical assumption of Role Theory that prioritizing salient role expectations facilitates smoother role transitions and reduces stress from role overload (Noor & Maqbool, 2023). Recent studies found consistent evidence that prioritization is a core strategy used by female academics to achieve balance (Eze & Smith, 2025; Kahn et al., 2021). Conversely, studies reported that in remote work contexts, prioritization alone was insufficient without flexible institutional support, suggesting that prioritization interacts with environmental factors (Okolie & Iwighren, 2023). The third hypothesis assessed whether time monitoring has a significant effect on balancing career and family responsibilities. The findings showed that time monitoring had a positive but statistically insignificant effect ($\beta = 0.053$, $p > 0.05$). This suggests that regular tracking of time usage did not meaningfully enhance the balance between professional and family life among the female lecturers sampled. While the study objective posited that monitoring of time could improve respondents' ability to balance roles, the results indicate that monitoring alone may not be a strong enough mechanism for achieving balance without effective planning and prioritization to guide action. In relation to Role Theory, this implies that awareness of role demands (monitoring) is insufficient without corresponding adjustments to behaviour and role expectations (planning and prioritization). Prior findings acknowledged the importance of time monitoring for self-awareness but similarly noted that its effect on work–family balance is often mediated by actual behavioural changes (Perez & Johnson, 2023). Some studies did find a significant role for time monitoring, particularly in organizational contexts with structured time accountability, highlighting context variability (Mensah & Adjei, 2022).

Conclusion

The researchers concluded that time management plays a significant role in balancing career and family responsibilities among female lecturers at Delta State University, Abraka. Tasks planning and duties prioritization were identified as key determinants, as effective planning of daily academic and household activities and prioritizing duties according to urgency and importance significantly improved the ability to reconcile work and family

demands. Conversely, time monitoring alone was not a significant predictor, indicating that merely tracking how time is spent is insufficient without proper planning and prioritization. The findings align with Role Theory, which posits that structuring and organizing role demands can reduce role conflict and enhance role performance. Thus, the study highlights that adopting practical strategies such as structured planning and careful prioritization is essential for achieving a sustainable balance between professional obligations and family responsibilities, while institutional support can further enhance the effectiveness of these strategies.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i. Female lecturers should prioritize tasks and plan daily, weekly, and monthly activities systematically to improve efficiency in balancing career and family responsibilities. Structured planning will help reduce role conflict and ensure that both professional and family obligations are met effectively.
- ii. Academic institutions should provide time management training and workshops that focus on effective planning and prioritization strategies. Such programmes will equip female lecturers with practical skills to manage multiple roles and enhance productivity.
- iii. While time monitoring alone was not significant, female lecturers should combine it with planning and prioritization to track progress and adjust schedules when necessary. This should be backed by institutional support through the introduction of flexible work policies that allow lecturers to manage professional and family demands more effectively.

Abbreviations

TP: Tasks Planning; DP: Duties Prioritization; TM: Time Monitoring; BCR: Balancing Career and Family Responsibilities; β_0 : Constant (intercept of the model); β_1 , β_2 , β_3 : Regression coefficients of the independent variables; μ : Error term capturing other variables not included in the model.

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Author Contributions

All authors reviewed and gave their consent to the approved final manuscript.

Conflict of Interest

Regarding the publishing of this paper, the authors affirm that they have no conflicts of interest.

Data Availability

Because of confidentiality, data may be provided strictly on request.

Declaration of Artificial Intelligence (AI) Assistance

We hereby declare that Artificial Intelligence (AI) tools (Microsoft Copilot, OpenAI's ChatGPT, Google Gemini, and Perplexity) were used in this research solely to support the identification and retrieval of relevant scholarly references, particularly from Google Scholar, as well as to assist in organizing and formatting the work. The core intellectual contributions, including the analysis, interpretation, and conclusions, remain entirely the authors' original efforts. All AI-assisted outputs were carefully reviewed and verified, and all sources have been appropriately cited in line with academic standards and ethical guidelines.

Ethics Approval

Ethical approval was obtained from the Gender Diversity Directorate of the university in agreement with established guidelines. Informed consent was obtained from all participants.

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