

TITLE PAGE

**EVALUATION OF WORK-FAMILY CONFLICT AND MENTAL HEALTH OF
FEMALE BREADWINNERS TEACHING IN PRIMARY SCHOOLS IN ENUGU
STATE, NIGERIA**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE (Ph.D) IN HOME
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DEDICATION

This thesis is dedicated to the Almighty God for His abounding grace and mercy throughout this study.

UNIVERSITY OF NIGERIA

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ABSTRACT

This study evaluated work-family conflict and mental health of female breadwinners teaching in primary schools in Enugu state, Nigeria. The study employed cross sectional survey of 2428 out of 22,666 female teachers in the 2,686 primary schools in the state. The sample for the study was selected in multi-stages from 3 out of the 6 educational zones in the state. Data were collected with a structured questionnaire titled Female Breadwinning Questionnaire, Work and Family Conflict Scale, and Mental Health Continuum Short Form, English version. The structured questionnaire which was validated for content by three lecturers in the Departments of Home Science and Management, and Nutrition and Dietetics, contained information on breadwinning category, demographic/socio-economic, household and work characteristics of the respondents. The Work and Family Conflict Scale (WAFCS) was used to assess work-family conflict in the directions of work to family and family to work interference. The level of work family conflict among the respondents was reported as no conflict, mild or severe conflict. Mental Health Continuum Short Form (MHC-SH) was used to determine the emotional, social, psychological and overall mental well-being. Mental health status was reported as flourishing, moderate and languishing. The items of breadwinning category had the Cronbach's alpha reliability coefficient of 0.79 while the Work and Family Conflict scale and Mental Health Continuum Short Form had 0.80 and 0.69 respectively. The data obtained were analysed with Statistical Product and Service Solutions, version 23, using percentages, Pearson's correlation, Chi square, Student's t-test and ANOVA. The results showed that 54.3% of the respondents were 20-40 years of age, 45.1% had Nigeria certificate in education/ ordinary diploma, 53.8% had 6-15 years' work experience, 92.7% were Christians, and 60.8% were married. There were 73.6% breadwinners and 26.4% non-breadwinners. Among the breadwinners, 50.4% were co-breadwinners, 28.2% primary breadwinners and 21.4% sole breadwinners. Age, marital status, educational qualification, religion, salary, type and location of school were significantly ($p < 0.05$) associated with breadwinning among the respondents. About half (51.1%) of the breadwinners experienced work-family conflict; ranging from mild (37.3%) to severe (13.8%). Breadwinning was significantly ($p < 0.05$) related to all the dimensions of work-family conflict. The sole breadwinners had the highest mean score (28.78 ± 9.45) while the co-breadwinners had the least mean score (22.81 ± 8.18) of work-family conflict. Compared to all the categories of female breadwinners, the non-breadwinners had significantly ($p < 0.05$) lower mean work-family conflict scores. Overall mental health status of the breadwinners was 70.2% flourishing, 23.4% moderate and 6.4% languishing. Breadwinning was significantly ($p < 0.05$) associated with better psychological well-being. Emotional well-being was significantly and negatively ($r = -0.10$) correlated with all dimensions of work-family conflict. Breadwinners who experienced conflict significantly scored lower on emotional (11.52) and psychological well-being (22.89) than those who experienced no conflict. Respondents in pre-primary section did not differ on work-family conflict mean scores but scored lower on mental health than those in the primary section. Breadwinners in private schools had lower work-family conflict mean score (23.23 ± 7.60) and higher mental health mean score (52.58 ± 11.56) than those in public schools. Urban respondents had higher work-family conflict and mental health mean scores than rural respondents. Work-family conflict and mental health were significantly ($p < 0.05$) associated with age, educational qualification, teaching experience, marital status, salary, number of dependent children, household size and classroom facilities of the breadwinners. Female breadwinners teaching in primary school in Enugu state mostly had flourishing mental health despite high prevalence of work-family conflict.

CHAPTER ONE

1.0

INTRODUCTION

1.1 Background of the study

The family is a social unit made up of individuals related genetically or through marriage and adoption. A typical family consists of the father, mother and the children, though various social changes are redefining the constituents of the modern family. In order to foster healthy relationships, each family member is expected to perform specific roles and obligations towards attaining the goals of the family. Among the many goals of the family, is adequate economic provision for members especially the children, hence the need for sustainable source of income and other material resources. Traditionally, fathers were solely responsible for working and providing the financial needs of the family, while mothers were the homemakers and caregivers. However, with the changes in the global economic and social spheres of life, family financial demands have increased beyond the available resources, necessitating the need for more than one source of income for the family. Women are currently engaging in paid employment outside the home in order to contribute towards family upkeep. In fact, many families would not be able to cope in the present-day economic situation without the women taking up the role of breadwinning. However, a high level of women participation in income generating activities often place serious demand on workload and time of the women thereby creating work-family conflict.

Work-family conflict arises when there is inadequate human and material resources to effectively meet the demands of one's employment and family (Newman, 1999), or when there is excessive workload and time demands from both ends (Yildirim & Aycan, 2008). Haslam, Filus, Morawska, Sanders and Fletcher (2014) identified two dimensions of work-family conflict which are work to family and family to work conflict. Work to family conflict occurs when family responsibilities are negatively affected by work demands, while family to work

conflict is a situation when family demands interfere with an individual's work roles. Work-family conflict could be mild, or severe depending on the degree of pressure experienced by the individual (Haslam et al, 2014).

The level of work-family conflict experienced by working women are often associated with factors inherent in the demographic, socio-economic, work and family or household conditions of the individual woman. The demographic and socio-economic characteristics associated with work-family conflict include gender, age, salary level, educational attainment and years of work experience, availability and age of dependent children as well as marital status of the individual (Abubakar, Fischer & Arasa, 2013). At the family level, risk factors of work-family conflict include marital tension, overwhelming house chores, caring for young children, the elderly and chronically ill family members. Work-family conflict could also be triggered by poor work environment, work pressure and harsh organizational practices (Adisa, Osabutey & Gbadamosi, 2016; Ajala, 2012). Nakpodia (2011) identified unconducive classroom facilities such as space, ventilation and lighting as work factors that affect teachers' work-family conflict. Other factors include having a working partner, lack of equity in the division of labour at home, inadequacy of child care or eldercare provisions, impairment level of adult-care recipients (Omar, Ahmad, & Ismail, 2016). Work-family conflict in any form, leads to marital and life dissatisfaction, psychological distress, work dissatisfaction, poor commitment to work, absenteeism and intention to leave the employment. Lawton and Tulkin (2010) observed that the reason the conflict leads to physical and mental strain in modern women is because work and family are equally important to them. Work is indispensable source of financial and material resources with which the women provide family needs. Women are not just working and contributing substantially to the household income, but are assuming the role of primary and sometimes, sole breadwinners (Akinkugbe, 2016).

Women are regarded as female breadwinners when they work and provide up to 25% or more of the total family income (Ben-Galim & Thompson, 2013; Glynn, 2014). Female breadwinners are categorized into three; shared or co-breadwinners, primary breadwinners and sole breadwinners (Akinkugbe, 2016; Glynn, 2016). The co-breadwinners contribute between 25% and 49% of the family income, the primary breadwinners contribute 50% and above, while the sole breadwinners contribute up to 75% and above, of the total family income (Glynn, 2014). Being the family breadwinner is quite taxing on the human resources of an individual. Working women who assume family and work responsibilities beyond their capabilities may be jeopardizing not only their physical health but also their mental health.

Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (WHO, 2013). It is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of the society (Galderisi, Heinz, Kastrup, Beezhold, & Sartorius, 2015). Keyes, (2009) identified three components of mental health that sum up to the total health status of a person; emotional well-being, psychological well-being and social well-being. Emotional well-being entails being happy and interested in life; psychological well-being involves being satisfied with one's own personality and life, effectively managing daily responsibilities and having good relationships with others while social well-being refers to positively contributing to the society and feeling part of a meaningful and progressive community. The overall mental health of an individual could be flourishing, moderate or languishing (Keyes, 2009).

In the recent times, mental health of women is gaining global attention as studies have confirmed that women are twice more likely to show symptoms of poor mental health than men (Mahaur, Jain, & Jain, 2017). Among the major mental health concerns of women are issues related to work and family responsibilities. Many women are involved in paid employment

outside the home as means of mitigating income insufficiency, while retaining their traditional role of housekeeping. In 2013, National Bureau of Statistics (NBS, 2014) reported that the overall rate of women participation in the Nigerian labour force was 64.5%; and the teaching profession recorded female dominance of the work force in most states, especially at the primary level.

Primary school teachers are adults who teach pupils at the elementary level of formal education. They oversee children 5 to 12 years of age and have the duty of instructing children, maintaining discipline and good learning environment in the classrooms, observing and evaluating their performance and behaviour as well as supervising them during outdoor activities. With the inclusion of pre-primary section into most primary schools, primary school teachers also include pre-primary teachers. These individuals contribute significantly to national development, therefore excessive pressure from breadwinning responsibility and work-family conflict may compromise the mental health of such individuals and this may inhibit productivity, life satisfaction and positive contribution to the society. Hence this study seeks to evaluate the work-family conflict and mental health of the primary school teachers in line with their roles as female breadwinners.

1.2 Statement of the problem

Women in modern societies are currently assuming multiple roles, ranging from being wives, mothers, home makers, caregivers of children, spouses and the elderly, to being employees and employers of labour. Presently, the role of women in the family has increased to include breadwinning. The modern society encourages and even demands women to make financial contribution to the family irrespective of income level, but there has not been a commensurate clamour for men's participation in house chores. In the work front, women do as much work, and experience the same financial pressures as the male counterparts, yet such

equity has not been observed with respect to housekeeping roles. Managing a home is strenuous and working mothers who are also the family breadwinners often find themselves struggling to meet the demands of work and family.

The interplay between women's role at work and in the family, is such that any variation in one sphere, affects the ability to effectively function in the other. This creates conflict between these two important aspects of life and could be very detrimental to the well-being of women and families. Studies have confirmed that work-family conflict is responsible for absenteeism from work, low levels of life satisfaction, interpersonal problems, juvenile delinquencies, broken marriages/families, and an unhappy workforce (Adisa et al., 2016; Yildirim and Aycan, 2008). It is also a strong correlate of poor mental health symptoms such as alcoholism, drug abuse and depression (HeLi, YeFeng & Al, 2011).

In the general population, women are more prone to mental ill health than men as a result of their experiences in the family and at work places. Women in the teaching profession experience very high work demands and diminished mental health, especially at the primary level (Sultana, Zahir & Yaacob, 2014). Handling young and dependent children from diverse demographic and family backgrounds could be overwhelming. Furthermore, most Nigerian primary schools have one class teacher, teaching all the subjects irrespective of area of specialization and qualification. In addition, poor and inconsistent remuneration, stressful work environment and the demand on teachers to meet the unique needs of every learner, have made the teaching profession more challenging and could negatively impact the mental health of teachers.

Positive mental health determines the physical health of an individual and provides the resources with which individuals achieve their potentials, realize ambitions, cope with adversity, work productively and contribute to the development of the society. Poor mental

health on the other hand is responsible for many physical diseases, harmful lifestyles and social irresponsibility. It is one of the major causes of unproductivity, suicide and heart-related diseases (Mental Health Foundation [MHF], 2015). Studies in Europe and Africa have shown that mental health problems lead to waste of productive years and premature death in young people (MHF, 2016a; Sankoh, Sevalie, & Weston, 2018)

Mental well-being of female teachers is currently a global topical issue, because of its multifaceted effects in the society. Women in the primary school teaching profession perform a very crucial social role, raising the future generation as mothers and teachers. Whatever that challenges their well-being has a direct ripple effect on the, children, the family and society at large, and therefore cannot be overlooked. Yet there are not many researches in Nigeria and Enugu state currently addressing this critical issue. This informs the need to evaluate the nuances of work-family conflict and mental health of female primary school teachers in the context of the emerging role as female breadwinners, with a view to providing a clear roadmap to policy making and implementation, targeted at female teachers in particular and working women in general.

1.3 Objectives of the study

1.3.1 The broad objective

The broad objective of the study was to evaluate work-family conflict and mental health among female breadwinners teaching in primary schools in Enugu State, Nigeria.

1.3.2 Specific objectives

The specific objectives of the study were to:

1. identify the demographic, socio-economic, family and work characteristics of the female primary school teachers in Enugu state;

2. identify the categories of the female breadwinners (co-breadwinners, primary breadwinners and sole breadwinners) teaching in primary schools in Enugu state, Nigeria,
3. assess the level of work-family interaction conflict (work to family and family to work conflict) experienced by female breadwinners,
4. assess mental health status of female breadwinners teaching in primary schools in the state,
5. determine the relationship between the category of breadwinning and work-family conflict of female breadwinners,
6. determine the relationship between the category of breadwinning and mental health of female breadwinners,
7. determine the relationship between the level of work-family conflict and the mental health status of female breadwinners,
8. compare the mean work-family conflict and mental health scores of female breadwinners teaching in pre -primary and primary sections,
9. compare the mean work-family conflict and mental health scores of female breadwinners teaching in private and public primary schools in the state,
10. compare the mean work-family conflict and mental health scores of female breadwinners teaching in urban and rural primary schools in the state,
11. determine the relationship between work-family conflict and the background (demographic/socio-economic, family/household and work) characteristics of female breadwinners teaching in the state and
12. determine the relationship between mental health and the background (demographic/socio-economic, family/household and work) characteristics of female breadwinners teaching in the state.

1.4 Significance of the Study

The findings of this study when published in journals and disseminated through conferences and seminars would benefit the teachers, families, school management, family counsellors, public health practitioners, government, international organizations and the general public. It is expected that there would be increased awareness of the dangers and risk factors of work-family conflict and poor mental health of female breadwinners among public health practitioners, government agencies and international organizations. The awareness of the risk factors could enhance mental health education promotion and bring about policies that would improve work and family living environment and condition of primary school teachers in Nigeria.

Teachers and their families could utilize the information provided by this study to make necessary adjustments in the family lifestyle and living conditions, in order to minimize pressures from household responsibilities. The school administrators and management could leverage on the findings of this study to revisit the school policies and work conditions of teachers with a view to making necessary improvements. Family counsellors could also use the findings of this study in addressing conflicts and crisis among couples and families. Finally, the findings of this study would provide basis for further research on mental health of women in general and teachers in other levels of education.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Outline of literature review:

The literature for the study was reviewed under the following headings;

2.2 Concept of work-family conflict

2.2.1 Forms of work-family conflict

2.2.2 Theories of work-family conflict

2.2.3 Predictors of work-family conflict

2.2.4 Problems associated with work-family conflict

2.3 Concept of mental health

2.3.1 Theories of mental health

2.3.2 Components of mental health

2.3.3 Categories of mental health status

2.3.4 Benefits of positive mental health

2.3.5 Signs and challenges of poor mental health

2.3.6 Factors that determine mental health

2.3.7 Mental health of women

2.4 Breadwinning and female breadwinners

2.4.1 Categories of female breadwinners

2.4.2 Challenges and benefits of female breadwinners

2.5 Primary school teachers

2.5.1 Challenges of primary school teachers

2.5.2 Work-family conflict and mental health of primary school teachers

2.6 Summary of literature review

2.7 Conceptual framework

2.2 Concept of work-family conflict

Work is conceptualized by Adisa et al. (2017) as the effort spent by an individual in form of time, physical and mental energy in return for financial reward. According to Adisa et al., worker known as employee renders service to another individual or organization known as the employer for a specific number of hours of the day and days of the week as a means of livelihood. Work is characterized as a source of well-being and is associated with productivity (Guthrie, 2001; Adisa et al., 2017). Bucheli, Melgarm Rossi and Smith (2010) stated that work is the major activity that occupy individual's daily life and helps to define one's position in the society and consequently interacts with individual's mental and physical well-being. The family on the hand is the social hub created by blood, marriage, or adoption, around which individuals and societies build and implement decisions and policies (Preda et al., 2020).

Work and family are two distinct but related domains. Sweety (2016) noted that employees in all professions and occupations belong to a nuclear or extended family with the attendant family responsibilities such as caring for children, elders and spouses. The interplay between these two spheres of life is such that any variation in one domain could threaten or boost the operation of the other domain. Adisa et al. (2017) observed that employment in an income yielding endeavor, is essential to family development and well-being such that temporary or permanent loss of such opportunity disrupts the smooth running of the family;

the family on the other hand raises individuals who constitute the labour force. Factors inherent in both the workplace and at home can impede one's ability to effectively function at work and in the family, thus creating conflict between these two domains (Nanda, 2015). Balancing the demands of these two important aspects of life are challenging but crucial in terms of fostering and maintaining employees' well-being (Adisa et al., 2017).

Work-family conflict also referred to as work-family imbalance is the extent to which work and family lives are incompatible (Yildirim & Aycan, 2008); when individual and family needs cannot be balanced with the demands of the employment or when situations at work are brought into family life and situations in family life affect work performance (Kelly, 2018). It is the inability to effectively handle the workload and time pressures as well as emotional, behavioural and energy demands of work and family responsibilities (Darcy & McCarthy, 2007; Newman, 1999). The result is an imbalance which forces one to place work demands above and beyond the demands and needs of family, or alternatively place family demands above those of work (Grzywacz & Butler, 2008). Work-family conflict comes into play because when employed workers are also parents and spouses and the simultaneous demands of the various roles conflict with one another (Erdamar & Demirel, 2014).

Social and economic changes which in the past two decades impact on the work environment such as globalization of competition, changes in the patterns and demands of work, and the fast pace of technological innovations have put extra time and psychological demands on employees (Darcy & McCarthy, 2007). Williams and Boushey (2010) observed that work-family conflict is prevalent not only because of the movement of mothers into the workforce but also due to long working hours, defined as 50 or more hours a week.

2.2.1 Forms of work-family conflict

Work- family conflict according to various researchers is bi-directional, taking the form of either work –to – family conflict (WFC) or family-to-work conflict (FWC) (Annink et al., 2016; Darcy & Mccarthy, 2007; Haslam et al., 2014). The two forms of conflict are also regarded as work-to-home and home-to-work conflict by Nomaguchi (2012) or work-family interference (WFI) and family-work interference (FWI) according to O’Driscoll, Braugh and Kalliath (2003). Whichever term is used, Ajala (2017) opined that work-family conflict and family-work conflict are two separate constructs and should be assessed differently; while work-family-conflict (WFC) addresses the impact of work on the family, family-work conflict (FWC) addresses the impact of the family on the work activities of the family members.

According to Nanda (2015), work to family conflict is a type of struggle created by mutually incompatible role pressure which emanates from the demands of one’s employment and negatively impacts the family life. It is a situation where family activities including leisure and recreational activities are suspended or forfeited because of the demands of paid employment (Bellavia & Frone, 2005). Family to work conflict is a inter role conflict where the involvement of individual in the family role make it hard to participate in the work role (Nanda, 2015). Family-to-work conflict occurs when family life interferes with work demands or when family responsibilities negatively impact work life (Annink et al., 2016; Haslam et al., 2014; Kelly, 2018). The increasing assumption of dual career responsibilities by women, poses a great challenge in establishing an equilibrium between fulfilling their family obligations and commitments, and meeting the work demands (Nanda, 2015). Nart and Batur (2014) identified stressors that are related to work to family conflict to include work variability, quantity of workload, frequency of stressful events, the type of work, hierarchical situations and the relationship between colleagues and customers.

The two forms of work – family conflict as stated by Carlson, Kacmar & Williams (2000), can be experienced in three ways; time-based conflict, strain-based conflict, and behavior-based conflict. However, they appear to be experienced more as it relates to work to family conflict. Time-based conflict occurs when time devoted to one role makes it difficult to participate in another role. For instance, where time spent at work results in the inability to satisfactorily perform a role outside work hours (Westaby, Phillips, & Fowler, 2016). Strain-based conflict occurs when the pressure experienced in one role hinders adequate participation in another role (Carlson et al., 2000). Strain-based conflict as stated by (Westaby et al., 2016), occurs when an individual finds it difficult to switch from work role to family responsibilities. For example, in a study carried out among social workers, Kinman et al. (2014: 36) cited in (Westaby et al., 2016) observed that the experiences of the social workers in handling complex and emotionally sensitive cases and hostile clients, led to the feeling of anxiety, distraction or irritability in other aspects of life. Furthermore, when specific behaviours required in one role is not compatible with behavioural expectation in another role, behaviour-based conflict could arise (Carlson et al., 2000). According to (Westaby et al., 2016), behaviour-based conflict occurs when the behaviour that is required by one's professional role is regarded as inappropriate in a non-work setting. For example, prison officers who are exposed to working among criminals, were found to display traits of prejudice and distrust at home which are inappropriate in a family setting (Westaby et al., 2016).

Work has been found to have more negative effects on family than the family has on work, because work-to-family conflict is reported more frequently than family-to-work conflict in various studies. An investigation of work-family and family-work conflict among 364 teachers in Ankara province by Erdamar and Demirel (2014), confirmed that workers report more work to family conflict than family to work conflict.

2.2.2 Theories of work family conflict

Various theories have been put forward to explain the dynamics of work-family conflict. Such theories include role conflict theory, spillover theory, social role theory and work/job strain model (Madsen & Hammond, 2005). The current study employs the spillover theory and the social role theory. Spillover theory explains how experiences in one domain of life (work or family) could positively or negatively influence life in the other domain. According to Madsen and Hammond, (2005) positive spillover is experienced when pleasant experiences of satisfaction, happiness, energy and stimulation of an individual at his or her place of work, produces similar pleasant experiences at home and vice versa. On the other hand, negative or unpleasant experiences in one sphere could produce negative experiences on the other. The current study however focuses on the negative spillover in which the problems, conflicts, or stress at work or family strains and preoccupies an individual, such that he or she finds it difficult to function effectively in the other aspect of life (Madsen & Hammond, 2005).

Social role theory was propounded by Alice Eagly in 1987. The theory which is one of the gender role theories, emphasized division of labour and societal expectation based on gender stereotype. According to Eagly and Wood (2017), men and women are differently distributed into social roles because humans evolved physical sex differences in which men are physically bigger and stronger and women have gestation ability. These differences provided the basis for role allocation to both sexes depending on a society's circumstances and culture. In most cultures, men are expected to work hard and provide for the family while women are traditionally regarded as the home makers and child caregivers. However, with global social and economic changes, the thick line that delineated cultural gender roles is fast being erased and there has been a remarkable cross-carpeting of social roles much in favour of the men. It is noteworthy that gender roles for men did not change too much even though women take part in work life much more than in the past, as observed by Erdamar and Demirel (2014). Thus,

women are acquiring duple roles as traditional homemakers and employed workers. The current study on work-family conflict is based on the acquisition of dual roles by women as wives and mothers on the one hand, and employees and breadwinners on the other hand.

2.2.3 Predictors of work-family conflict

Work-family conflict experienced by employees differs according to some demographic factors such as gender and age. In the studies conducted by Nart and Batur (2014) and Erdamar & Demirel (2014), it was shown that work-family conflict is much higher in women than men. A study by Dilworth and Kingsbury (2005) cited in (Nanda, 2015) identified that employees within the child rearing age range of 33-51 years, were found to experience more work-family conflict than other group of adults. In their own study, Erdamar & Demirel (2014) observed that younger women (30 years old and below) reported higher work-family conflict than older ones, thus showing that age is an important factor in work family conflict.

The level of work family conflict experienced by an individual has also been found by Darcy and Mccarthy (2007) to be correlated with family and work place characteristics including social and managerial support. Family characteristics include marital status and marriage responsibilities, overwhelming house chores, lack of support from spouse in daily life, the lack of distributing the responsibilities of child care, arrival of children and subsequent child care roles, number of children and their ages (Nart & Batur, 2014). Young children take up most of the family time, as they require constant care and being a parent entails providing positive experiences for optimal physical and emotional development in children. Lawson and Tulkin (2010) observed that family duties especially child care are usually deemed more important than work despite the huge investment of attention and time required. According to Darcy and Mccarthy (2007), parents with children under six years of age had the highest levels of work-family conflict, followed by parents of school-age children while workers with no

children reported the least amount of work family conflict. However, a study by Lawton and Tullkin (2010) on the relationship between family structure and work-family conflict agreed that work-family conflicts are more likely when there are children in the household, but age of the children has no significant effect and number of children has only little effect on the aspect of family to work conflict. The study also did not find marital status as a predictor of work-family conflict.

Work family conflict as reported in a study by Amazue (2013) undertaken among non-professional Igbo employees in Nigeria, can also be predicted by job and family involvement which entails placing high level of priority over the aspect of work or family. This undue priority makes one to be involved in one sphere to the detriment of the other. Darcy & McCarthy (2007) further noted that high work or family involvement determines the number of hours spent in work or family activities, respectively. According to Nanda (2015), people spend more time on tasks they consider more important and less on the perceived unimportant tasks and that could increase work-family conflict. For instance, individuals who place more priority on work, get more involved in work and tend to spend longer hours on work roles whereas those who get more involved with family spend longer hours on family duties. Spending long hours at work (or at home) in turn have been linked to increased time based work family conflict as revealed by a study carried out by Parasuraman and Simmers (2001) on type of employment, work family conflict and well-being. The study also found out that self-employed workers experienced higher level of work-family conflict than paid workers. This could be attributed to the fact that self-employed workers may not have specific time schedule for work activities, there by running the risk of time conflict between work and family roles. A study by Razak, Yunus and Nasurdin (2011) which examined the relationship between work overload, job involvement and work family conflict among doctors in Malaysia found out that while job involvement had no significant impact on work family conflict, work overload was positively

related to work interference with family and family interference with work roles. In another Malaysian study on the relationship between personal factors and work-life conflict by (Omar et al., 2016) identified several factors that could lead to conflict such as having a working partner, spousal support, equity in the division of labour at home, adequacy of child care or eldercare provisions, gender and marital status of the person working, impairment level of adult-care recipients, and age of dependent children.

Familial factors that may contribute to work – family conflicts as highlighted by Newman (1999), include living with elderly, chronically ill or physically challenged family member, minimal spousal support or assistance in house chores as well as distance of residence from the place of work. Chee, Conger and Elder (2009) posited that when fathers have egalitarian view to gender roles, they tend to get more involved in household chores and consequently help to reduce mothers' work-family conflicts. The study by Erdamar & Demirel (2014) on work-family and family-work conflict of teachers in Ankara province reported that sleep deprivation as a result of family responsibilities and unexpected situations such as child's illness or unplanned guest at home can lead to family –work conflict. In addition, the study also found out that private school teachers experience more work-family conflict than their counterparts in public schools. In explaining this finding, the researchers noted that public school teachers are regarded as public servants and have better job security while private school teachers' work is based on contract which is renewed every year based on their performances. Hence private school teachers have to work harder and improve on their productivity so as to retain their work; a situation that could trigger work-family conflicts.

Work characteristics that have been found to predict work- family conflict according to Newman (1999) include low income which is attributed to the fact that workers with higher income could afford paid assistance in some domestic chores such as child care, laundry and meal preparation, but poorer workers get personally involved thereby increasing their risk of

work-family conflict. In socio-economic level designation by the Poverty and Equity Databank, the international poverty line is benchmarked at \$1.90 ($\pm$ ₦686) per person per day while the lower middle poverty income line has the value of \$3.20 ($\pm$ ₦1,155) per person per day and upper middle income poverty limit is placed at \$5.50 ($\pm$ ₦1,1985) per person per day (The World Bank, 2017). Based on this, a family of two with a monthly income of \$179.2 ($\pm$ ₦64,680); a family of four with a monthly income of \$358.4 ($\pm$ ₦129,360) and a family of six with a monthly income of \$ 537.6 ($\pm$ ₦194,040) are considered to be at low-income level for the working class. In the US setting, as stated by Koball & Jiang (2018) low income families are those with annual incomes below the level of \$44,700 ($\pm$ ₦16,091,999.87) for a family of four, \$37,060 ($\pm$ ₦13,341,599.89) for a family of three and \$29,420 ($\pm$ ₦10,591,199.92) for a family of two are referred to as low income. On average, Koball and Jiang (2018) recommend that families need an income equal to about twice the federal poverty level (minimum wage) to meet their most basic needs.

Work environment was identified by Zarra-Nezhad et al. (2010) as another factor in work – family conflict especially among mothers. According to the researchers, women who work in environment that operates family- friendly policies report less work –family conflict. Newman (1999) outlined such family- friendly policies to include flexible work schedule, resources and referral programs for elderly care, access to transportation to and from work premises, better healthcare benefits to reduce the need for time off, childcare subsidies so that mothers can afford safer, higher-quality child care, educational and on-the-job training opportunities to help them get better-payments, more preschool and summer-school programs for children, job security, vacation or family leave and higher wages through increases in the minimum wage. Other family – friendly policies include adequate maternity leave opportunities as well as judicious working hours (<50hrs per week) (Williams & Boushey, 2010).

In a study, Nakpodia (2011) highlighted various material and human elements of work environment which can affect primary school teachers. The material environment comprises conducive classrooms/staffrooms with adequate space, ventilation and lighting system, teaching equipment, restrooms for staff, libraries and pupils' recreational facilities. The human environment involves interpersonal relationship among teachers, between teachers and the managerial staff, the parents as well as the community in which the school is located. The components of the work environment determine the amount of physical and psychological pressure experienced by workers. Sweety (2016) carried out a research on work family balance among female doctors in India. The finding observed that female doctors who work in urban areas of India, experienced less work family imbalance than their rural counterparts. The researcher attributed this finding to the difference in lifestyle and heavier workload of rural doctors compared to urban doctors.

2.2.4 Problems associated with work-family conflict

High levels of work–family conflict are associated with negative outcomes for individual employees, their families, and organizations in which they work (Haslam et al., 2014). Nart and Batur (2014) stated that demands that come from both employees' work and their families can exceed the stamina of an individual which ends up with increased stress and tension which has some negative consequences like absenteeism, industrial accidents and injuries. It results in poor job performance, increased job turnover, poor individual and family health (Grzywacz & Butler, 2008). Work-family conflict constitutes physical and mental strain to the workers and can result in such problems as low levels of life satisfaction, distress and poor mental health (Grzywacz, & Butler, 2008; Lawton, 2010) and limit ones' overall quality of life (Frone, Russell, & Cooper, 1992; Higginns, Duxbury, & Irving, 1992). Zarra-Nezhad et al. (2010) reported that work – family conflict can negatively influence one's mentality and physiology.

A large array of problems is associated with work- family conflict at home. They include: domestic violence, poor physical activity, poor eating habits, poor postpartum physical and emotional health, decreased marital satisfaction, physical ailments, poor core self-evaluations, low self-esteem and lack of locus of control and general self-efficacy (Lawson & Tulkin, 2010; Zarra-Nezhad et al., 2010). Another study by Esson (2004) identified job stress and life stress as consequences of work family conflict. Other studies carried out in USA, Turkey and China confirmed that there is a strong correlation between work - family conflict and poor mental health. Workers especially women, who experienced excessive pressure from work and family roles, exhibited a clinically significant mental health symptoms, such as compulsive behaviour, alcoholism, absenteeism, low levels of life satisfaction, depression, anxiety and interpersonal problems (Frone, 2000; HeLi, YeFeng & Al, 2011; Wang & Guo, 2007; Yildirim & Aycan, 2008). In their study of the implications of work-family balance among dual-earner couples in the medical profession, Adisa et al. (2017) identified negative implications of work- family imbalance as inadequate time to attend to family and familial duties which could have negative effects on child development, family cohesion, and society at large. As stated by Ajala (2017) the consequences of work-family conflict affect the individual, the organization and the family life in various forms such as disillusionment, dissatisfaction and strained relationships, lower standard of work performance and disregard of organizational goals.

2.3 Concept of mental health

The human society is progressive only to the extent the citizens are capable of functioning optimally and making positive contributions. Everyone has roles to play to move the society forward and to effectively perform these functions, one has to be physically and mentally healthy. Mental health refers to wholesomeness of the mind and its functioning just as the physical health is concerned with the health of one's physical organs and their

functioning (Gorsy, Panwar & Kumar, 2016). As conceptualized by WHO (2013), mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. It is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society (Galderisi et al., 2015). Sartorius (2002) described mental health as the absence of mental diseases, a state of an organism that allows the full performance of all its functions or a state of balance within oneself and between oneself and one's physical and social environment. However, according to WHO (2004), mental health is more than the absence of illness and is an integral part of the overall health, intimately connected with physical health and behavior. Mental health therefore implies mental fitness rather than freedom from mental illness.

Mental health can further be defined as a state of being that includes the biological, psychological or social factors which contribute to an individual's mental state and ability to function within the environment (Manwell et al., 2015). It is an individual's evaluation of subjective well-being that combines feeling good and functioning well in life, leading to an ultimate state of completeness that is described as "flourishing" (Keyes et al., 2012; Keyes & Simoes, 2010). An older definition by The American Psychiatric Association (APA, 1980) explained mental health as simultaneous success at working, loving and creating, with the capacity for mature and flexible resolution of conflicts between instincts, conscience, other important people and reality. This definition is corroborated by that of WHO (2004) that mental health is not only the absence of such psychological problems as schizophrenia and obsessive-compulsive disorder but also the ability of an individual to effectively deal with the stress and anxieties of daily living and have a positive outlook towards life's changes.

There are different empirical conceptualizations of positive mental health as highlighted by Lamers (2012). First, mental health is more than the normal state; it is an ideal

state of complete functioning. Secondly, mental health is a positive state of mind and positive personal qualities such as love and wisdom. Next, mental health is a subjective well-being that involves a healthy adult development as well as social-emotional intelligence and finally it entails resilience and ability to cope in adversity. The central elements of mental health in the views of Bhugra et al. (2013), include trust, challenge, competency, accomplishment and humour. Mental health is determined by such personal attributes as the ability to manage one's thoughts, emotions, behaviours and interactions with others (WHO, 2013).

A broader view of mental health according to Mental Health Foundation (MHF, 2016) incorporates positive mental health and mental health illnesses and disorders. This is regarded as the dual continuum model. In this model, a psychiatric diagnosis of mental illness does not exclude mental well-being and lack of diagnosis does not automatically translate to mental well-being. However, some authorities argue that psychiatric disorder and mental well-being are two distinct continua. The definition of mental health by WHO covers the positive functional and productive components of mental well-being, but MHF (2016) is of the opinion that mental health does not represent only the positive social and behavioural state but should include the affective or feeling elements of a person. Moreover, the use of the word 'health' to represent only the positive state can create confusion in the context of health services which focus on diseases. Hence, MHF insists that mental health should capture the spectrum from positive to negative states of health.

2.3.1 Theories of mental health

There are two theoretical approaches to mental well-being: hedonism and eudaimonism. They are founded by different psychologists based on different views of human nature. The theory of hedonism dates back to the time of Aristippus, a Greek philosopher from the fourth century B.C. He taught that the goal of life is to experience the maximum amount of

pleasure, and that happiness is the totality of one's hedonic moments. Hedonists define well-being as the maximization of positive feelings and the minimization of negative feelings (Lamers, 2012). The hedonic psychologists generally view well-being as subjective happiness and the experience of pleasure versus displeasure including all judgments about the good and bad elements of life (Ryan & Deci, 2001). The hedonic addresses subjective well-being also known as the psychological well-being in terms of satisfaction and quality of life of a person (Nadia, Aziz, Pahang, Nadiah, & Yazid, 2018). According to Albuquerque, de Lima, Figueiredo and Matos (2012), high level of mental well-being is reflected in high level of happiness and life satisfaction.

Eudaimonism on the other hand as propounded by Aristotle (384 to 322 BC) stated that a good life is not found in pleasant moments, but in the expression of virtue: doing what is worth doing and making positive contribution to life. The view argued that well-being is more than just happiness but is attained instead in the actualization of human potentials and fulfilling one's daimon or true nature (Ryan & Deci, 2001). Eudaimonia is the main goal in life, in which well-being is not a finite state, but rather a continuous process of fulfilling one's own potential, hence the eudamonic theory defines mental well-being as optimal human functioning and self-realization (Lamers, 2012). Happiness is therefore not found in corporal pleasures but is derived from accomplishing one's life goals and obtaining valuable outcomes in various spheres of life.

The hedonic approach uses the standard social science model, which believes that humans are born empty and ductile and that life only acquires meaning from social and cultural experiences while the eudamonic approach opines that humans have innate abilities or endowments and are responsible for discovering the endowments and understanding various conditions that facilitate or diminish them (Deci & Ryan, 2006). Eudamonic theories maintain that not all desired outcomes would yield well-being when achieved as some outcomes may

produce pleasure but are not good for people and would not promote good mental health (Ryan & Deci, 2001). Eudamonic approaches to mental health posited that activities that are inherently good for the individual, are likely associated with long-term and enduring well-being, whereas the sense of well-being derived from the experience of simple pleasures likely dissipates in the short-term (Ryan & Deci, 2001). In supporting this position, research indicates that physical pleasure is associated with life satisfaction in the short-term but not in the long-term (Oishi, Schimmack, & Diener, 2001). Need fulfillment is thus viewed as a natural aim of human life that delineates many of the meanings and purposes underlying human actions (Ryan & Deci, 2000).

2.3.2 Components of mental health

The three components of mental health identified by Keyes, (2009) include emotional well-being, psychological well-being and social well-being. Emotional well-being entails being happy and interested in life. Psychological well-being involves being satisfied with one's own personality and life, effectively managing daily responsibilities and having good relationships with others while social well-being refers to positively contributing to the society and feeling part of a meaningful and progressive community (Keyes, 2002). Emotional well-being corresponds to the hedonic theory of feelings of happiness and life satisfaction while psychological and social well-being are addressed by the eudamonic approach. Emotional, psychological and social well-being altogether define positive mental health according to Keyes (2005), hence taking both theories of mental well-being into consideration (Lamers, 2012).

In the views of Galderisi et al. (2015), mental health is divided into three domains: self-realization, sense of mastery and sense of autonomy. Self-realization implies that individuals are able to fully exploit their potential; sense of mastery over the environment; and sense of

autonomy, i.e., ability to identify, confront, and solve problems. Mental health comprises basic cognitive and social skills that involve the ability to recognize, express and modulate one's own emotions, as well as empathize with others. It also involves flexibility and ability to cope with adverse life events and function in social roles and harmonious relationship between body and mind. These represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium (Galderisi et al., 2015).

Positive mental health is indicated in the ability to enjoy life, resilience, balance, emotional flexibility, self-actualization as well as self-esteem (Holmes, 2019). Holmes (2019) explained that the ability to enjoy life in the present, is hinged on how an individual handles the past and future events of one's life. Resilience also known as hardiness is the capability to bounce back after an adverse life situation. In order to achieve balance in life, one has to determine how much time to allocate for personal issues and how much time to spend interacting with others. Emotional flexibility involves being able to express both negative and positive emotions. Self-actualization entails recognizing and utilizing one's talents and potentials while self-esteem is the amount of value an individual places on his or her personality (Holmes, 2019).

2.3.3 Categories of mental health status

Mental health status of individuals as categorized by Keyes (2002) could be flourishing, moderate or languishing. The flourishing state is believed to be where there are optimal levels of subjective well-being, psychological and social functioning (Westerhof & Keyes, 2010). On the other hand, Westerhof and Keyes (2010) refer to languishing as a state where low levels of subjective well-being are combined with low levels of psychological and social well-being. Individuals who are languishing in life are found to be lacking positive emotion and not fulfilling goals or aspirations in life (Selvaraj & Bhat, 2018). Individuals who are neither in the

flourishing nor languishing state are said to be in moderate mental health status (Keyes, 2002). Individuals with moderate and languishing mental health are not regarded as being in the optimal status while the ones with flourishing mental health are considered to be in a state of positive mental health (Keyes, 2002).

2.3.4 Benefits of positive mental health

The economic benefits of mental well-being are broad, profound and societal (MHF, 2016). According to United States Department of Health & Human Services (USDHHS, 2017), mental health is important at every stage of life, from childhood and adolescence through adulthood because it affects how people think, feel, and act. Promotion of mental health and well-being is acknowledged among the Sustainable Developmental Goals as an important and integral part of the universal health promotion, as there has been a substantial increase in the global human suffering and financial costs associated with mental health problems; hence any investments in mental health of the population builds the human capacity of the society (Lund et al., 2018).

Mental well-being ensures one's ability to handle stress, form relationships, study, work or pursue leisure interests, as well as to make day-to-day decisions and choices (USDHHS, 2017; WHO, 2012). It is the foundation for general well-being and effective functioning of an individual in a community (WHO, 2004) and plays an important role to guarantee the efficiency and dynamics of the society (Gholamitooranposhti, 2012). Mental health is an important factor in the ability of humans to work productively and make meaningful contributions to their communities; maintain positive interpersonal relationships and healthier social life and ultimately to enjoy life; hence, the social value of freedom of thought and action, happiness and friendship are directly supported by an individual's mental well-being (Chisholm, 2015; MHF, 2016; USDHHS, 2017). Positive mental health protects the body from the negative

impact of life's stresses, long term illnesses, traumatic events and enables the adoption of healthy lifestyles; making one able to manage one's health issues and providing compassionate support for relatives and friends who are vulnerable (MHF, 2016; USDHHS, 2017). Bhugra et al. (2013) and Gholamitooranposhti (2012) observed that positive mental health provides people with appropriate measures to solve problems and adapt to the physical and social environment and also offers one the capacity to develop psychologically, emotionally, intellectually and spiritually and to initiate, develop and sustain mutual and emotionally satisfying relationships. Therefore, promotion of mental health in any society helps the citizens to be creative, strong and functional people (MHF, 2016).

2.3.5 Signs and challenges of poor mental health

There are various warning signs of poor mental health as observed by USDHHS (2017). They include; eating or sleeping too much or too little, withdrawing from people and usual activities, having low or no energy, feeling numb or insensitive to issues, having unexplained aches and pains, feeling helpless or hopeless, feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared, , experiencing severe mood swings that cause problems in relationships, having persistent thoughts and memories, hearing voices or hallucination, suicide thoughts, thoughts of harming oneself or others and inability to perform daily tasks. Individuals who experience the signs often try to mitigate them by smoking, drinking, substance abuse or by being irritable towards family and friends (USDHHS, 2017).

Poor mental health has negative implications that affects the individual and the society such as poorer school performance, inappropriate interpersonal relationships, anti-social and health risky behaviours (MHF, 2016). Poor mental health results in diminished satisfaction with self, work and life in general. It also brings about a retrogress in the economic activities of any nation. In Germany, a report by McDaid, Knapp, and Medeiros (2008) showed that

poor mental health has been the leading cause of early retirement with less than 48 years as the mean retirement age in 2003. Netherlands also recorded a steady rise in the number of worker that were disabled as a result of mental disorder between 1970 and 2003 (McDaid et al., 2008).

2.3.6 Factors that determine mental health

Mental health and well-being is influenced not only by individual attributes, but also by the social circumstances in which persons find themselves and the environment in which they live; these determinants interact with each other dynamically, and may threaten or protect an individual's mental health state (WHO, 2012). Various social, cultural, economic, political and environmental factors that have been identified by WHO (2013) as factors that determine mental health of individuals include national policies, social protection, living standards, working conditions, and community social supports. Citing Australian Bureau of Statistics, Teghe and Rendell (2005) pointed out four major factors that impact human mental health. They are the natural environment, the man-made environment, social arrangements and human consciousness. The natural environment include light, heat, air and water; the man-made environment consists of material objects, buildings, machinery and appliances; social arrangements are the family set-up, social networks, associations, institutions and economies while human consciousness comprises the knowledge, beliefs, understanding, skills and traditions (Teghe & Rendell, 2005)

In a review, Bailey (2015) further outlined determinants of mental health to include discrimination, adverse early life experiences, poor education, unemployment, poverty, food insecurity, housing instability, adverse features of the built environment, and poor access to health care. According to Victorian Health Promotion Foundation [Vichealth], poor mental health is linked with low educational levels, low-status occupations, low incomes,

unemployment, job insecurity and living in rented apartments (VicHealth, 2005a). In line with this, a study carried out by Arias-de la Torre, Molina, Fernandez-Villa, Artazcoz and Martin (2018) among the general population in Spain observed that there was a higher prevalence of poor mental health among unemployed people than among the employed irrespective of gender or social class. The researchers attributed the finding to the higher financial stress and uncertainty about the future that the unemployed suffer with respect to the employed. WHO (2012) further identified other groups of people who are vulnerable to poor mental health and they include people with chronic health conditions, minority groups, and persons exposed to and/or displaced by war or conflict.

An empirical study carried out by Wang and Guo (2007) among primary and middle school teachers in China, explored the relationship between occupational stress and mental health using standardized scales of measurement. The study revealed high level of occupational stress and low level of mental health among the teachers and path analysis showed that the level of stress experienced by the teachers at workplace predicted their mental health. A related study carried out in China by Xiao-ming and Wen-zeng (2004) among primary and secondary school teachers, investigated the relationship between occupational burnout and mental health. The analysis showed a significant correlation between mental health and emotional exhaustion which results from too much work pressure on the individual.

Another study carried out by Seibt, Spitzer, Druschke, Scheuch and Hinz (2013) in Germany examined mental health of female school teachers with regard to current working conditions, physical health and personal factors. The researchers investigated which of the factors allowed to distinguish teachers who are suffering from impaired mental health from those who are not. The study, contrary to expectation, showed that the major predictor of mental health was not the work conditions of the teachers (type of school, class sizes, subjects, total number of weekly lessons, time required for additional and extra-curricular activities, and total

working hours per week) but rather the disparity between the amount of effort put into the work and the benefits accruing from the work (effort-reward-imbalance ratio). Personal factors which predicted mental health of the teachers included inability to relax, sense of coherence, health behavior and age of the respondents (Seibt et al., 2013). Other factors that negatively affect mental health as identified by a research carried out by Boschman, van der Molen, Sluiter and Frings-Dresen (2013) among construction workers include work-overload, low participation in decision making and low social support from the supervisors. Nevertheless, a preliminary study by Cottini and Lucifora (2010) which investigated the relationship between working conditions and mental health using time-series cross-section data for 15 European countries, revealed that adverse working conditions are positively associated with employees reporting mental health distress at work.

In a study by Leeds Beckett University among British teachers, excessive workloads and growing financial pressures were among the reasons given for the mental health problems according to (Bulman, 2018). Reporting an official data in a newspaper article, Booth, (2019) stated that the ‘sandwich generation’ – individuals involved in caring for children and elderly people simultaneously, have higher risks of developing more mental health problems than the general population. In addition, Diener, Noba and Noba (2018) reported various researches carried out in Iran, Jordan, U.K and U.S which identified a strong connection between social connections and well-being. According to their report social connections are more important to health than other public health factors that are of medical concern. The researchers observed that social isolation is becoming more common in the modern societies despite the fact that it poses a great risk to well-being. They concluded that “increasing the strength of social connections is likely one of the major ways that health can be improved in modern societies.”

2.3.7 Mental health of women

Gender, according to WHO (2019a) is a critical determinant of mental health. The mental health of women is gaining global attention because studies have shown that women generally report significantly higher rates of psychological distress and have higher rates of depression and anxiety than men. According to Mental Health Foundation (2016), all types of common mental health problems were more prevalent in women than men with significance for phobias, panic disorders and generalized anxiety disorder (GAD); statistically, young women were twice likely (19.2%) to have symptoms of mental health problems than young men (8.4%). In a health fact list, WHO (2019b) outlined various findings that showed disparity in the mental health of men and women. First, depressive disorders are responsible for 41.9% of the disability from neuropsychiatric disorders among women compared to 29.3% among men; women form the majority of older adults who suffer from depression, organic brain syndromes and dementias; about 80% of the population affected by violent conflicts, civil wars, disasters, and displacement are women and children; violence suffered by women in a lifetime, is placed at 16% to 50% prevalence rate and finally about one out of five women are estimated to suffer rape or attempted rape in their lifetime . In a similar vein, American Psychiatric Association (2017) outlined the differences in the mental health of men and women; Women earn about one-fourth less than male counterparts in a given year; the poverty rate for women aged 18 to 64 is 14.2% compared with 10.5% for men. For women aged 65 and older, the poverty rate is 10.3%, while the poverty rate for men aged 65 and older is 7.0%; about 1 out of 3 women have experienced various forms of violence by an intimate partner in a lifetime and an estimated 65% of caregivers are women who may spend as much as 50% more time providing care than male caregivers.

In trying to explain the gender disparity in mental health, Mahaur et al. (2017) attributed the it to the fact that women tend to have employments with less power and autonomy, and are

more responsive to problems of people in their social networks; all of which can contribute to psychological distress. Zender and Olshansky (2009) linked their own explanation to three physiological differences in mental health. First is the presence the sex hormones - estrogen and progesterone which are known to influence brain function and how individuals respond to stress. Second is the reproductive hormonal changes that occur in women during premenstrual, postpartum, and peri-menopausal periods. Finally, compared to men's brain, women have larger frontal lobe of the brain, which is responsible for socialization, judgment and memory. WHO (2019b) identified a positive link between several social factors and women's mental health which include; pressures from multiple roles, gender discrimination, poverty, hunger, malnutrition, overwork in addition to domestic violence and sexual abuse. Hillemeie, Weisman, Chase and Dyer (2008) observed that rural women could be disposed to poorer mental health than urban women due to various factors that include poverty, social isolation, lack of job benefits, traditional gender roles, limited opportunity to higher education and better employment

In line with the position of APA (2017), Newman (1999) stated that women's mental health is also affected by their involvement in caring for the children, the elderly and invalid family members. Vichealth (2005a) further noted that poverty; discrimination; violence; socio-economic disadvantage; low social status; and traditional female gender roles were the factors which increase the risks of poor mental health among women. Similarly, Women's Health East (WHE), viewed women's mental health and well-being within the context of lower incomes, power in relationships, status in the workplace, greater caring responsibilities and experiences of harassment, violence and discrimination (WHE, 2013). As reported by Newman, three quarter of family member caregivers in U.S.A are women, hence any rise in caregiving responsibility in the family will have greater impact on women in the work force than men.

2.4 Breadwinning and female breadwinners

Breadwinning as conceptualized by Schmidt (2018), is the obligation of parents to work and earn money in order to ensure the family's subsistence or to economically secure family needs. It is the social responsibility primarily assigned to parents, to provide the material and financial needs of the family. Breadwinning does not just depict working and earning income, but entails active contribution towards meeting family needs and attaining family goals. Schmidt (2018), stated that there is a clear difference between earning money and breadwinning because earning does not directly translate to contributing to the needs of the family.

Until few decades ago, breadwinning has been socially construed as the responsibility of men. However, the movement of women out of the home and into the paid labor force has changed the way families live. Presently, working mothers contribute substantially to the overall family income and are assuming the responsibility of breadwinning for the family. The role of working mothers as breadwinners has received increased media and scholarly attention. The female breadwinners also known as breadwinning mothers or women breadwinners refer to single and married mothers who work, earn as much as or more than their husbands and contribute towards the family upkeep (Glynn, 2014). It also refers to single mothers who are responsible for providing all the family needs (Glynn, 2016). Cory and Stirling, (2015) defined a maternal breadwinner as a mother who earns 50 per cent or more of the total employment earnings within a family. The above definitions limited female breadwinners to mothers and wives, excluding single women who are neither married nor mothers but are also saddled with the responsibility of providing for siblings, aged parents and other dependent relatives. The current study therefore conceptualizes female breadwinners as working women who provide up to a quarter (25%) or more of the income required for meeting various family needs.

The issue of women taking up the role of breadwinning in modern families is on a steady increase globally and is not likely to take a down turn (Ben-Galim & Thompson, 2013). In fact, according to Sultana, Yahir and Yaacob (2014), without the women taking up the breadwinning role, families may find themselves living at poverty level. In Latvia, women are primary breadwinners in about 50% of household (Philip, 2015), in the United Kingdom, about 30% of all working mothers with dependent children are the breadwinners (Ben-Galim & Thompson, 2013) and a study of 800 working mothers by who read Working Mom's magazine as reported by Brooks (2013) revealed that 60% of the women were sole breadwinners while 30% were co-breadwinners. In South Africa, the findings of a survey of over 7,000 women mostly within 25 to 44 of age, found that 69% of respondents were the major breadwinners in their families (Malema, 2019). A report by Milazzo and van de Walle (2015) showed that the prevalence of female-headed families in Africa was 26%, but women breadwinners are not only found in the female-headed families. No recent update was found as the time of this study. In a newspaper interview in Lagos Nigeria, Ruth Isibor, the president of Catholic Women' Organization (CWO), roughly estimated that 90% of Nigerian women are the family financial providers (News Agency of Nigeria [NAN], 2019). However, empirical data for the prevalence of breadwinning among African and Nigerian women remains scarce.

Breadwinning among mothers has increased in all family types, age groups and across all income groups over the past 15 years as reported by Ben-Galim & Thompson (2013). Nevertheless, Glynn (2016) found that educational qualification, age, marital status and family income level, were the major factors associated with breadwinning among women. Higher levels of education are associated with breadwinning for mothers due to the fact that women with more education tend to earn higher salaries than their less educated peers. Regarding age as a factor, Glynn found out that younger women are more likely to be breadwinners than elderly women because younger women in paid employment are more likely to be single

mothers, combined with the fact that they earn less on average compared with older women. Furthermore, older women are more likely to have independent adult children than younger women. Finally, women in low-income families are much more likely to be primary or sole breadwinners compared with mothers in higher family income brackets. This could possibly be due to the fact that women in higher-income families are more likely to have a working partner who also contributes substantially to family upkeep (Glynn, 2016). This corroborated what Philip (2015) earlier observed in Britain; that there was a higher concentration of female breadwinners in the bottom half of the income distribution which is generally attributed to the rise in single motherhood.

A study by Eboiyehi, Muoghalu and Bankole (2016) in Ile-Ife, South west, Nigeria, identified various reasons women became breadwinners which include; weak economic condition of their spouses (68.7%), polygynous marriage (18.7 percent), laziness of husband (6.3 percent) and absence of husband (6.3 percent).

2.4.1 Categories of female breadwinners

Breadwinning is categorized into shared or co-breadwinning, primary breadwinning and sole breadwinning (Akinkugbe, 2016; Glynn, 2016). The co-breadwinners contribute between 25% and 49% of the family income, the primary breadwinners contribute 50% and above, while the sole breadwinners contribute up to 75% and above, of the total family income (Glynn, 2014). Glynn (2014) viewed breadwinning categories in the context of a woman's earning compared to that of the husband, hence she described co-breadwinning mother as one who earns less than her husband but still contributes significantly to the family's needs. Glynn (2014) also viewed co-breadwinners as different from breadwinners. However, this study is concerned with a woman's financial contribution towards family upkeep, independent of the

husband's or other family members' contributions and co-breadwinners are considered as a category of breadwinning just like the primary and sole breadwinners.

In defining the categories of breadwinners, Lambert (2018) defined a sole breadwinner as someone who has the single responsibility and full duty to work and provide for the family and does not have an option to leave the workforce at any time in the future. Breadwinning becomes a shared responsibility if the employments of both partners rank equal in importance, but not necessarily equal in pay. That means, where their incomes complement each other to carry the family through, and both earners cannot afford to leave their occupation at any time (Lambert, 2018).

Other categories of female breadwinners identified by Drago, Black and Wooden (2005) are temporary female breadwinners and persistent female breadwinners. Temporary breadwinners are women who earn and contribute more than their husbands at one point in time but has not always been that way. Temporary female breadwinners may emerge accidentally or in purposeful response to economic uncertainty. Instances of accidental temporary female breadwinners are where the woman experiences unusually high earnings or if the man is briefly unemployed or for other reasons temporarily receives low earnings. A case of purposeful venture is when a woman takes up an employment with relatively stable earnings such as owning a small business or receiving sales commission, to take care of the family needs when there is shortage of income from the man. Nevertheless, irrespective of the reason behind it, temporary female breadwinner do not have more financial power in the family than their spouses (Drago et al., 2005).

There are also two reasons of being persistent female breadwinners according to Drago et al. (2005). One reason could be because of adverse events affecting the man, such as long-term unemployment or persistent lower earnings. This does not suggest that the woman is

economically buoyant. Her earnings might be low, but the man's own is even lower. An instance is when the woman holds higher educational credentials or greater professional experience than the man. The other reason for being a persistent female breadwinner may be the ideology of gender equity. Specifically, where a man holds strong beliefs in gender equity, he might be willing to subsume his career aspirations, geographically relocate for the woman's career advancement, and/or take on a greater burden of housework and child care in order to create a more egalitarian family structure (Drago et al., 2005). Nevertheless, this study is concerned with current status of the women as breadwinners and is not interested in the persistency or otherwise of the breadwinning role.

2.4.2 Challenges and benefits of female breadwinners

Breadwinning among mothers has been found to have both positive and negative effects depending on the individual mother's circumstances. According to the U.S. national survey of 2,000 working parents by Working Mother Media, which included 820 breadwinners living with a partner, only 29% of the women reported being breadwinners by choice, versus 71% who took up the role by circumstances (Wallace, 2014). In the survey, breadwinning mothers who had partners and who did not choose to be the primary earners in their families feel less satisfied about their lives than women who consciously took up the role. Another reason breadwinning could be a challenge to women is when there is no commensurate involvement of the men in the household chores, that is, the woman is the breadwinner and at the same time takes full charge of the home and children (Lambert, 2018). This circumstance was found to have negative effects on both the women and the children. According to Lambert, being a sole or primary breadwinner impacts the physical health because of long working hours that are usually involved. It also puts a strain on one's emotional and psychological health, induces occupational stress, lack of concentration and focus, agitation, anxiety and deteriorating performance. Sole breadwinning could lead to self-sacrifices, such as forgoing higher

education, recreation and other self-improvement plans. In addition, Lifschitz (2018) observed that breadwinning among mothers could be stressful and reduce the amount of time mothers spend with children. It could also lead to poor sexual life which in turn could result in marital dissatisfaction and divorce. According to Narverud & Sorce (2009), female breadwinners sometimes feel guilty about not being able to provide adequate care for their children. They could also experience excessive pressure and occasional resentment of the demands of their multiple and conflicting roles. In South western Nigeria, a study by Akanle, Adesina, and Nwaobiala (2018) identified various challenges faced by female breadwinners and they include; frequent spousal arguments; the woman being overstressed and not having sufficient personal time due to the family burden; and low respect for men by the women and children; all of which could precipitate into domestic conflict.

On the benefits of breadwinning, a study of 15 female breadwinners in professional occupations in the United States identified independence, valuing partner's contributions, opportunities for control and ambition (Narverud & Sorce, 2009). The study found that having a sense of independence and strong ambition for career success and goal achievement were the more prominent benefits. Lifschitz (2018) observed that mothers who are breadwinners tend to have reduced anxiety than their economically dependent counterparts; there is also the possibility of having less anxious husbands especially when he is a low-income earner. Furthermore, couples who share domestic and breadwinning duties fairly, report higher marital happiness and better sexual life. Finally, the economical and emotional rewards of their paid employment could make women more attentive and stimulating mothers as well as role models for their children (Lifschitz, 2018). A study of about 9,000 people who took part in the U.S national longitudinal survey of youth between 2007 and 2011 as reported by Knapton (2016) found that women's psychological well-being improved as they made greater economic contributions towards their family and their overall emotional health and happiness decline as

they contributed less to the household; on the other hand, men's psychological well-being and health were at their worst during years when they were their families' sole breadwinner. In explaining this finding, the researchers conclude that “cultural expectations have left men viewing ‘breadwinning’ as an obligation they must fulfil, while women see it as an achievement” (Knapton, 2016). In addition, Torabi (2013) observed that breadwinning women could offer their husbands financial support for career advancement and opportunities to get more involved in parenting activities thereby helping themselves achieve more work-life balance.

2.5 Primary school teachers

A primary school teacher is an expert who is capable of imparting knowledge, skills and values that enhance development of learners and enable them face life challenges (Zombwe, 2014). They are adults who are involved in the social, intellectual, physical and moral development of pupils in public and private elementary schools. The public primary schools are usually owned by the state government and other government establishments such as the military while the private schools are owned by individuals, corporate bodies and religious organizations. The public and private schools are guided by the same national education policy, but the specific *modus operandi* of most private schools is determined by the proprietors or proprietresses. With the inclusion of preschool section into most primary schools (FGN, 2013), primary school teachers in this context also refer to the preschool teachers. Teachers in the preschool section take care of very young children between two to five years of age in nursery and kindergarten classes, while those in the primary section are in charge of children of about 5 to 12 years of age (FGN, 2013). A typical working day for a primary school teacher in Nigeria lasts seven to eight hours and also include time spent in outdoor supervision. Additional time outside of the standard working day is required for preparation of teaching

materials and the marking of assignments submitted by pupils, as well as attendance to parent-teacher meetings, where teachers provide parents with feedback on their children's progress.

Specific roles of a primary school teacher include:

- Developing and fostering the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude.
- Planning and delivering lessons, setting and marking assignments.
- Assessing and recording children's progress.
- Working as a team member within the other school staff and liaising with other relevant individuals such as educational psychologists.
- Liaising with parents and participating in meetings.
- Organizing and participating in extra-curricular activities.

Primary school teachers are essential to quality basic education, as they shape the minds and attitudes of young children towards the challenges and opportunities of life (UNESCO, 2015). However, various work related factors have been identified by (Seibt et al., 2013) as challenges of teachers. They include high workload and time pressure, behavioural problems of pupils, poor organizational school culture, poor working conditions which comprise too many pupils in a class and noise during the lessons, poorly equipped classrooms, behaviour of parents, a low degree of autonomy as well as different expectations of pupils and parents from the teachers. Nakpodia, (2011) observed that in Nigeria, the problems of primary school teachers include irregularities in the payments of their salaries and allowances, poor infrastructural facilities and equipment, ill-equipped offices, as well as lack of opportunities for retraining or professional development to update their skills and methods. These adverse work environment result in low level of motivation, lack of job satisfaction and loss of interest in the job among the teachers (Nakpodia, 2011).

The public and private schools are guided by the same national education policy but the specific *modus operandi* of most private schools is determined by the proprietors or proprietresses. With the inclusion of preschool section into most primary schools (FGN, 2013), primary school teachers in this context also refer to the preprimary teachers. Teachers in the preprimary section take care of very young children between two to five years of age in nursery and kindergarten classes. Primary school teachers are essential to quality basic education, as they shape the minds and attitudes of young children towards the challenges and opportunities of life (UNESCO, 2015). They are indispensable resources for developing the human capital of any nation (Sultana, Zahir & Yaacob, 2014), hence the well-being of teachers translates directly and indirectly to the well-being of the children, families and the society at large.

2.5.1 Challenges of primary school teachers

Teaching in primary schools comes with various challenges. A study by Yousef and Khasawneh, (2013), on problems faced by primary school teachers in Irbid governorate, identified the major problems to be related to students, parents, curriculum and the physical facilities. Some of the specific problem identified include large number of pupils resulting in overcrowded classrooms as well poor co-operation by parents regarding offences committed by their children in school. An earlier study carried out in Kenya by Magoci (1992), also identified large class (45 or more pupils) as one of the problems experienced by primary school teachers in addition to, work overload (30-40 periods per week) and insufficient teaching and learning materials. In Nigeria, a study carried out by Osunde and Izevbigie (2006) on teacher's attitude towards the teaching profession identified poor remuneration and poor societal regard for the teaching profession as challenges faced by teachers. In their study, these challenges lead to low self-esteem among the teachers. In corroboration, (Salami, 2007) and (Salami, 2010) identified poor salary, poor working conditions, work overload, students misbehaviours and

inadequate teaching and learning equipment as challenges of teachers in Nigeria which contribute to teachers' stress.

Teaching in urban schools was found to be very challenging, such that many urban teachers frequently change schools and eventually leave the teaching profession entirely (Gaikhorst, Beishuizen, Roosenboom & Volman, 2017). In addition to dealing with complex family lives, urban teachers were found to experience high workload, stress, dealing with children from multicultural and different behavioural backgrounds. On the other hand, teaching in rural schools also has its challenges which include poorer salary, lack of resources, poor access roads and costly means of transportation to and from work. Umar (2012) identified some characteristics of urban and rural communities which could have direct and indirect impact on the teachers working in the communities. According to Umar, rural areas are less densely populated with greater homogeneity in occupation, language, dressing and wider culture. Rural communities have slow means of communication, slow rate of change in culture due to less education and modernization, less social amenities like good access roads, less number of vehicles and poor electrification. There is also simple and informal social life, strong relationships and interaction of the people and there is also less pollution. On the other hand, urban areas are thickly populated, diverse in professions and occupations, dressing, language and customs. There is also complex and fast changing culture as well as formal social life. Urban areas have weak interpersonal interactions and social ties, improved social amenities and higher levels of environmental pollution (Umar, 2012). These differences in urban and rural communities are reflected in the difference between urban and rural schools. Specifically, McCracken and Barcinas (1991), noted that urban schools were larger; had more teachers, administrators, and support staff; and offered more courses and extra-curricular activities, but they were also more costly to operate on a per-pupil expenditure basis.

2.5.2 Work-family conflict and mental health of primary school teachers

A study by Nart & Batur (2014) investigated the relationship between work-family conflict, job stress, organizational commitment and job performance among Turkish primary teachers. The study revealed that work-family conflict had direct negative effect on job stress which in turn negatively affect organizational commitment. Another study carried out by Erdamar & Demirel (2014) determined the work-family conflict and family-work conflict experienced by primary and secondary teachers. It was found that female and young teachers go through work to family conflict more than their counterparts and private school teachers go through both of the conflicts more than public school teachers. According to Bulman (2018), in a new study, more than half of Britain's teachers have a diagnosed mental health problem. A study by Leeds Beckett University shows that of 775 surveyed, 54 per cent reported poor mental health, with 52 per cent of this number having been medically diagnosed (Bulman, 2018).

2.6 Summary of literature reviewed

Work-family conflict is a common phenomenon among workers especially those in paid employment. While some researchers viewed work-family conflict as a single concept that could manifest in the direction of work to family and family to work interference, others have maintained that work to family conflict is a distinct concept from family to work conflict and should be investigated as such. The current study however recognizes the fluidity of work and family roles especially among women. Hence the bidirectional approach to work-family-conflict was adopted which integrates both forms of conflict into a single concept. Furthermore, mental health is found to be an integral part of overall well-being of an individual as there is no health without mental health. Various literature showed that mental well-being does not suggest absence of mental illness or other clinically significant mental disorders hence adequate conceptualization of mental health should include both positive and negative states

of health. However, in the context of this study, the concept of mental health is viewed from the positive or subjective emotional, psychological and social well-being of an individual and therefore excludes the aspects of mental illness or psychiatric disorders.

Mental health and work-family conflict have been studied among teachers and other women professionals in different parts of the world. Various demographic, family and work factors have also been found to be associated with well-being of teachers. However, this study investigated work-family conflict, mental health and associated factors in the Nigerian context in relation to the emerging social role of female breadwinning. This novel perspective highlights the dynamics and implications of traditional gender role shift among Nigerian women in the teaching profession, and the possible way forward.

2.7 Conceptual framework

The conceptual framework of this study shows the three level interactions among the dependent and the independent study variables. In the first level relationship indicated by larger arrows (fig. 1), the concept of female breadwinner is the independent variable in the model, interacting with mental health and work-family conflict as the two major dependent variables. In the second level relationship shown by medium arrows, the three components of mental health; emotional, social and psychological well-being as well as the two dimensions of work-family conflict; work to family and family to work conflict are the dependent variables while the concept of female breadwinners is the independent variable. Using the smallest arrows, the framework shows the third level relationships of demographic/socio-economic characteristics as the independent variables in interaction with the dependent variables; mental health, work-family conflict and female breadwinners. On the same level, work and family characteristics are shown as independent variables in relationships with mental health and work-family

conflict of the respondents and mental health is the dependent variable in relationship with work-family conflict.

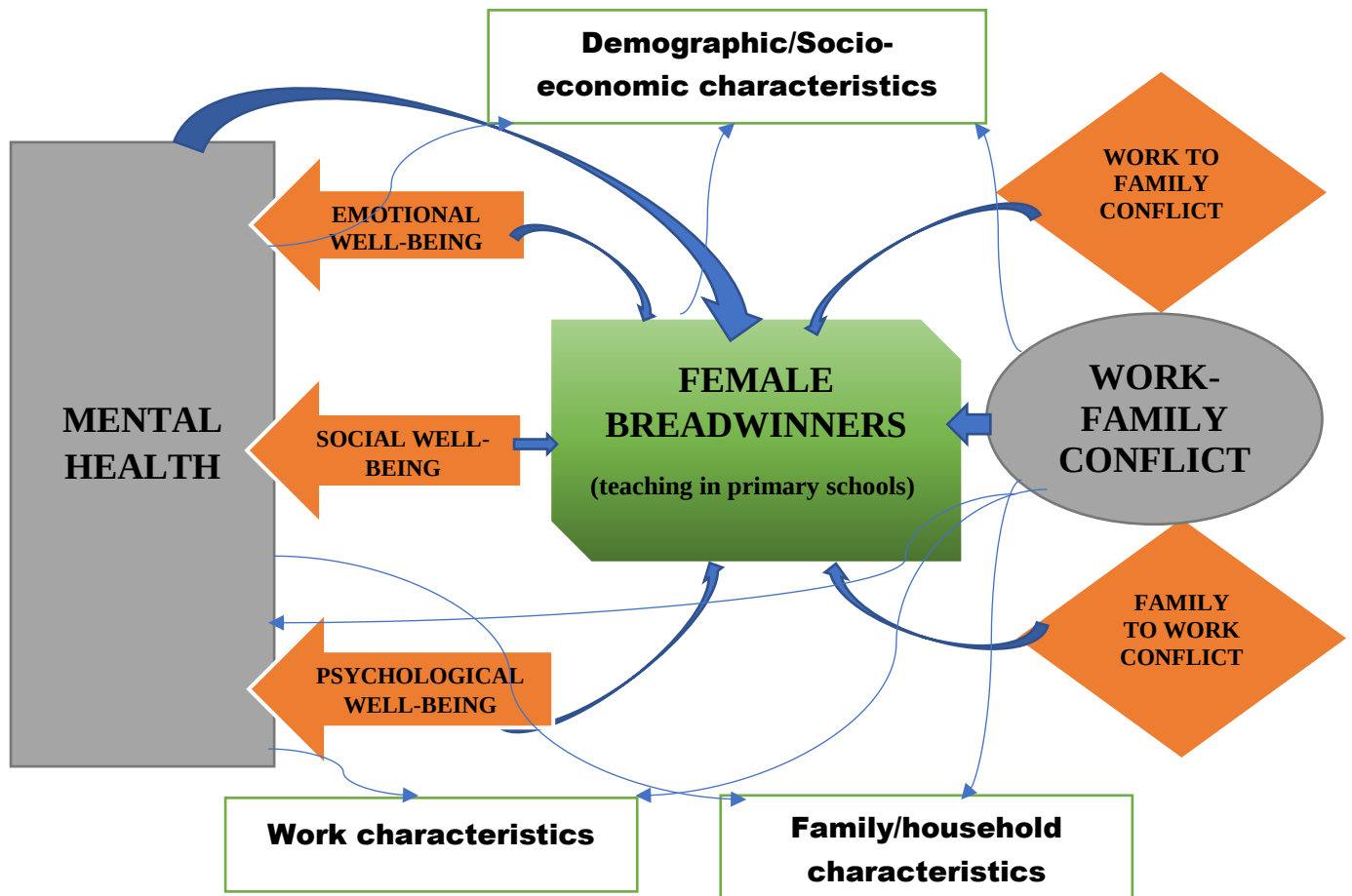


Fig. 1: Model of the relationship among research variables

CHAPTER THREE

3.0 MATERIALS AND METHODS

3.1 Area of the study

The area of the study was Enugu state which comprises 17 local government areas (LGAs) with 6 educational zones. The educational zones are Enugu zone (Enugu East, Enugu North and Isi Uzo LGAs); Agbani zone (Aninri, Awgu and Oji River LGAs); Udi zone (Ezeagu and Udi LGAs); Awgu Zone (Enugu South, Nkanu East and Nkanu West LGAs); Nsukka zone (Igbo Etiti, Nsukka and Uzo-Uwani LGAs) and Obollo zone (Igbo-Eze North, Igbo-Eze South and Udenu LGAs). Enugu state has many public and private educational institutions ranging from nursery schools to universities and is one of the educationally high-ranking states in Nigeria according to Federal Ministry of Education (2018).

3.2 Study design

The study employed cross-sectional survey design. Cross-sectional survey is a type of observational study used to obtain information about the characteristics or traits that exist in a population at a given time (Alexander, Lopes, Ricchetti-Masterson, & Yeatts, 2014).

3.3 Study population

The population was made up of all the 22,666 female teachers in the 2,686 (1460 private and 1,226 public) primary schools in the 6 educational zones in Enugu state (Enugu State Ministry of Education, 2016). The zonal distribution of the primary schools is as follows: Agbani zone - 472 (163 public and 309 private) primary schools, Awgu zone – 368 (213 public and 155 private) primary schools, Enugu zone – 762 (199 public and 563 private) primary schools, Nsukka zone – 514 (240 public and 278 private) primary schools, Obollo zone – 439 (236 public and 203 private) primary schools and Udi zone – 326 (175 public and 151 private) primary schools.

3.4 Sampling technique and sample size determination

A multi-stage sampling technique was used to select 2428 female primary school teachers for the study. The first stage involved a purposive sampling of three out of the six educational zones in the state. The second stage involved purposive selection of Nsukka zone because the research is domiciled in the zone. The other two zones; Enugu and Agbani were randomly selected through balloting without replacement. The distribution of public and private schools and teachers in the selected zones is given below.

Table 3. 1: Population of primary schools and teachers in the three selected zones

Zones	LGAs	Public schools	Public school teachers	Private schools	Private school teachers
Agbani	Enugu South	39	700	194	1948
	Nkanu East	70	524	48	281
	Nkanu West	54	349	68	548
Enugu	Enugu East	65	809	371	3529
	Enugu North	54	690	142	2009
	Isi-Uzo	80	219	28	246
Nsukka	Igbo-Etiti	59	332	52	330
	Nsukka	118	753	183	1458
	Uzo-Uwani	63	248	44	225
Total		463	4275	1130	10,574

Stage three involved a purposive selection of 2 LGAs from each of the selected zones; the ones with the highest number of schools and the ones with the lowest number of schools in each zone. This gave a total of six local government areas which are; Enugu South, Nkanu East, Enugu East, Isi-Uzo, Nsukka and Uzo-Uwani local government areas. The population of public and private primary schools and teachers from the selected LGAs in the zones are given below.

Table 3. 2: Population of primary schools and teachers in the selected local government areas

Zones	LGAs	Public schools	Public school teachers	Private schools	Private school teachers
Agbani	Enugu South	39	700	194	1948
	Nkanu East	70	524	48	281
Enugu	Enugu East	65	809	371	3529
	Isi-Uzo	80	219	28	246
Nsukka	Nsukka	118	753	183	1458
	Uzo-Uwani	63	248	44	225
Total		435	3253	868	7687

In stage four, the World Health Organization (2013) guideline for calculation of sample size in a survey was used to determine the sample size for schools and teachers in each local government area and educational zone, using this formula:

$$n = \frac{z^2 \times p(1-p)}{e^2}$$

$$\frac{1 + \left[\frac{z^2 \times p(1-p)}{e^2 N} \right]}{e^2 N}$$

Where n = sample size

z = level of confidence (1.96)

p = baseline prevalence level of the indicators (0.5 or 50%)

e = margin of error (0.05 or 5%)

N = Population size

The sample calculation yielded the following sample sizes for schools and female teachers according to zones and local government areas:

Table 3. 3: Number of schools and teachers selected from each of the six local government areas.

Zones	LGAs	Public schools	Public school teachers	Private schools	Private school teachers
Agbani	Enugu South	30	246	28	231
	Nkanu East	28	227	19	155
Enugu	Enugu East	31	253	32	261
	Isi-Uzo	17	143	18	147
Nsuka	Nsukka	31	253	35	286
	Uzo-Uwani	18	151	18	147
	Total	155	1273	150	1227

The total sample size for the study was 2500 (1273 public and 1227 private) female primary school teachers. The fifth stage involved purposive selection of schools with up to eight teachers in each LGA. In the sixth and last stage, 2428 (1233 public and 1195 private) female teachers who adequately filled the questionnaire, were used as sample for the study.

3.5 Instruments for data collection

Data for the study were collected using three instruments; a structured questionnaire and two standardized test instruments. The structured questionnaire was titled Female Breadwinning Questionnaire (FBQ). The standardized test instruments were the Work and Family Conflict Scale (WAFCS) by Haslam et al. (2014) and the English version of Mental Health Continuum- Short Form (MHC-SF) by Keyes (2009).

3.5.1 Female Breadwinning Questionnaire (FBQ)

The female breadwinning questionnaire was divided into five sections. Section A of the questionnaire elicited information on the respondents' demographic characteristics. Section B was used to obtain data on socio-economic characteristics. Sections C and D elicited information on family and work characteristics while section E was used to obtain data on the breadwinner categories of the respondents. In the section E, the respondents were asked to rate

their percentage contribution towards providing six family needs, namely family feeding, children's clothing, children's school fees, family housing/rent, children's healthcare and miscellaneous expenditure. These six items were rated on a four-point scale of 0 – 3 which corresponds to < 25%, 25% - 49%, 50% - 74% and 75% - 100%. The items were adapted from the questionnaire used by Eboiyehi, Muoghalu and Bankole, (2016) for identifying the roles played by women breadwinners. The response options of the questionnaire were structured based on the categories of female breadwinners by Cory and Stirling, (2015) and Glynn (2016). The total obtainable scores ranged from 0-18 and the respondents' mean scores were calculated using the formula:

$$\text{Mean score} = \text{Sum of all rating scores} \div 6 \text{ (number of items on family needs)}$$

The mean scores were approximated to the nearest whole numbers within the range of 0-3. The respondents whose mean scores corresponded to 1 were categorized as co-breadwinners. Those who scored 2, were categorized as primary breadwinners and the respondents who scored 3 were categorized as sole breadwinners. The respondents who scored 0 were regarded as non-breadwinners. The later were used as the control group.

3.5.2 Work and Family Conflict Scale (WAFCS)

The WAFCS is a 10-item instrument that has two sub sections: work-to-family conflict (W-FC) and family-to-work conflict (F-WC). It is rated on a 7-point Likert Scale starting from 1 (very strongly disagree) to 7 (very strongly agree) but a 5-point Likert Scale of 1 (strongly disagree) to 5 (strongly agree) was used for the study. Work-family conflict was determined in two levels: mild and severe work-family conflict. The scores obtainable for each sub - section (W-FC and F-WC), ranges from 5 to 25. The cut off mark for the establishment of each sub section was ≥ 15 . Respondents with scores within the range of 15 – 19.9 were regarded as experiencing mild W-FC or F-WC while respondents with scores ranging from 20 - 25 were

classified as undergoing severe conflict. The respondents who scored < 15 were regarded as the no conflict group in the two forms of work-family conflict. The scores on W-FC and F-WC were summed to obtain the total WFC scores of the respondents which varied from 10 to 50, where high scores indicated high level of conflict and low scores indicated low level of conflict. The median cut off score was set at ≥ 30 . Mild WFC was established at 30 – 39.9 and severe WFC was established at the range 40 – 50. The respondents with WFC score of less than 30 were rated as experiencing no work-family conflict.

3.5.3 Mental Health Continuum- Short Form (MHC – SF)

The mental health of the respondents was assessed using the MHC-SF questionnaire (English version). The scale consisted of 14 questions out of which 3 questions were on signs of hedonic well-being and 11 questions were on signs of positive functioning. Questions 1-3 measured emotional well-being; 4-8 measured social well-being while questions 9-14 assessed the aspect of psychological well-being. The questions had 6 possible answers which were Never, Once or Twice, About Once a Week, About 2 or 3 Times a Week, Almost Every Day and Every Day. The obtainable scores by the respondents on emotional well-being subscale was 0 – 15, social well-being scores ranges from 0 -25, obtainable scores for psychological well-being were 0 - 30 and the total scores for the overall mental health varied from 0 - 70 with the mean score range of 0 - 5. High scores indicated better mental health. Mean scores of 0 and 1 were coded as 0 and rated languishing mental health; 2 and 3 were coded 1 and rated moderate mental health while 4 and 5 were coded 2 and rated flourishing mental health (Keyes, 2009).

3.6 Validity and reliability of the instruments

The structured questionnaire was validated for content by three lecturers in the Department of Home Science and Management, and Department of Nutrition and Dietetics, University of Nigeria, Nsukka. The standardized instruments and the structured questionnaire

were subjected to reliability test using 30 female (15 public and 15 private) primary school teachers in Obollo educational zone as recommended by Samuels (2015). This group of respondents had similar characteristics with the sample for the study. Data collected from the group using the structured questionnaire, work and family conflict scale (WAFCS) and mental health scale (MHC-SF) were subjected to Cronbach's Alpha reliability test and the coefficient values obtained were 0.79, 0.80 and 0.69, respectively. The values all fell within the acceptable reliability range of 0.65 and 0.90 as stated by Goforth (2015).

3.7 Ethical clearance

Ethical approval for the study was obtained from University of Nigeria Teaching Hospital Ethical Committee on Research Projects with the number: NHREC/05/01/200B-FWA0002458-1RB00002323.

3.8 Preliminary visits

Preliminary visits were made to the primary schools to enable the researcher to become acquainted with the head teachers of the schools in the zones. The purpose of the research and date of commencement were made known to them to get the teachers to cooperate and participate in the study. An identification letter was collected from the Head of Department, Home Science and Management, University of Nigeria, Nsukka (UNN) and was used to introduce the researcher to the school heads and the teachers.

3.9 Informed consent

A written, informed consent form was used to get the respondents' consent to participate in the study. The form stated the purpose of the research, the procedure, the voluntary nature of participation and assurance of confidentiality of the information. The content of the form was duly explained to the respondents after which they signed the forms.

3. 10 Recruitment and briefing of research assistants

Twelve research assistants (two for each local government area) were recruited from among the undergraduate students at the University of Nigeria, Nsukka. The research assistants were briefed by the researcher on how to administer and retrieve the instruments.

3.11 Method of data collection

Two thousand, five hundred copies (2500) of the questionnaire, WAFCS and MHC-SF were hand distributed to the respondents and were retrieved after a week to give them enough time to complete them. The questionnaires were sorted and a total of 2428 (97.1%) were found to be viable for analysis.

3.12 Data and statistical analysis

Data obtained were coded into the Statistical Product and Service Solutions (IBM-SPSS) version 23 for analysis. Data on breadwinning categories, work-family conflict and mental health were transformed to obtain the total and mean scores of the respondents. After obtaining the categories of breadwinners, the non-breadwinners were excluded from further analysis except for mean comparison. The data for respondents' background characteristics, breadwinning categories, work-family and mental health status were presented as cross-tabulations of frequencies and percentages, pie charts, bar charts, histograms, means and standard deviations. Chi square was used to test for the relationship between categorical variables and Cramer's V was calculated to determine the effect size of bivariate relationship. Cramer's V of less than 0.30 corresponds to small effect size, 0.30- 0.49, moderate size and ≥ 0.5 corresponds to large effect size (Yockey, 2016). Pearson's correlation was used to determine the correlation between work-family and mental health of the respondents. Independent sample t-test was used to compare the mean work-family conflict and mental health of public and private school teachers, between teachers of pre-primary and primary

classes and between urban and rural school teachers. Cohen's d was used to calculate the effect size of bivariate mean difference where 0.2, 0.5 and 0.8 corresponds to small, medium and large effect sizes (Yockey, 2016). One-way Analysis of Variance (ANOVA) was used to compare the mean work-family conflict and mental health scores of the categories of female breadwinners based on demographic, socio-economic, family and work characteristics. Levene's test was used to determine homogeneity of variance among groups and Duncan's multiple range test was used to separate means. The level of significance was established at $p < 0.05$.

CHAPTER FOUR

4.0

RESULTS

In this chapter, the findings of the descriptive and inferential analyses conducted in this study are presented.

4.1 Demographic characteristics of the respondents

Table 4.1 shows the age, educational qualification, years of teaching experience, religion and marital status of the respondents. More than half (54.3%) of the teachers were between 20 – 40 years of age and a few (2.2%) were ≥ 60 years. Diploma was the most common (45.1%) educational qualification among the respondents, 20.0% had Senior Secondary School Certificate and 4.8% had post graduate qualification. A greater proportion (53.8%) of the respondents had been teaching for 6- 15 years; majority (92.7%) of the teachers were Christians, and 60.8% were married.

Table 4. 1:Demographic/socio-economic characteristics of the respondents

Parameter	Frequency	Percentage (%)
*Age (n = 2389)		
< 20 years	203	8.5
20-40 years	1298	54.3
41-60 years	836	35.0
> 60 years	52	2.2
Total	2389	100
*Educational qualification (n = 2411)		
SSC and less	481	20.0
NCE/Diploma	1095	45.4
First degree	718	29.8
Post graduate certificate	117	4.8
Total	2411	100
*Teaching experience (n = 2374)		
≤5 years	806	33.9
6 -15 years	1277	53.8
≥16 years	291	12.3
Total	2374	100
*Religion (n = 2351)		
Christianity	2180	92.7
Islam	66	2.8
Tradition	52	2.2
Others	53	2.3
Total	2351	100
*Marital status (n = 2421)		
Single	593	24.5
Married	1471	60.8
Divorced/separated	82	3.4
Widowed	246	10.1
Single mothers	29	1.2
Total	2421	100

SSC = senior school certificate, NCE = Nigeria certificate in education, *; n < 2428 due to missing values

Table 4.2 shows the salary, type and location of school of the respondents. Many (48.9%) of the teachers earned between ₦20,000 - ₦40,000, and a few (4.9%) earned >₦60,000. According to the type of school of the respondents, there were 50.8% public and 49.2% private school teachers. A good number (61.5%) of the respondents worked in urban schools while the rest (38.5%) were rural school teachers.

Table 4. 2: Salary, type and location of school of the respondents

Parameter	Frequency	Percentage (%)
*Salary (₦) (n = 2415)		
Less than 20,000	536	22.3
20,000 – 40,000	1182	48.9
41,000 – 60,000	578	23.9
More than 60,000	119	4.9
Total	2415	100
Type of school (n = 2428)		
Private	1195	49.2
Public	1233	50.8
Total	2428	100
Location of school (n = 2428)		
Urban	1494	61.5
Rural	934	38.5
Total	2428	100

*, n < 2428 due to missing values

4.2 Work characteristics of the respondents

Table 4.3 shows the work characteristics of the respondents. Many (78.3%) of the respondents taught in primary classes (junior, 40.2% and senior 38.2%) while 21.6% taught in the pre-primary section. The majority (89.6%) of them spent 5-10 hours at work daily and a few (2.9%) > 10 hours. More than half (57.5%) had 25-40 pupils in class, 22.9%, > 40 pupils; and a few (18.3%), <25 pupils. Less than a quarter (20.1%) had their workplace close enough to their homes; 47.4% went to work by commercial vehicles while 32.8% trekked.

Table 4. 3: Work characteristics of the respondents

Parameter	Frequency	Percentage (%)
Section of class taught (n = 2428)		
Pre-primary	525	21.6
Junior primary	977	40.2
Senior primary	926	38.2
Total	2428	100
*Time spent at work daily (n = 2357)		
< 5 hours		
5-10hrs	177	7.5
> 10hours	2111	89.6
Total	69	2.9
	2357	100
*Class size (n = 2264)		
< 25 pupils	444	19.6
25-40 pupils	1302	57.5
> 40 pupils	518	22.9
Total	2264	100
*Nearness to work place (n = 2371)		
Near	476	20.1
Not so near	807	34.0
Far	823	34.7
Very far	265	11.2
Total	2371	100
*Means of transportation to work (n = 2369)		
Trekking	779	32.8
Private vehicle	468	19.8
Commercial vehicle	1122	47.4
Total	2369	100

*, n < 2428 due to missing values

Table 4.4 presents data on the availability and adequacy of work facilities of respondents. About half (50.7%) of the respondents had available and adequate classroom space, furniture (55.7%), writing equipment (55.3%), lighting (49.3%) and ventilation (63.8%).

Table 4. 4: Availability and adequacy of work facilities of respondents

Parameter	Frequency	Percentage (%)
*Approved classroom space (n = 2385)		
Not available	116	4.9
Inadequate	1060	44.4
Available and adequate	1209	50.7
Total	2385	100
*Approved classroom furniture (n = 2384)		
Not available	105	4.4
Inadequate	952	39.9
Available and adequate	1327	55.7
Total	2384	100
*Approved teaching equipment (n = 2379)		
Not available	132	5.5
Inadequate	933	39.2
Available and adequate	1314	55.3
Total	2379	100
*Approved classroom lighting (n = 2370)		
Not available	318	13.4
Inadequate	884	37.3
Available and adequate	1168	49.3
Total	2370	100
*Approved classroom ventilation (n = 2361)		
Not available	152	6.4
Inadequate	704	29.8
Available and adequate	1505	63.8
Total	2361	100

*, n < 2428 due to missing values

4.3 Family/household characteristics of the respondents

Table 4.5.1 shows the family/household characteristics of the respondents. Many (60.7%) of the respondents lived in rented apartment, 21.8% in own house and 17.5% family house. A good number (65.8%) of the teachers lived in 2-3bedroom apartment, 17.9% single room. Almost half (49.5%) of the teachers had ≤ 4 people in the household and 17.2% ≥ 6 people. About a quarter (26.3%) of the respondents had no dependent children, 36.9% 1-2 children, 29.5 % 3-4 children and 7.3% >4 children. Almost a third (32.1%) of respondents had their oldest child ≥ 20 years old, and 18.0% 0-5years old. Age of youngest child was 0-5 years for 55.5% of the respondents and ≥ 20 years old children for 5.8%.

Table 4. 5: Family/household characteristics of the respondents

Parameter	Frequency	Percentage (%)
*Type of residence (n = 2405)		
Own house	524	21.8
Rented apartment	1460	60.7
Family house	421	17.5
Tota	2405	100
*Accommodation type (n = 2411)		
Single room	432	17.9
2-3 bedrooms	1586	65.8
>3 bedrooms	393	16.3
Total	2411	100
*Household size (n = 2391)		
≥ 4 people	1201	50.2
5-6 people	780	32.6
> 6 people	410	17.2
Total	2391	100
*Number of dependent children (n = 2405)		
None	630	26.3
1-2 children	882	36.9
3-4 children	707	29.5
More than 4 children	174	7.3
Total	2393	100
*Age of oldest child (n = 1821)		
0-5 years	328	18.0
6-12 years	394	21.6
13-19 years	516	28.3
≥ 20 years	583	32.1
Total	1821	100
*Age of youngest child (n = 1821)		
0-5 years	1011	55.5
6-12 years	464	25.5
13-19 years	241	13.2
≥ 20 years	105	5.8
Total	1821	100

*, n < 2428 due to missing values

Table 4.6 shows the family/household characteristics of the respondents. Less than 20% (19.4%) of the teachers had one dependent elderly person, 9.9% two elders, 5.5% > 2 elders. Some (15.7%) of them had one chronically ill family member they take care of, 4.2% $\leq$ 2 ill family members. Many (79.3%) of the respondents did not have house helps and more than a quarter (47.8%) claimed that their husbands/partners sometimes helped in house chores. More than half (55.2%) shared family toilet and bathroom, and 18.8% general toilet and bathroom. More than a third (41.2%), had their household water supply free and easily accessible and a few (3.8%), not free and not easily accessible.

Table 4. 6: Family/household characteristics of the respondents cont'd.

Parameter	Frequency	Percentage (%)
*Number of dependent elderly (n = 2393)		
None	1561	65.2
One	464	19.4
Two	236	9.9
>2	132	5.5
Total	2393	100
*Number of dependent chronic sick persons (n = 2385)		
None	1910	80.1
One	374	15.7
≥2	101	4.2
Total	2385	100
*Available house helps (n = 2392)		
None	1898	79.3
One	398	16.6
Two	66	2.8
>2	30	1.3
Total	2392	100
*Help from husband/partner (n = 1574)		
None	189	12.0
Rare	338	21.5
Sometimes	753	47.8
Always	294	18.7
Total	1574	100
*Toilet and bathroom usage (n = 2414)		
Personal toilet and bathroom	628	26.0
Family toilet and bathroom	1333	55.2
General toilet and bathroom	453	18.8
Total	2414	100
*Household water supply (n = 2412)		
Free/ easily accessible	994	41.2
Free/not easily accessed	591	24.5
Not free/easily accessed	735	30.5
Not free/ not easily accessed	92	3.8
Total	2412	100

*, n < 2428 due to missing values

4.4 Categories of female breadwinners

Figure 4.1 shows the categorization of female breadwinners among the primary school teachers. A good proportion (73.6%) of the teachers were female breadwinners while 26.4% were not.

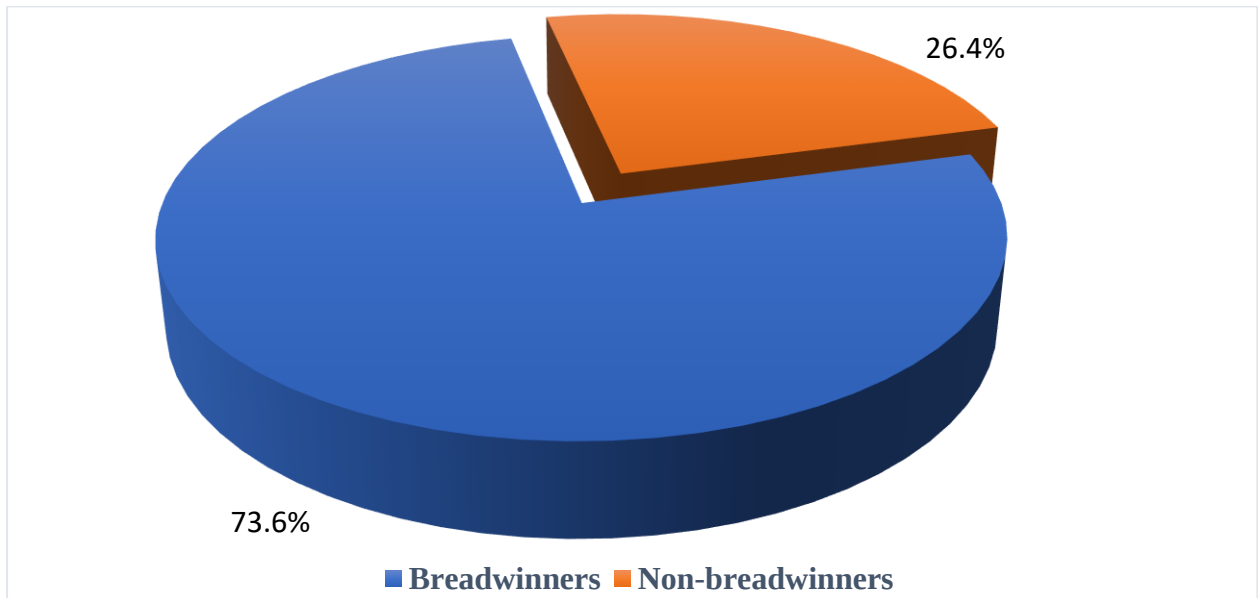


Fig. 4.1: Categorization of the female breadwinners among the primary school teachers.

Figure 4.2 illustrates the categories of female breadwinners teaching in the primary schools. About half (50.4%) of the breadwinners were co-breadwinners, 28.2% primary breadwinners, 21.4% sole breadwinners.

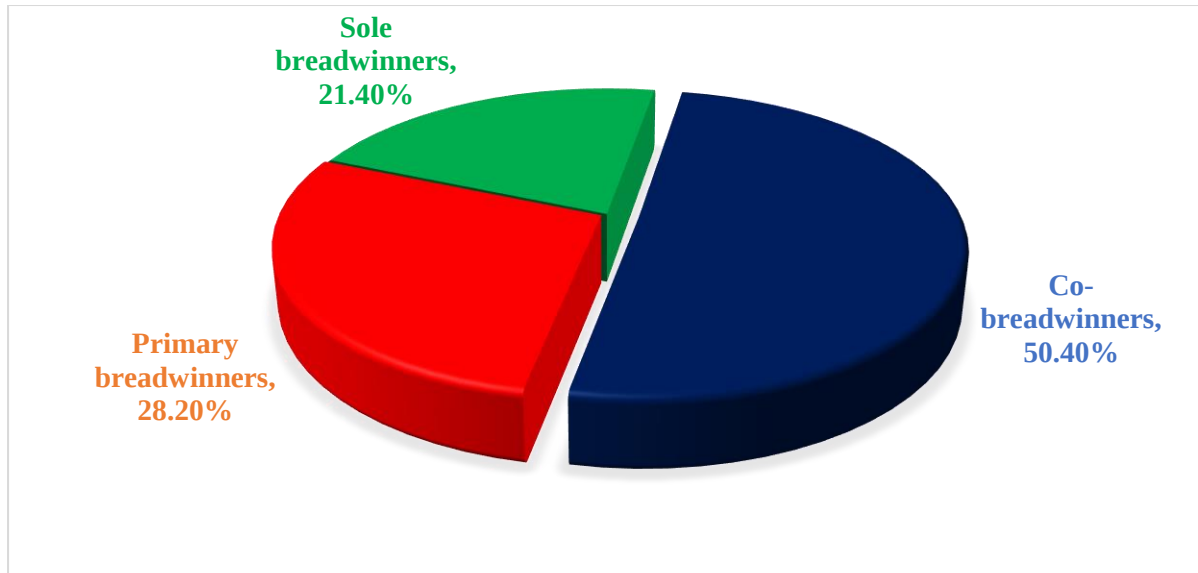


Fig. 4. 2: Categories of female breadwinners teaching in the primary schools

Figure 4.3 presents the categorization of the breadwinners according to age. The < 20years old respondents had 80.3% non-breadwinners, 16.3% co-breadwinners, 2.5%, primary breadwinners, and 1.00% sole breadwinners. The above 60 years age group had 30.8% of sole breadwinners while the 41-60 years group had 5.0% of non- breadwinners. Age was significantly ($p < 0.05$) associated with breadwinning.

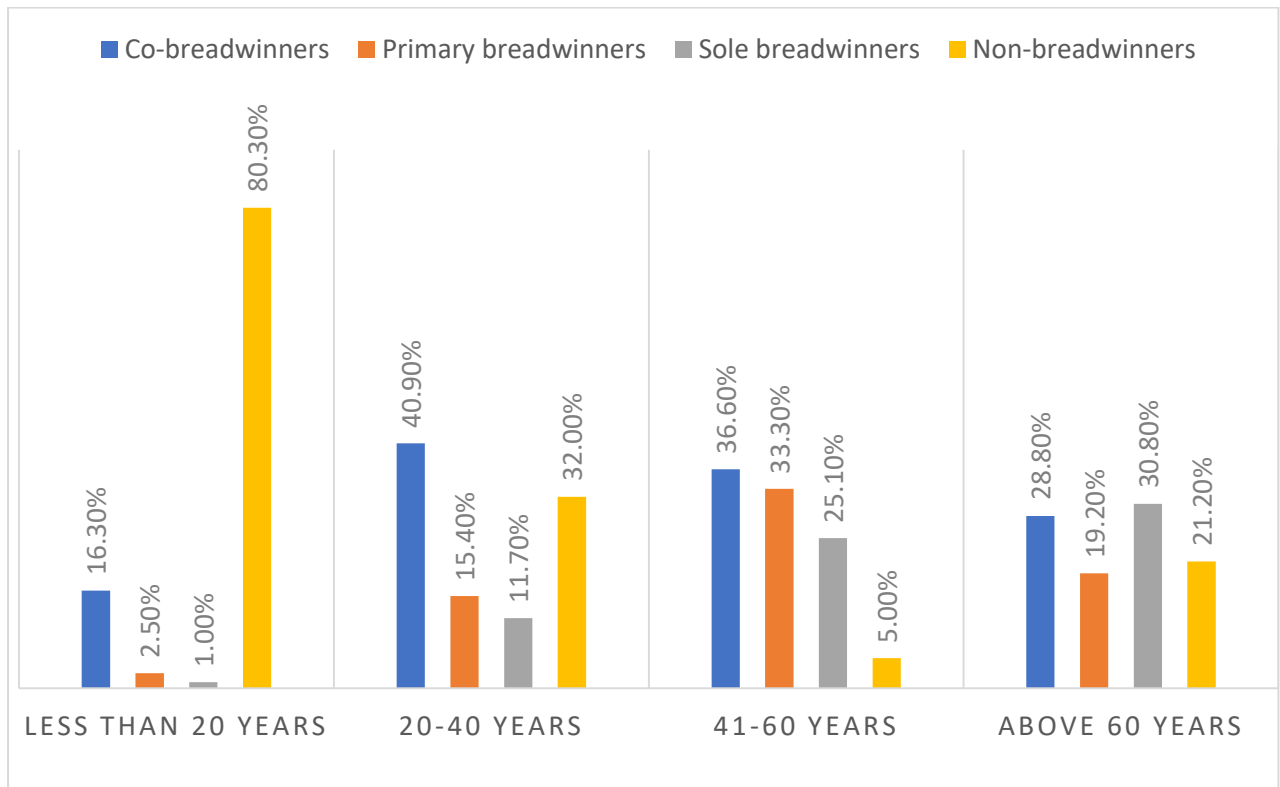


Fig. 4. 3: Categorization of breadwinners according to age; $\chi^2 = 872.07$, $df = 9$, $p = 0.00$

Figure 4.4 shows the categorization of breadwinners according to educational level. Respondents with senior school certificate and less were mostly (65.1%) non-breadwinners, 24.9% co-breadwinners, 5.6% primary breadwinners and 4.4% sole breadwinners. The first-degree holders had 49.2% co-breadwinners while the Diploma holders were 25.8% primary breadwinners. There was a significant ($p < 0.05$) relationship between educational qualification and breadwinning.

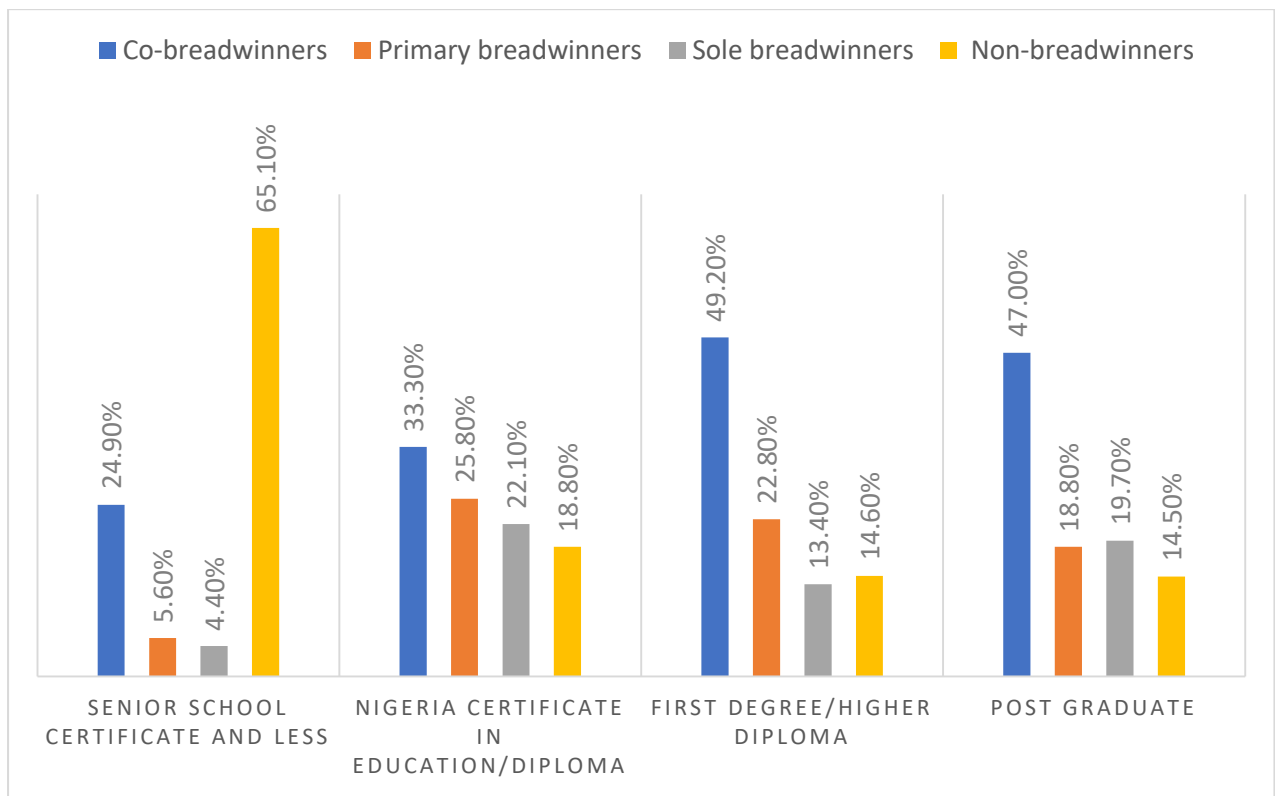


Fig. 4. 4: Categorization of breadwinners, according to educational level; $\chi^2 = 872.07$, $df = 9$, $p = 0.00$

Figure 4.5 describes categorization of breadwinners, according to teaching experience. More than half (56.70%) of the respondents who had ≥ 5 years of teaching experience were non-breadwinners; among the 6-15 years group, 42.80% were co-breadwinners; 26.2% primary breadwinners and 19.1% sole breadwinners. There was significant ($0 < 0.05$) relationship between breadwinning and teaching experience of the respondents.

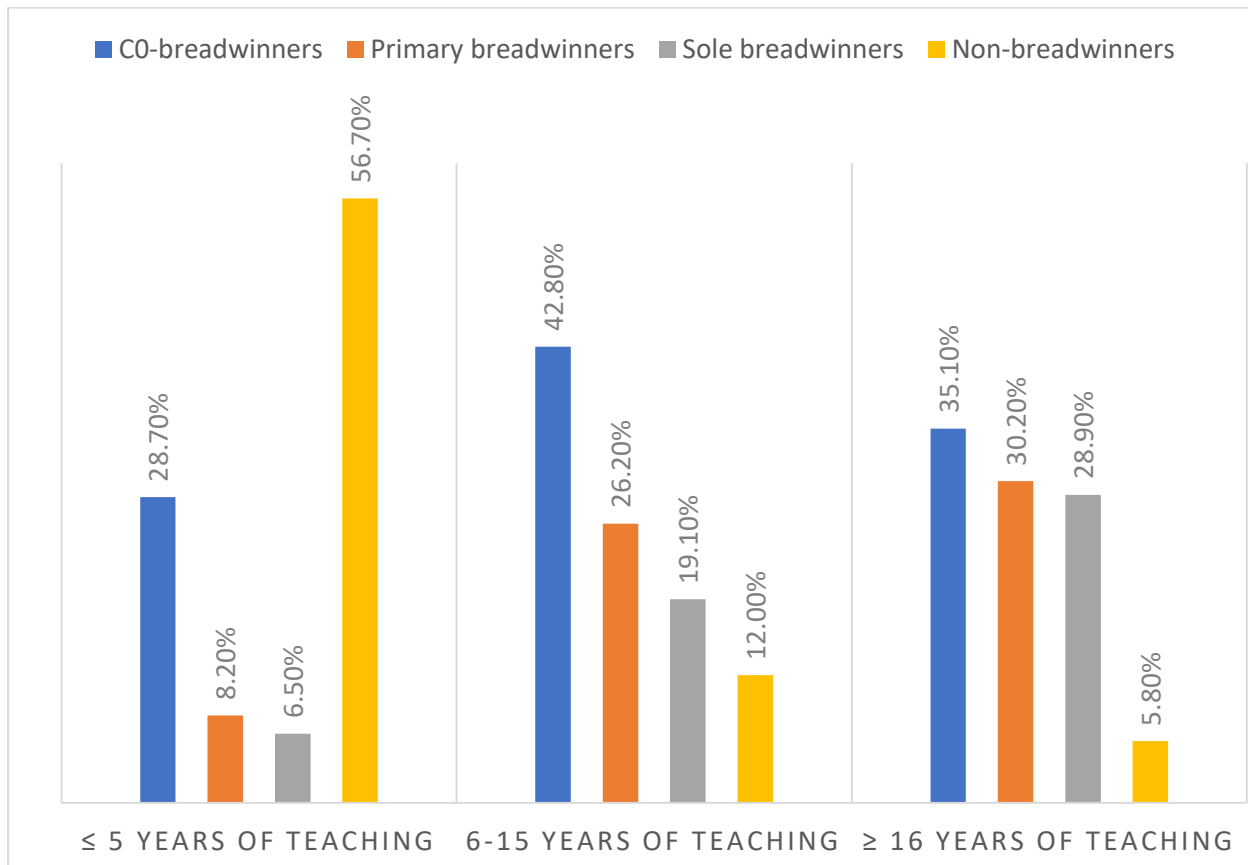


Fig. 4. 5: Categorization of breadwinners according to teaching experience; $\chi^2 = 658.07$, $df = 6$, $p = 0.00$

Figure 4.6 presents data on the categories of breadwinners in relation to marital status. About a quarter (25.9%) of single respondents were breadwinners. The married respondents were mostly (51.10%) co-breadwinners. More than half (58.5%) of the divorced/separated/widowed were sole breadwinners. All (100%) of the unmarried mothers were breadwinners. Breadwinning was significantly ($p < 0.05$) associated with marital status of the respondents.

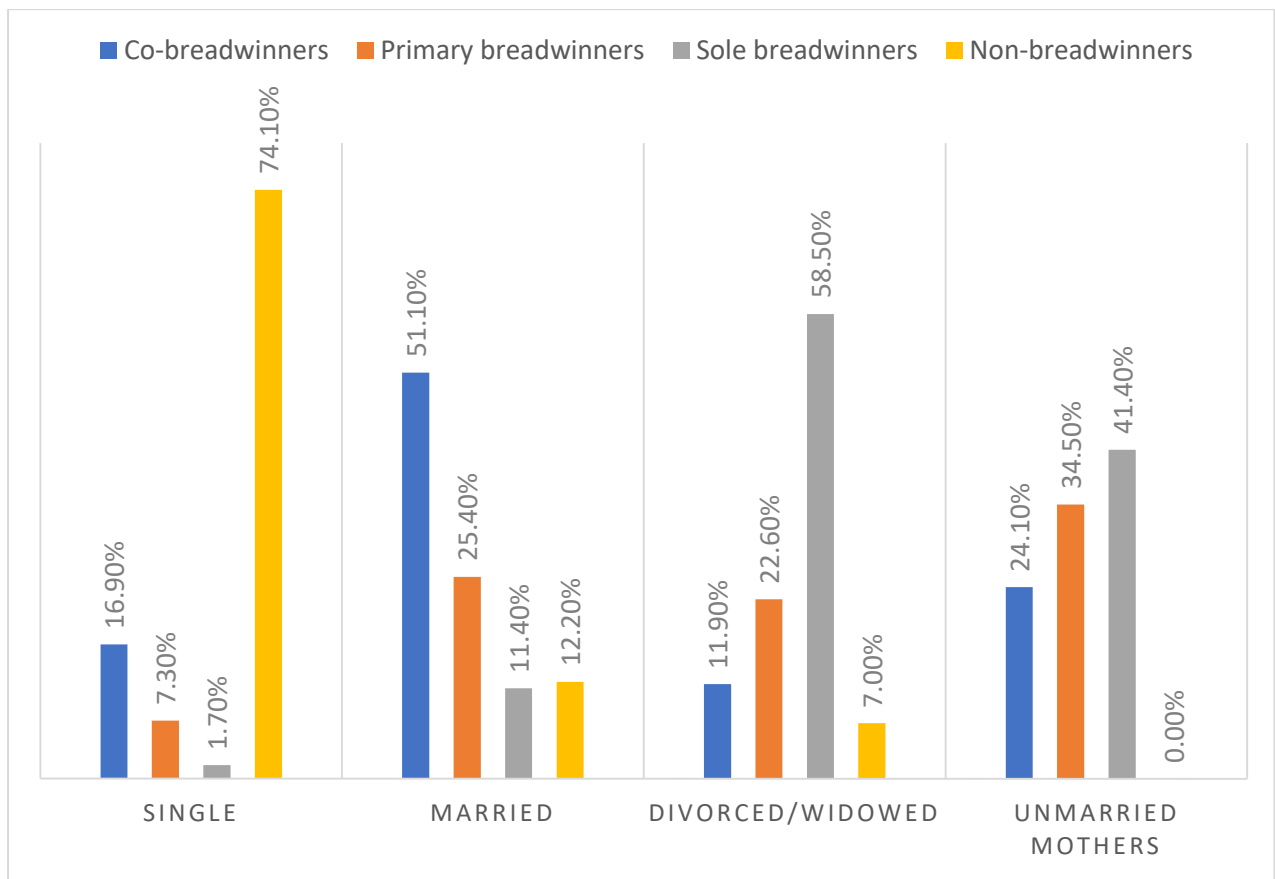


Fig. 4. 6: Categories of breadwinners in relation to marital status; $\chi^2 = 1432.82$, $df = 9$, $p = 0.00$

Figure 4.7 describes the categories of breadwinners in relation to type marriage. Majority (95.3% and 96.2%) of the polygamous senior and junior wives were breadwinners and 85.2% monogamous wives were breadwinners. Among the monogamous wives, 45.6% were co-breadwinners, 24.1% primary breadwinners and 18.0% sole breadwinners. Respondents who were polygamous senior and junior wives had the least (4.7% and 3.8%) proportion of non-breadwinners, respectively. The relationship between breadwinning and type of marriage was not significant ($p > 0.05$).

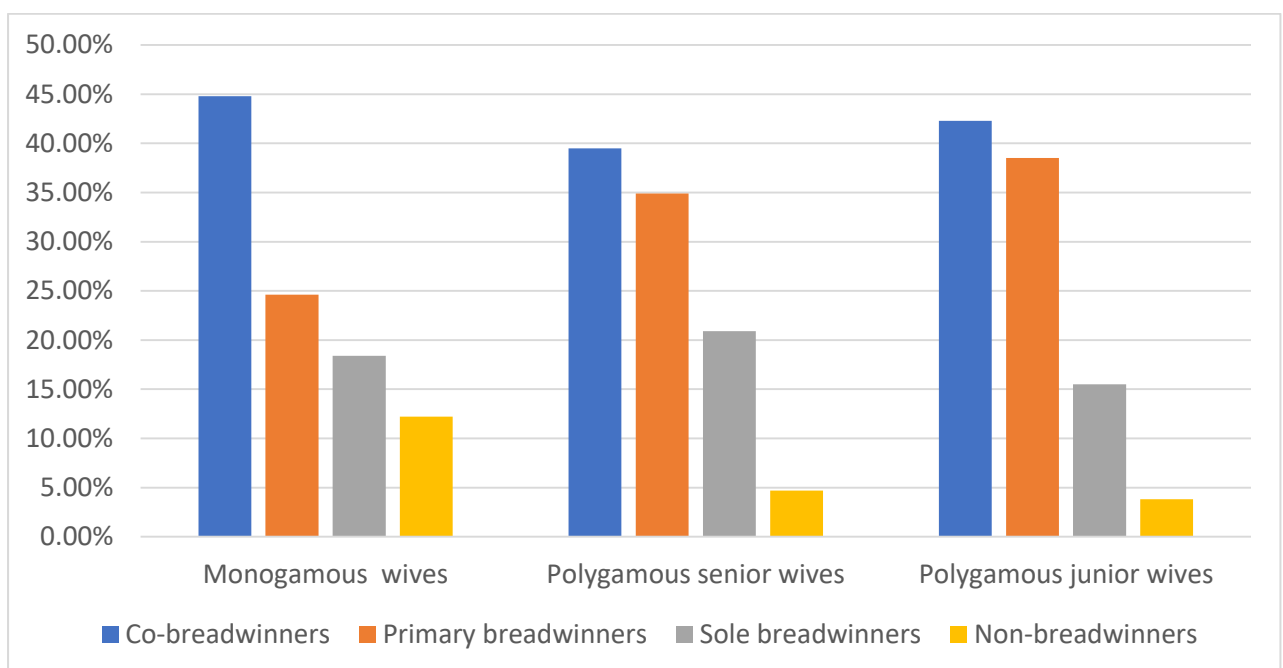


Fig. 4. 7: Categories of breadwinners in relation to type of marriage; $\chi^2 = 7.67$, $df = 6$, $p = 0.26$

Figure 4.8 presents the breadwinner categories in relation with religion. Religion of the respondents was significantly ($p < 0.05$) related to breadwinning. Moslems had the highest (51.5%) proportion of co-breadwinners while Christians had 36.4%. A good number (45.5%) of the respondents of other religions were primary breadwinners and 27.3% sole breadwinners. The traditionalists had the highest (34.6%) proportion of non-breadwinners. Religion was not significantly ($p > 0.05$) associated with breadwinning.

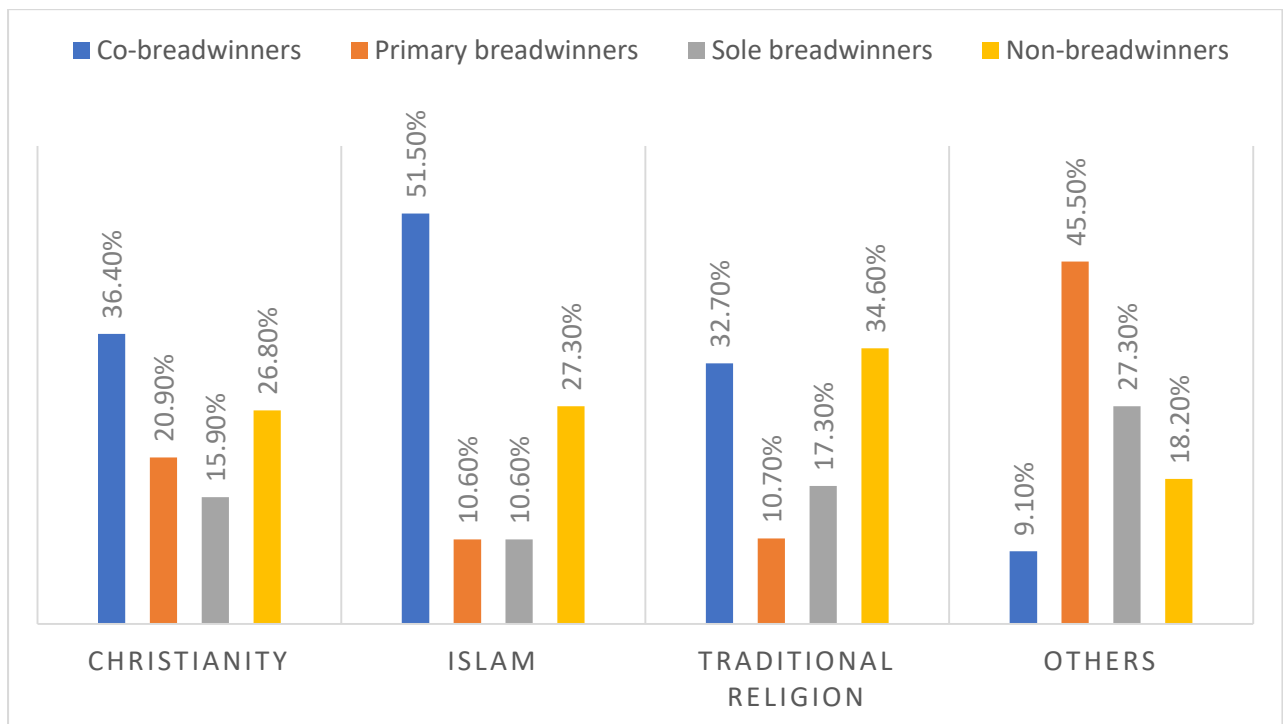


Fig. 4. 8: Categories of breadwinners in relation to religion; $\chi^2 = 17.42$, $p = 0.40$

Figure 4.9 delineates the correlation of breadwinning categories and salary level. The respondents who earned < ₦20,000 had the least (5.3%) sole breadwinners, and those who earned ≥ ₦60,000 had the highest (33.6%) sole breadwinners. The respondents that earned ₦20,000-₦40,000 were mostly (43.70%) co-breadwinners. Very few (6.7%) on salary of ₦60,000 were non-breadwinners. Salary was significantly ($p < 0.05$) associated with breadwinning among the respondents.

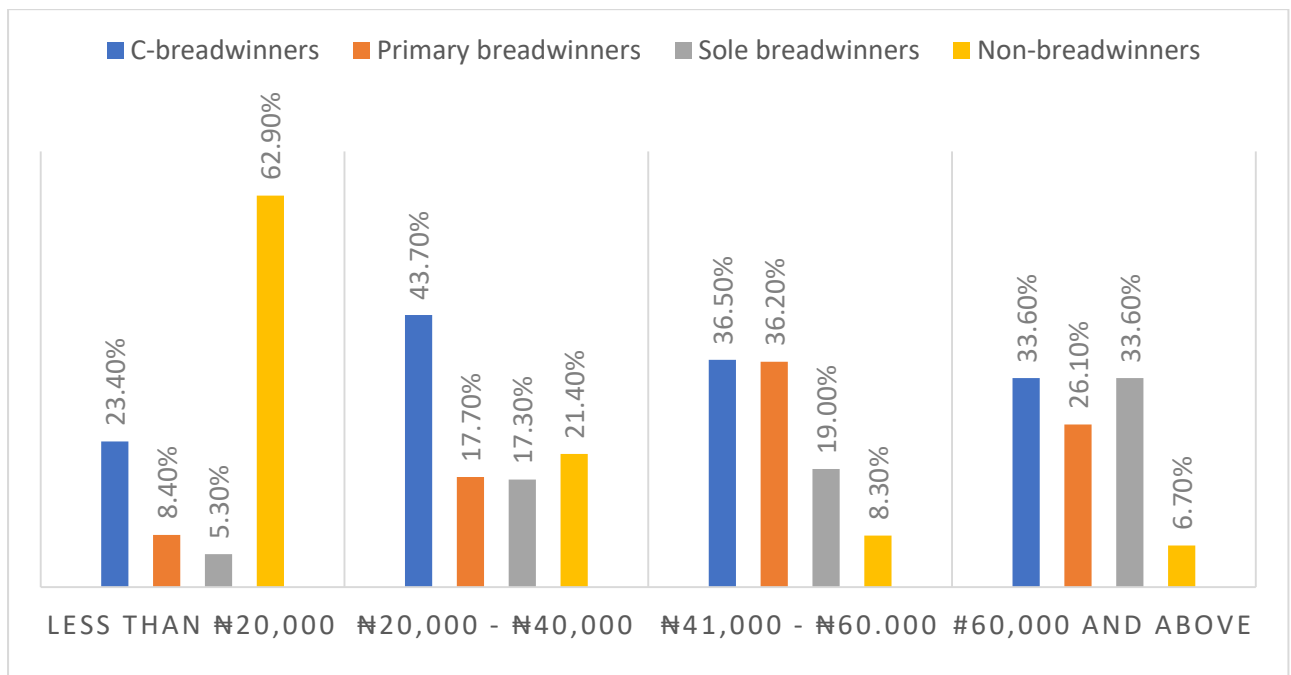


Fig. 4. 9 Categories of breadwinners in relation to salary level; $\chi^2 = 582.91$, $df = 9$, $p = 0.00$

Figure 4.10 shows the categories of breadwinners in private and public primary schools. About a third (37.7%) of the respondents in private schools were co-breadwinners, 11.5% primary breadwinners and 10.0% sole breadwinners. The public-school teachers were 36.5% co-breadwinners, 29.7% primary breadwinners and 21.3% sole breadwinners. There were more (40.8%) non-breadwinners in private schools than 12.5% in public schools. Breadwinning had a significant ($p < 0.05$) relationship with type of school the respondents worked in.

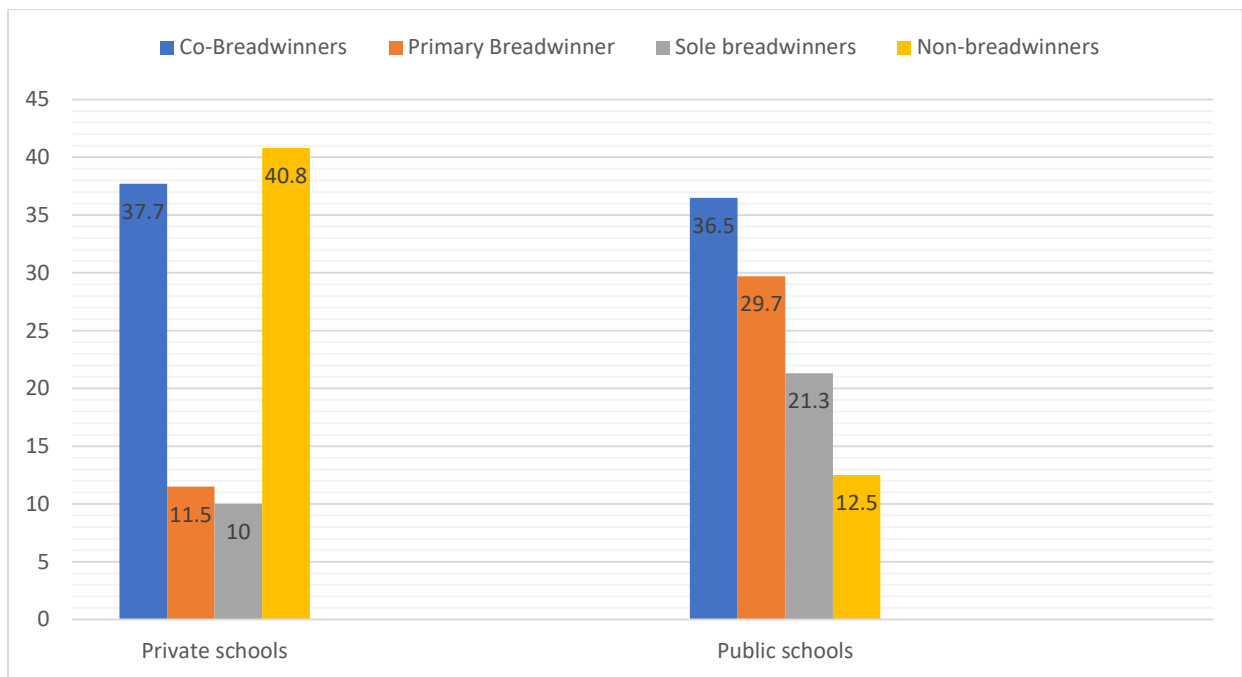


Fig. 4. 10: Categories of breadwinners in relation to school type; $\chi^2 = 330.68$, $df = 3$, $p = 0.00$

Figure 4.11 shows the association between breadwinner categories and location of schools. The urban school teachers were 36.6% co-breadwinners, 23.7% primary breadwinners and 16.1% sole breadwinners. The rural school teachers had 36.4% co-breadwinners and 30.9% non-breadwinners. Location of school of the respondents was significantly ($p < 0.05$) associated with being a breadwinner.

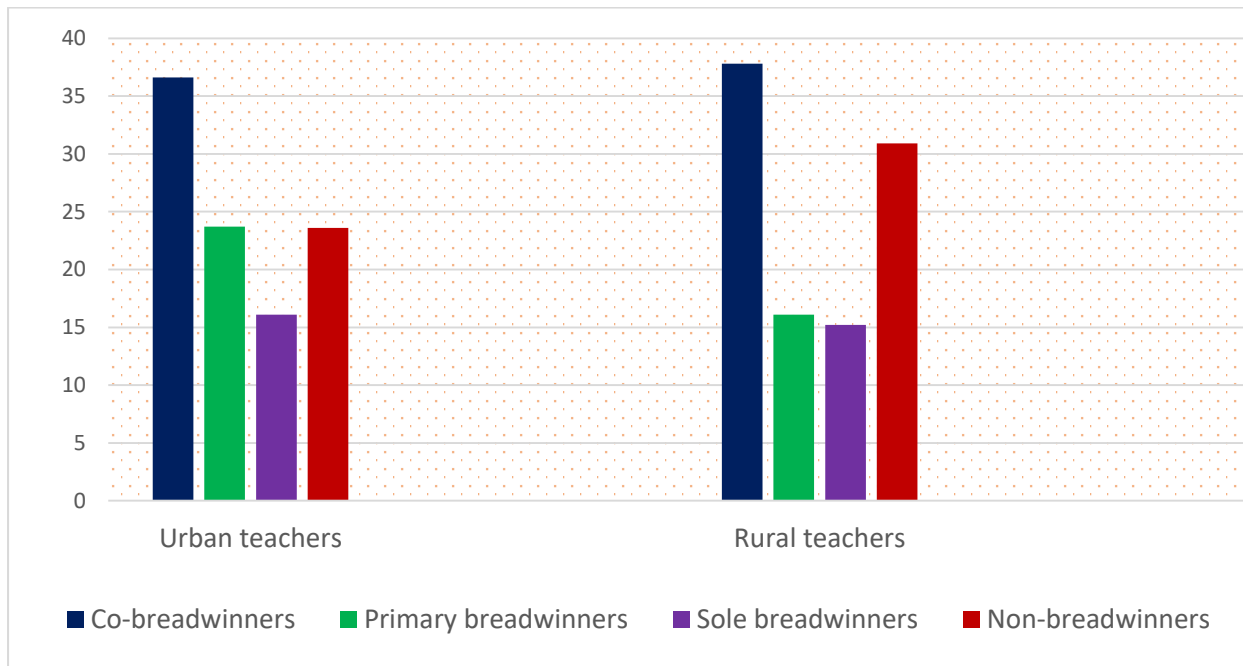


Fig. 4. 11 Categories of breadwinners according to school location; $\chi^2 = 28.25$, $df = 9$, $p = 0.00$

Figure 4.12 describes the categories of breadwinners in relation with section of class taught. Almost a third (30.9%) of respondents in pre-primary section were co-breadwinners, 13.7% were primary breadwinners and 9.1% sole breadwinners. The junior primary teachers were mostly (39.2%) co-breadwinners and senior primary had 19.3% primary breadwinners and 16.5% sole breadwinners. Non-breadwinners were more (46.3%) among pre-primary teachers than 25.0% in junior primary and 16.7% in senior primary sections. There was significant ($p < 0.05$) relationship between breadwinning and the school section taught by the respondents.

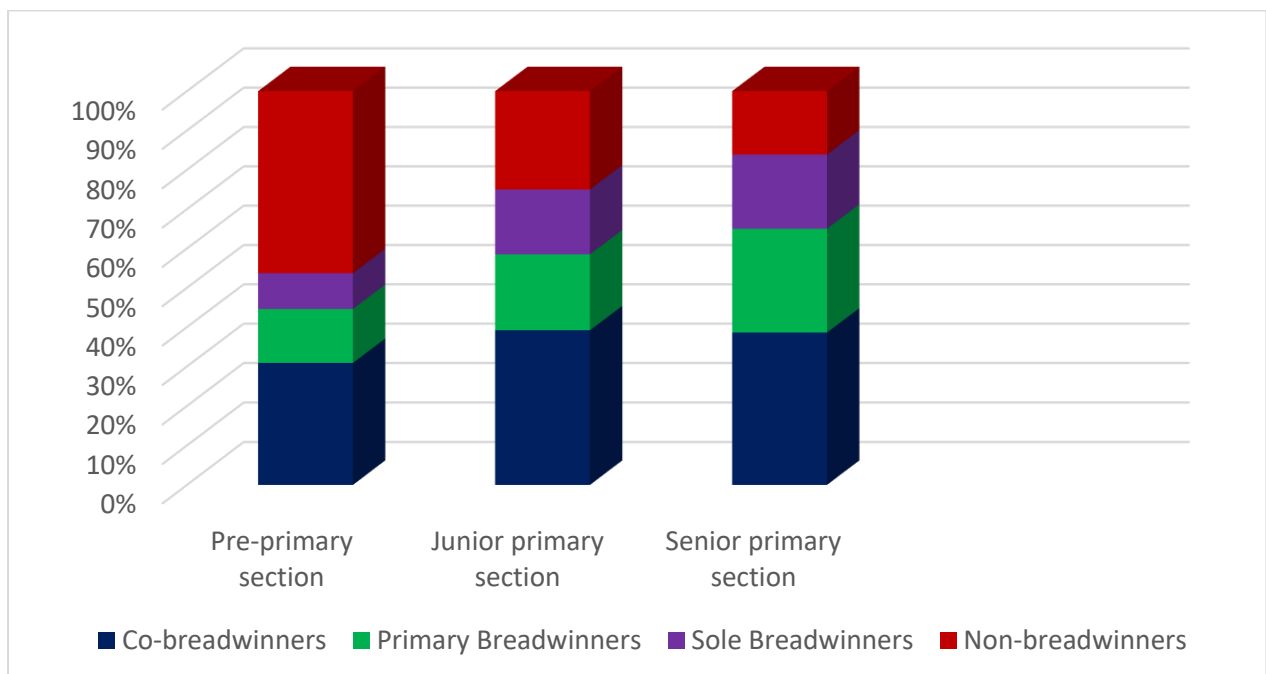


Fig. 4. 12: Categories of breadwinners in relation to section of class taught; $\chi^2 = 165.88$, $df = 9$, $p = 0.00$

4.5 Level of work-family conflict among the respondents

Table 4.7 shows the level of work-family conflict experienced by the female breadwinners. On the aspect of work to family conflict, 26.4% had mild conflict and 5.4% severe conflict. The sole breadwinners experienced the most (39.8%) work-to-family conflict and the co-breadwinners had the least (24.9%). Almost 22% of the breadwinners had mild family-to-work conflict, and a few (7.1%) had severe level of conflict. The sole breadwinners experienced more (48.4%) family to work conflict than the 34.7% primary breadwinners and 17.7% co-breadwinners. On the overall work-family conflict, more than half (51.1%) of the breadwinners had work-family conflict; 8.6% of the co-breadwinners and 23.3% of the sole breadwinners faced severe conflict. There was a significant ($p < 0.05$) relationship between breadwinning and all the dimensions of work- family conflict.

Table 4. 7: Work-family conflict of the female breadwinners

Category of breadwinning	No conflict F (%)	Mild conflict F (%)	Severe conflict F (%)	Total conflict F (%)	Total F (%)
Work-to-family conflict					
Co- breadwinners	676 (75.1)	189 (21.0)	35 (3.9)	224 (24.9)	900 (100)
Primary breadwinners	311 (61.7)	167 (33.1)	26 (5.2)	193 (38.3)	504 (100)
Sole breadwinners	230 (60.2)	117 (30.6)	35 (9.2)	152 (39.8)	382 (100)
Total	1217 (68.1)	473 (26.4)	96 (5.4)	569 (31.9)	1786(100)
$\chi^2 = 48.06$, $df = 4$, $p = 0.00$,					
Family-to-work conflict					
Co-breadwinners	741 (82.3)	122 (13.6)	37 (4.1)	159 (17.7)	900 (100)
Primary breadwinners	329 (65.3)	143 (28.4)	32 (6.3)	175 (34.7)	504 (100)
Sole breadwinners	197 (51.6)	127 (33.2)	58 (15.2)	185 (48.4)	382 (100)
Total	1267 (70.9)	392 (21.9)	127 (7.1)	519 (29.1)	1786 (100)
$\chi^2 = 143.33$, $df = 4$, $p = 0.00$,					
Overall work-family conflict					
Co-breadwinners	566 (62.9)	257 (28.6)	77 (8.6)	334 (37.1)	900 (100)
Primary breadwinners	191 (37.9)	232 (46.0)	81 (16.1)	313 (62.1)	504 (100)
Sole breadwinners	115 (30.1)	178 (46.6)	89 (23.3)	267 (69.9)	382 (100)
Total	872 (48.9)	667 (37.3)	247(13.8)	914 (51.1)	1786 (100)
$\chi^2 = 158.46$, $df = 4$, $p = 0.00$,					

df = degree of freedom, F = frequency, V = effect size, figures in parentheses are percentages

Table 4.8 shows the mean scores of the three categories of breadwinners on the work-family and family-work conflict. The mean work-to-family conflict, family-to-work conflict and overall work-family conflict increased statistically ($p < 0.05$) with increase in the category of breadwinners. The sole breadwinners had the highest overall mean scores (28.78) while the non-breadwinners (control group) had the lowest mean (20.11).

Table 4. 8: Mean scores of the three categories of breadwinners and non-breadwinners on the work-family conflict

	Co-BW		Primary		Sole BW		Non-BW		F	P values
	$\bar{X}$	SD	BW	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Work-to-family conflict	11.81±4.46		13.33 ± 4.54		13.89	± 4.71	10.31	± 4.12	69.86	0.00
Family-to-work conflict	11.01 ± 4.53		12.88 ± 4.97		14.38	± 5.55	9.80 ± 3.83		95.96	0.00
Overall Work-family conflict	22.81± 8.18		26.21 ± 8.71		28.78	± 9.45	20.11	± 7.36	97.96	0.00

BW = breadwinners, $\bar{X}$ = Mean; SD = Standard deviation, F = ANOVA, p = level of significance

4.6 Mental health status of the breadwinners

Table 4.9 shows the mental health status of the female breadwinners. On emotional well-being, 26% of the breadwinners were found to have moderate status, 2.6% languishing and 71.4% flourishing. Less than half (46.1%) of the breadwinners had flourishing social well-being, 48.4% moderate and 5.5% languishing. Almost a quarter (24.6%) of the breadwinners reported moderate psychological well-being while 0.7% were languishing. Overall mental health status of the breadwinners was 70.2% flourishing, 23.4% moderate and 6.4% languishing. Breadwinning was significantly ($p < 0.05$) associated with psychological well-being of breadwinners.

Table 4. 9: Mental health status of the female breadwinners

Categories of breadwinning	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total F (%)
Emotional well-being				
Co-breadwinners	22 (2.5)	234 (26.3)	635 (71.3)	891 (100)
Primary breadwinners	14 (2.8)	128 (25.6)	358 (71.6)	500 (100)
Sole breadwinners	9 (2.4)	97 (26.0)	267 (71.6)	373 (100)
Total	45 (2.6)	459 (26.0)	1260 (71.4)	1764 (100)
$\chi^2 = 0.31$, df = 4, p = 0.99				
Social well-being				
Co-breadwinners	49 (5.5)	442 (49.9)	399 (44.8)	891 (100)
Primary breadwinners	26 (5.2)	251 (50.2)	223 (44.6)	500 (100)
Sole breadwinners	22 (5.9)	101 (43.2)	190 (50.9)	373 (100)
Total	97 (5.5)	854 (48.4)	818 (46.1)	1764 (100)
$\chi^2 = 5.38$, df = 4, p = 0.25				
Psychological well-being				
Co-breadwinners	6 (0.7)	238 (26.7)	646 (72.6)	891 (100)
Primary breadwinners	6 (1.2)	98 (19.6)	396 (79.2)	500 (100)
Sole breadwinners	2 (0.5)	98 (26.3)	273 (73.2)	373 (100)
Total	14 (0.7)	434 (24.6)	1315 (74.5)	1764 (100)
$\chi^2 = 10.67$, df = 4, p = 0.03				
Overall mental health				
Co-breadwinners	70 (7.9)	205 (23.0)	616 (69.1)	891 (100)
Primary breadwinners	25 (5.0)	118 (23.6)	357 (71.4)	500 (100)
Sole breadwinners	18 (4.8)	88 (23.6)	267 (71.6)	373 (100)
Total	113 (6.4)	411 (23.4)	1240 (70.2)	1764 (100)
$\chi^2 = 6.33$, df = 4, p = 0.18				

F = frequency, figures in parentheses are percentages, df = degree of freedom, p = significant level

Table 4.10 shows the mean mental health scores of the categories of breadwinners. There was no significant ($p > 0.05$) difference in the mean scores of the categories of breadwinners on emotional, social, psychological and the overall mental health status. The non-breadwinners had higher mean scores on emotional (11.71), social (16.33), psychological (23.02) and overall mental health status (51.06).

Table 4.10: Mean mental health scores of the categories of breadwinners and non-breadwinners

	Co-BW		Primary BW		Sole BW		Non-BW		F	p
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Mental health										
Emotional well-being	11.80±2.92		11.53±2.67		11.53±2.67		11.71±3.10		0.93	0.43
Social well-being	16.24±5.04		16.45±4.64		16.45±4.64		16.33±5.58		1.20	0.31
Psychological well-being	23.09±5.32		23.44±4.95		23.44±4.95		23.02±5.85		0.66	0.58
Overall mental health	51.13±11.20		51.42±10.05		51.42±10.05		51.06±2.68		0.25	0.86

BW = breadwinner, $\bar{X}$ = mean; SD = standard deviation, F = ANOVA values, p = level of significance

4.7 Relationship between work-family conflict and mental health of female breadwinners

Table 4.11 shows the correlation between work-family conflict and the mental health of the female breadwinners. There was a significant ($p < 0.05$) negative correlation between emotional well-being and all dimensions of work-family conflict; $r = -0.10$. Family-to-work conflict was positively correlated ($p < 0.05$) with social well-being of the respondents while the overall mental health and the overall work-family conflict were not significantly ($p > 0.05$) correlated.

Table 4.11: Correlation between work-family conflict and the mental health of the respondents

Variable	Well-being							
	Emotional		Social		Psychological		Overall mental health	
	r	p	r	p	r	p	r	p
Work-to-family conflict	-0.10	0.01*	-0.01	0.71	-0.05	0.06	-0.04	0.80
Family-to-work conflict	-0.10	0.02*	0.10	0.00*	-0.01	0.68	0.02	0.54
Work - family conflict	-0.10	0.02*	0.04	0.11	-0.03	0.23	-0.01	0.60

r = Pearson's correlation co-efficient, p = level of significance, * correlation is significant at 0.05 level of significance (2-tailed).

Table 4.12 shows the mean mental health scores of the conflict and no conflict experienced breadwinners in relation to work-family conflict. The breadwinners who experienced no work-to-family conflict scored significantly ($p < 0.05$) higher on emotional well-being (11.81) than those who experienced work-to-family conflict. Breadwinners who did not experience family-to-work conflict had higher emotional mean score (11.79) than the conflict group. On overall work-family conflict, the no conflict group scored significantly ($p < 0.05$) higher than the conflict group on emotional and psychological well-being but did not differ significantly ($p > 0.05$) on social well-being and overall mental health.

Table 4. 12: Mean mental health scores of the conflict and no conflict group of breadwinners in relation to work-family conflict

Variable	Conflict group		No conflict group		t values	df	p
	$\bar{X}$	SD	$\bar{X}$	SD			
Work-to-family conflict							
Emotional well-being	11.43± 2.76		11.81 ± 2.84		2.65	1761	0.01*
Social well-being	16.42 ± 4.71		16.42 ± 5.01		0.003	1761	0.99
Psychological well-being	23.13 ± 5.11		23.23 ± 4.98		0.38	1761	0.70
Overall mental health	50.47 ± 10.71		51.47 ± 10.71		0.90	1761	0.37
Family-to-work conflict							
Emotional well-being	11.48 ± 2.81		11.79 ± 2.84		1.91	1635	0.02 *
Social well-being	16.64 ± 4.29		16.31 ± 5.14		1.17	1635	0.24
Psychological well-being	23.19 ± 4.56		23.20 ± 4.56		2.03	1635	0.99
Overall mental health	50.74 ± 9.50		51.30 ± 10.10		0.91	1635	0.36
Work-family conflict							
Emotional well-being	11.52 ± 2.74		11.87 ± 2.89		2.23	1762	0.01*
Social well-being	16.61 ± 4.53		16.23 ± 5.29		1.64	1686.9	0.10
Psychological well-being	22.89 ± 4.83		23.52 ± 5.19		2.64	1731.9	0.01*
Overall mental health	51.63 ± 11.08		51.02 ± 9.98		1.21	1716.4	0.23

$\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p value = level of significance, * = difference is significant at 0.05 level of significance (2-tailed).

Table 4.13 presents the mean work-family conflict and mental health scores of the breadwinners in the pre-primary and primary sections. The breadwinners in the pre-primary section had significantly ($p < 0.05$) lower mean score (11.49) on family-to-work conflict than those in primary section (12.40). The mean scores of breadwinners in primary section were significantly ($p < 0.05$) higher on social well-being, psychological well-being and overall mental health than those in pre-primary section.

Table 4. 13: Mean work-family conflict and mental health status of the respondents in pre- primary and primary sections

	Pre-primary		Primary		t value	df	P value
	$\bar{X}$	SD	$\bar{X}$	SD			
Dimensions of conflict							
Work-to-family conflict	12.62	± 4.84	12.69	± 4.58	0.24	381.4	0.81
Family-to-work conflict	11.49	± 4.98	12.40	± 5.08	2.76	1784	0.01*
Overall work-family conflict	24.11	± 8.91	25.09	± 8.91	1.70	1784	0.09
Mental health							
Emotional well-being	11.69	± 3.05	11.69	± 2.70	0.01	1762	0.99
Social well-being	15.79	± 5.26	16.54	± 4.84	2.33	1762	0.02*
Psychological well-being	22.34	± 5.54	23.36	± 4.90	2.86	364.3	0.00*
Overall mental health	49.84	± 11.88	51.59	± 10.23	2.31	359.7	0.02*

$\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, t = t-test values, p value = level of significance, * = difference is significant at 0.05 level of significance (2-tailed).

Table 4.14 describes the mean work-family conflict and mental health status of the breadwinners in private and public schools. The breadwinners in public schools had significantly ($p < 0.05$) higher mean work-to-family score (13.15), family-to-work (12.91) and overall work-family conflict (26.98) than those in the private schools, however, the breadwinners in private schools scored significantly ($p < 0.05$) higher on emotional well-being (12.04), social well-being (17.24) and overall mental health (52.58).

Table 4. 14: Mean work-family conflict and mental health of the respondents in private and public schools

		Private school		Public school		t- value	df	p value
		$\bar{X}$	SD	$\bar{X}$	SD			
Dimensions of work-family conflict								
Work-to-family conflict		11.97 ± 4.23		13.15 ± 4.81		5.49	1637.5	0.00*
Family-to-work conflict		11.26 ± 4.21		12.91 ± 5.47		7.16	1739.2	0.00*
Work-family conflict		23.23 ± 7.60		26.06 ± 9.48		6.96	1713.1	0.00*
Effect size	d = 0.3, 0.3, 0.03							
Mental health								
Emotional well-being		12.04 ± 3.02		11.46 ± 2.66		4.25	1761	0.00*
Social well-being		17.24 ± 5.25		15.89 ± 4.61		5.56	1349	0.00*
Psychological well-being		23.29 ± 5.26		23.13 ± 4.56		0.64	1761	0.52
Overall mental health		52.58 ± 11.56		50.49 ± 9.72		4.09	1303.1	0.00*
Effect size	d = 0.2, 0.3, 0.2							

$\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, t = t-test values, p value = level of significance, d = effect size for t test, * = differences are significant at 0.05 level of significance

Table 4.15 shows the mean work-family conflict and mental health status of breadwinners in urban and rural primary schools. The group in urban schools had significantly ($p < 0.05$) higher mean scores on work-to-family (13.23), family-to-work (13.11), overall work-family conflict (26.35), emotional well-being (11.95), social well-being (17.44), psychological well-being (24.10) and overall mental health (53.48) than the rural group.

Table 4. 15: Mean work-family conflict and mental health status of the respondents in urban and rural schools

	Urban school		Rural school		t-values	df	p values
	$\bar{X}$	SD	$\bar{X}$	SD			
Dimensions of work-family conflict							
Work-to-family conflict	13.23	± 4.68	11.71	± 4.36	6.78	1784	0.00*
Family-to-work conflict	13.11	± 5.16	10.75	± 4.55	10.03	1416.9	0.00*
Overall work-family conflict	26.35	± 9.26	22.45	± 7.60	9.62	1559.3	0.00*
Effect sizes (d) = 0.3, 0.5, 0.5							
Mental health							
Emotional well-being	11.95	± 2.64	11.24	± 3.07	4.87	1151.6	0.00*
Social well-being	17.44	± 4.45	14.61	± 5.18	11.52	1149.8	0.00*
Psychological well-being	24.10	± 4.74	21.58	± 5.11	10.20	1225.3	0.00*
Overall mental health	53.48	± 9.65	47.43	± 10.92	11.62	1177.5	0.00*

Effect sizes (d) = 0.2, 0.6, 0.5, 0.6.

$\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, t = t-test values, p value = level of significance, d = effect size for t test, * = differences are significant at 0.05 level of significance.

4.8 Relationship between work-family conflict and demographic/socio-economic characteristics of the female breadwinners

Table 4.16 describes the relationship between work-family conflict (WFC) and demographic/socio-economic characteristics of the female breadwinners. Work-family conflict was significantly ($p < 0.05$) related to age, educational qualification, teaching experience, marital status, salary and type of residence of the breadwinners. The mean work-family scores of the age groups ranged from 24.07 to 25.86. The 21-40 years old group, scored significantly ($p < 0.05$) lower than the 41-60 years old but did not differ from those of the < 20 years and the ≥ 60 years old groups. The Diploma holders also had significantly ($p < 0.05$) higher mean (26.09) than the other groups. There was a significant ($p < 0.05$) association between work-family conflict and the teaching experience ($\chi^2 = 34.84$). The breadwinners with < 5 years of teaching experience had the lowest mean score (23.02). Work-family conflict had significant ($p < 0.05$) relationship with marital status, with small effect size ($V < 0.30$). The mean work-family conflict scores of the breadwinners ranged from 22.41 to 26.8. The single breadwinners did not differ significantly ($p > 0.05$) from unmarried mothers but had significantly ($p < 0.05$) lower work-family conflict mean score (22.41) than the married (24.85) and divorced/separated/widowed (26.81). Work-family conflict was significantly ($p < 0.05$) associated with salary and breadwinners that earned $< \text{₦}20,000$ had the lowest mean score. Type of residence was linked with work-family conflict and breadwinners who lived in their own house had significantly ($p < 0.05$) lower mean work-family conflict (23.04) than those that lived in rented and family house.

Table 4. 16: Relationship between work-family conflict and demographic/socio-economic characteristics of the female breadwinners

	No Conflict F (%)	Conflict F (%)	Total F (%)	$\bar{X}$	SD
Age (years)					
< 20 years old	16 (40.0)	24 (60.0)	40 (100)	25.85 ± 9.84	
21-40 years old	482 (54.6)	401 (45.4)	883 (100)	24.07 ± 8.35	
41-60 years old	336 (42.3)	458 (57.7)	794 (100)	25.86 ± 9.37	
≥ 60 years old	23 (56.1)	18 (43.9)	41 (100)	24.20 ± 8.25	
$\chi^2 = 27.30$, df = 3, p = 0.00, V = 0.13,			F (3, 1754) = 5.97, p = 0.00		
Educational qualification					
SSC & less	95 (56.5)	73 (43.5)	168 (100)	23.11 ± 7.89	
NCE/Diploma	361 (40.6)	528 (59.4)	889 (100)	26.09 ± 8.59	
First degree/	348 (56.8)	265 (43.2)	613 (100)	24.05 ± 9.25	
Postgraduate	61 (61.0)	39 (39.0)	100 (100)	22.85 ± 9.38	
$\chi^2 = 49.45$, df = 3, p = 0.00, V = 0.20			F (3, 1766) = 11.40, p = 0.00		
Teaching experience					
< 5 years	209 (59.9)	140 (40.1)	349 (100)	23.02 ± 8.13*	
6-16 years	486 (43.2)	638 (56.8)	1124(100)	25.60 ± 8.87	
≥ 16 years	150 (54.7)	124 (45.3)	274 (100)	25.05 ± 9.77	
$\chi^2 = 34.84$, df = 2, p = 0.00, V = 0.14,			F (3, 1766) = 11.40, p = 0.00		
Marital status					
Single	90 (58.8)	63 (4.2)	153 (100)	22.41±7.74	
Married	650 (50.3)	650 (49.7)	1292(100)	24.85±8.86	
Divorced/separated/widowed	110 (36.1)	195 (63.9)	305 (100)	26.81±.18	
Unmarried mothers	19 (65.5)	10 (34.5)	29 (100)	22.45±9.62	
$\chi^2 = 30.38$, df = 3, p = 0.00, V = 0.13			F (3, 1775) = 9.52, p = 0.00		
Salary (₦)					
Less than 20,000	115 (59.0)	80 (41.0)	195 (100)	22.58±8.37	
20,000 – 40,000	468 (50.4)	461 (49.6)	929 (100)	24.62±7.99	
41,000 – 60,000	220 (41.5)	310 (58.5)	530 (100)	26.21±9.88	
More than 60,000	59 (53.2)	52 (46.8)	111 (100)	25.73±10.59	
$\chi^2 = 21.12$, df = 3, p = 0.00, V = 0.11			F (3, 1761) = 9.03 p = 0.00		
Type of residence					
Own house	331 (63.2)	193 (36.8)	524 (100)	23.04±9.48	
Rented apartment	750 (51.4)	710 (48.6)	1460(100)	25.45±8.43	
Family house	250 (59.4)	171 (40.6)	421 (100)	26.45±9.43	
$\chi^2 = 27.20$, df = 2, p = 0.00, V = 0.12			F (2, 1771) = 15.14, P = 0.00		

Ed. = educational, SSC = senior school certificate, NCE = Nigeria certificate in education, F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, V = effect size, F = ANOVA values, χ^2 = chi square value, numbers in parentheses are percentages

4.9 Relationship between work-family conflict and family/household characteristics of the breadwinners

Table 4.17 presents the relationship between work-family conflict and family/household characteristics of the respondents. Household water supply was linked with work-family conflict (WFC); those whose water was not easily accessible faced significantly ($p < 0.05$) higher conflict than those who had easily accessible water. Number of dependent children was also significantly ($p < 0.05$) related to work-family conflict; those who had no child had the lowest mean work-family conflict score (21.52). Age of oldest and youngest child were significantly ($p < 0.05$) linked with work-family-conflict. The mean score of the breadwinners who had 0-5 years old as oldest and youngest child, was significantly ($p < 0.05$) lower than the other groups.

Table 4.17: Relationship between work-family conflict and family/household characteristics of the respondents

Characteristics of the respondents					
	No Conflict	Conflict	Total		
	F (%)	F (%)	N (%)	$\bar{X}$	SD
Household water supply					
Easily accessible	667 (53.6)	578 (46.4)	1245 (100)	24.00±8.74	
Not easily accessible	200 (37.8)	329 (62.2)	529 (100)	27.14±8.90	
$\chi^2 = 37.19$, df = 1, p = 0.00, V = 0.14			t (980.18) = 6.84, p = 0.00		
Number of dependent children					
No child	112 (67.5)	54 (32.5)	166 (100)	21.52±7.95	
1-2 children	369 (47.7)	404 (52.3)	773 (100)	25.16±8.46	
3-4 children	279 (41.9)	387 (58.1)	666 (100)	±9.13	
>4 children	96 (60.8)	62 (39.2)	158 (100)	23.89±9.66	
$\chi^2 = 45.24$, df = 3, p = 0.00, V = 0.16			F (3, 1759) = 11.85, p = 0.00		
Age of oldest child					
0-5 years	157 (62.8)	93 (37.2)	250 (100)	22.35±7.56	
6-12 years	178 (51.3)	169 (48.7)	347 (100)	24.33±7.81	
13-19 years	169 (34.2)	325 (65.8)	494 (100)	27.26±8.04	
≥ 20 years	262 (48.3)	280 (51.7)	542 (100)	25.39±10.28	
$\chi^2 = 90.53$, df = 4, p = 0.00, V = 0.20			F (4, 1779) = 12.21, p = 0.00		
Age of youngest child					
0-5 years	403 (45.9)	474 (54.0)	877 (100)	24.75±7.86	
6-12 years	182 (41.5)	257 (58.5)	439 (100)	26.47±8.29	
13-19 years	126 (55.8)	100 (44.2)	226 (100)	24.91±11.66	
≥ 20 years	55 (61.8)	34 (38.2)	89 (100)	25.45±11.86	
$\chi^2 = 71.12$, df = 4, P = 0.00, V = 0.20,			F (4, 1779) = 9.58, p = 0.04		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, V = effect size, F = ANOVA values, χ^2 = chi square value, numbers n parentheses are percentages

Table 4.18 shows the relationship the relationship between work-family conflict and family/household characteristics of the respondents. Having dependent elderly people was not significantly ($p > 0.05$) linked to work-family conflict and the mean scores of those who had no dependent elderly people did no differ significantly from those who had one or more. However, having dependent chronically ill people was significantly ($p < 0.05$) associated with work family conflict, $\chi^2 = 12.34$. The breadwinners who had no dependent chronically ill person had the lowest mean score while those who had more than two, experienced the highest work-family conflict ($p < 0.05$). Household size and husband/partner's help in household chores were significantly ($p < 0.05$) related to work-family conflict. The breadwinners in households with 5-6 people, had significantly ($p < 0.05$) higher mean score (26.29) than those with less or more people. Breadwinners who rarely or never received help from their husbands/partners had higher proportion of those facing conflict also had significantly ($p < 0.05$) higher work-family conflict mean scores than those whose husbands/partners help sometimes or always helped. Having house helps was not linked to work family conflict and the mean scores of those who had no house helps did not differ significantly ($p > 0.05$) from those who had.

Table 4. 18: Relationship between work-family conflict and family/household characteristics of the respondents cont'd.

	No Conflict F (%)	Conflict F (%)	Total F (%)	$\bar{X}$	SD
Number of dependent elderly					
None	482 (46.8)	547 (53.2)	1029 (100)	25.24±8.82	
One elder	213 (52.1)	196 (47.9)	409 (100)	24.72±9.70	
Two elders	102 (47.9)	111 (52.1)	213 (100)	24.60±7.50	
More than two elders	59 (53.2)	52 (46.8)	111 (100)	24.11±8.20	
$\chi^2 = 7.32$, df = 3, p = 0.12			F (3, 1781) = 1.02, p = 0.40		
Number of dependent chronic sick people					
None	666 (50.2)	660 (49.8)	1326 (100)	24.38±8.26	
1-2 sick persons	180 (43.9)	230 (56.1)	410 (100)	26.86±10.37	
More than 2 persons	3 (16.7)	15 (83.3)	18 (100)	28.11±7.98	
$\chi^2 = 12.34$, df = 2, p = 0.02, V= 0.10			F (2, 1751) = 13.54, p = 0.00		
Household size					
≤ 4 people	372 (48.6)	394 (51.4)	766 (100)	24.37±8.21	
5-6 people	291 (44.4)	365 (55.6)	656 (100)	26.29±9.23	
≥ 6 people	190 (56.2)	148 (43.8)	338 (100)	23.88±9.32	
$\chi^2 = 12.55$, df = 2, p = 0.00, V = 0.10,			F (3,1777) = 9.72, p = 0.00		
Available house help					
No house help	652 (48.7)	688 (51.3)	1340 (100)	25.02±9.08	
1 house help	165 (50.3)	163 (49.7)	328 (100)	24.34±7.93	
2 house helps	23 (35.9)	41 (64.1)	64 (100)	26.48±9.03	
>2 house helps	15 (65.4)	13 (46.4)	28 (100)	26.39±7.84	
$\chi^2 = 7.66$, df = 3, p = 0.16			F (3, 1781) = 1.39, p = 0.24		
Help from husband/partner					
Never	66 (41.5)	93 (58.9)	159 (100)	27.21±9.60	
Rarely	114 (39.0)	178 (61.0)	292 (100)	26.48±9.53	
Sometime	322 (47.1)	361 (52.9)	683 (100)	25.31±8.59	
Always	145 (58.0)	105 (42.0)	250 (100)	22.80±7.61	
$\chi^2 = 40.26$, df = 3, p = 0.00, V= 0.20,			F (3, 1759) = 11.85, p = 0.00		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, V = effect size, F = ANOVA values, χ^2 = chi square value, numbers in parentheses are percentages

4.10 Relationship between work-family conflict and work characteristics of the breadwinners

Table 4.19 shows the relationship between work-family conflict and work characteristics of the breadwinners. Daily work hours and class size were significantly ($p < 0.05$) linked to work-family conflict. The respondents that worked < 5 hours daily had the lowest mean score (22.96) and those who worked 5 – 7 hours daily had the highest mean ($p < 0.05$). The breadwinners that had class size of > 40 pupils had a good number (62.6%) of them experiencing work-family conflict and also had significantly ($p < 0.05$) higher conflict mean score than those with smaller class sizes. There was a significant ($p < 0.05$) association between work-family conflict and nearness to place of work. The respondents who lived near to place of work had higher proportion (59.3%) of those facing work-family conflict than the other categories and also had significantly ($p < 0.05$) higher mean score than those whose places of work were farther away. However, the means of transportation to work was not found to be significantly ($p > 0.05$) linked to work-family and mean scores of those who trekked to work was not different from those who went by private and commercial vehicles.

Table 4. 19: Relationship between work-family conflict and work characteristics of the breadwinners

	No Conflict F (%)	Conflict F (%)	Total F (%)	$\bar{X}$	SD
Time spent at work daily					
Less than 5 hours	39 (57.6)	29 (42.6)	68 (100)	22.96±5.86	
5-7 hours	424 (42.9)	564 (57.1)	988 (100)	25.65±8.02	
8-10 hours	344 (55.1)	284 (44.9)	628 (100)	24.39±10.08	
More than 10 hours	31 (57.4)	23 (42.6)	54 (100)	23.57±10.35	
$\chi^2 = 27.15$, df = 3, p = 0.00, V = 0.13			F (3, 1730) = 4.48, p = 0.00		
Class size					
< 25 pupils	147 (68.4)	68 (31.6)	215 (100)	21.60±8.13	
25-40 pupils	491 (49.8)	494 (50.4)	985 (100)	24.96±9.15	
>40 pupils	176 (37.4)	295 (62.6)	471 (100)	26.42±8.07	
$\chi^2 = 58.04$, df = 2, V = 0.20, p = 0.00 (< 0.05)			F (2, 1668) = 22.51, p = 0.00		
Nearness to place of work					
Near	135 (40.7)	197 (59.3)	332 (100)	26.15± 8.87	
Not so near	306 (52.8)	274 (47.2)	580 (100)	24.54±9.73	
Far	304 (49.0)	317 (51.0)	621 (100)	24.75±8.08	
Very far	104 (48.6)	110 (51.4)	214 (100)	24.72±8.10	
$\chi^2 = 14.06$, df = 3, p = 0.01, V = 0.13,			F (3, 1743) = 2.63, p = 0.05		
Means of transportation to work					
Trekking	244 50.8	236 49.2	480 100	24.35 ± 9.62	
Personal vehicle	179 47.6	197 52.4	376 100	25.19 ± 8.78	
Commercial vehicle	427 47.9	465 52.1	892 100	25.16 ± 8.37	
$\chi^2 = 1.30$, df = 2, p = 0.52			F (2, 1745) = 1.25, p = 0.23		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of

significance, V = effect size, F = ANOVA values, χ^2 = chi square value, numbers in

parentheses are percentages

Table 4.20 presents the relationship between work-family conflict and work characteristics of the respondents. Availability and adequacy of classroom facilities was significantly ($p < 0.05$) linked to work-family conflict. Respondents who had adequate classroom space, teaching facilities, classroom furniture, lighting and ventilation had the least proportion of those experiencing work-family conflict. The respondents who did not have classroom facilities faced significantly ($p < 0.05$) higher work-family conflict than those who had adequate facilities.

Table 4. 20: Relationship between work-family conflict and work characteristics of the respondents

Parameter	No Conflict F (%)	Conflict F (%)	Total F (%)	$\bar{X}$	SD
Approved classroom space					
Not available	35 (38.9)	55 (61.1)	90 (100)	27.09±9.06	
Inadequate	362 (42.2)	495 (57.8)	857 (100)	25.73±8.90	
Available and adequate	454 (56.0)	356 (44.0)	810 (100)	23.99±8.73	
$\chi^2 = 41.81$, df = 3, p = 0.00, V = 0.15			F (2, 1782) = 8.76, p = 0.00		
Approved teaching facilities					
Not available	44 (39.6)	67 (60.4)	111 (100)	29.58±9.80	
Inadequate	555 (48.0)	384 (52.0)	939 (100)	24.81±8.74	
Available and adequate	449 (49.7)	454 (50.3)	903 (100)	24.60±8.73	
$\chi^2 = 11.77$, df = 2, p = 0.01, V = 0.10			F (2, 1782) = 12.38, p = 0.00		
Approved classroom furniture					
Not available	37 (46.8)	42 (53.2)	79 (100)	26.44±9.39	
Inadequate	339 (43.5)	441 (56.5)	780 (100)	25.62±8.98	
Available and adequate	474 (52.8)	423 (47.2)	897 (100)	24.33±8.70	
$\chi^2 = 22.11$, df = 2, p = 0.00, V = 0.11			F (2, 1782) = 5.28, p = 0.001		
Approved classroom lighting					
Not available	102 (45.7)	121 (54.3)	223 (100)	26.64±9.76	
Inadequate	309 (46.3)	359 (53.7)	668 (100)	24.75±8.48	
Available and adequate	430 (50.4)	424 (49.6)	854 (100)	24.82±8.94	
$\chi^2 = 15.18$, df = 2, p = 0.00, V = 0.10			F (2,1782) = 5.99, p = 0.00		
Approved classroom ventilation					
Not available	32 (26.9)	87 (73.1)	119 (100)	30.61±0.31	
Inadequate	269 (47.2)	301 (52.8)	570 (100)	24.31±8.62	
Available and adequate	539 (51.4)	509 (48.6)	1048(100)	24.77±8.68	
$\chi^2 = 31.70$, df = 2, p = 0.0, V = 0.13			F (2, 1782) = 19.39, p = 0.00		

F = frequency, $\bar{X}$ = mean, SD= standard deviation, df = degree of freedom, p = level of significance, V = effect size, F = ANOVA values, χ^2 = chi square value, Numbers in parentheses are percentages

4.11 Relationship between mental health and demographic/socio-economic characteristics of female breadwinners

Table 4.18a shows the relationship between mental health and demographic/socio-economic characteristics of the breadwinners. Age and educational qualification of the breadwinners were significantly ($p < 0.05$) associated with mental health with small effect size of $V < 0.30$. Breadwinners < 20 years of age had the least proportion (47.5%) of flourishing mental health status and also had significantly ($p < 0.05$) lower mental health mean score than the older groups. The respondents with first degree had higher proportion (39.8%) of those below flourishing status and significantly ($p < 0.05$) lower mental health mean score than the other groups. Teaching experience and salary were significantly ($p < 0.05$) associated with mental health. The mean score of teachers < 5 years of experience was significantly lower than those 5-16 years, but not different from those ≥ 16 years. Breadwinners who earned $< \text{₦}20,000$ had the least mental health mean score (50.05) which was significant ($p < 0.05$). The unmarried mothers had the lowest lower mean scores (45.61); $F = 3.32$. Based on type of marriage, polygamous junior wives had significantly lower mean score (45.40) than the monogamous wives and polygamous senior wives.

Table 4. 21: Relationship between mental health and demographic/socio-economic characteristics of female breadwinners

	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total N (%)	$\bar{X}$	SD
Age						
< 20 years	6 (1.5)	15 (37.5)	19 (47.5)	40 (100)	47.43±10.08	
20-40 years	60 (6.9)	194 (22.3)	615 (70.8)	869 (100)	50.95±0.89	
41-60 years	40 (5.1)	184 (23.4)	563 (71.5)	787 (100)	51.95±9.85	
≥ 60 years	1 (2.4)	11 (26.8)	29 (70.7)	41 (100)	54.29±11.71	
$\chi^2 = 15.43$, df = 6, p = 0.02			F (3, 1752) = 4.26,		p = 0.01	
Educational qualification						
SSC & less	9 (5.4)	34 (20.5)	123 (74.1)	166 (100)	53.57±11.50	
NCE/Diploma	36 (4.1)	163 (18.5)	681 (77.4)	880 (100)	52.00±9.65	
First Degree	58 (9.6)	182 (30.2)	362 (60.1)	602 (100)	49.80±11.17	
Post graduate	8 (8.0)	27 (27.0)	65 (65.0)	100 (100)	51.27 ±10.55	
$\chi^2 = 56.06$, df = 6, p = 0.00			F (3, 1743) = 8.07, p = 0.00			
Teaching experience (years)						
<5 years	29 (8.5)	84 (24.7)	227 (66.8)	340 (100)	50.27±11.59	
5-16years	59 (5.3)	234 (21.0)	822 (73.7)	1115(100)	51.91±9.83	
≥ 16 years	20 (7.4)	83 (30.6)	168 (62.0)	271 (100)	50.72±1.40	
$\chi^2 = 19.23$, df = 4, p = 0.00			F (2, 1722) = 3.91, p = 0.02			
Salary (₦)						
< 20,000	12 (6.3)	50 (26.2)	129 (67.5)	191 (100)	50.05±11.55	
20,000 – 40,000	62 (6.7)	192 (20.8)	667 (72.4)	921 (100)	51.32±0.56	
41,000 – 60,000	28 (5.4)	122 (23.4)	371 (71.2)	521 (100)	52.25±9.56	
More than 60,000	7 (6.4)	40 (36.4)	63 (71.3)	110 (100)	50.31 ± 8.65	
$\chi^2 = 21.12$, df = 3, p = 0.00,			F (3, 1738) = 2.63, p = 0.05			
Marital status						
Single	10 (6.6)	33 (21.9)	108 (71.5)	151 (100)	51.65±9.88	
Married	82 (6.4)	293(22.9)	904 (70.7)	1279(100)	51.55±10.45	
Divorced/separated/widowed	18 (6.0)	68 (22.7)	213 (71.2)	299 (100)	50.75±10.79	
Unmarried mothers	2 (7.1)	16 (57.1)	10 (35.7)	28 (100)	43.61±12.11	
$\chi^2 = 18.96$, df = 6, p = 0.00,			F (3, 1752) = 3.32, p = 0.02			
Type of marriage						
Monogamous wives	107 (6.4)	372 (27.2)	1196 (71.4)	1675(100)	51.47±10.58	
Polygamous senior wives	0 (0.0)	15 (36.6)	26 (63.4)	41 (100)	49.83±11.38	
Polygamous junior wives	4 (16.0)	14 (56.0)	7 (28.0)	25 (100)	45.4±10.18	
$\chi^2 = 26.09$, df = 4, p = 0.00,			F (2, 1538) = 4.45, p = 0.01			

F = frequency, N = number of respondents, Ed. = educational, SSC = senior school certificate, NCE = Nigeria certificate in education, df = degree of freedom, p = level of significance, V = effect value, Numbers in bracket = percentages

Table 4.22 shows relationship between mental health and demographic/socio-economics characteristics of the respondents. Religion was significantly ($p < 0.05$) related to mental health of breadwinners; Christians and Muslims scored significantly ($p < 0.05$) lower than the traditionalists and those in other religions. Type of residence and apartment were significantly ($p < 0.05$) associated with mental health. Those who lived in rented apartment had a higher mental health mean score (52.05) than those who lived in their own and family house. Breadwinners who lived in > 3 bed room apartments had significantly ($p < 0.05$) lower mean (48.94) than those in single and 2-3 bed room apartments.

Table 4.22: Relationship between mental health and demographic/socio-economics characteristics of the respondents

	Languishing	Moderate	Flourishing	Total		
	F (%)	F (%)	F (%)	N (%)	$\bar{X}$	SD
Religion						
Christianity	93 (5.9)	360(22.9)	1121(71.2)	1574(100)	51.51±0.22	
Islam	10 (20.8)	17 (35.4)	21 (35.4)	48 (100)	46.26±5.02	
Tradition	1 (2.9)	4 (11.8)	29 (85.3)	34 (100)	55.35±0.54	
Others	0 (0.0)	3 (33.3)	6 (67.7)	9 (100)	55.22±8.60	
$\chi^2 = 29.33, df = 6, p = 0.00$				$F(3, 1780) = 0.27, p= 0.00$		
Type of residence						
Own house	28 (6.3)	138 (31.0)	279 (62.7)	445 (100)	50.50±10.73	
Rented apartment	62 (5.7)	211 (19.3)	822 (75.1)	1095 (100)	52.05±10.11	
Family house	22 (10.5)	58 (27.6)	130 (61.9)	210 (100)	49.53±11.63	
$\chi^2 = 36.62, df = 4, p = 0.00$				$F(3, 1759) = 5.83, p = 0.00$		
Accommodation type						
Single room	15 (7.2)	50 (23.9)	144 (68.9)	209 (100)	52.20 ±11.62	
2-3bedrooms	69 (5.3)	298(22.8)	940 (71.9)	1307 (100)	51.63 ±10.02	
>3bedrooms	28 (11.8)	61 (25.7)	148 (62.4)	237 (100)	48.94 ±11.64	
$\chi^2 = 17.05, df = 4, p = 0.00$				$F(2, 1749) = 7.44, p = 0.00$		

F = frequency, $\bar{X}$ = mean, SD= standard deviation, df = degree of freedom, p = level of significance, N = number of respondents, V = effect size, F = ANOVA values, χ^2 = chi square value, numbers in parentheses are percentages.

4.12 Relationship between mental health and family/household characteristics of female breadwinners

Table 4.23 shows the relationship between mental health and family/household characteristics of female breadwinners. Number of dependent children, age of oldest and youngest children were significantly ($p < 0.05$) linked to mental health with small effect size ($V < 0.30$). Breadwinners who had 13-19 years old and ≥ 20 years old as their oldest children had significantly ($p < 0.05$) higher mental health score than those who had 0-5 years old and 6-12 years old as their oldest children; $F(4, 1612) = 8.10$. Similarly, breadwinners that had ≥ 20 years old and 13-19 years old, as their youngest children had higher mean mental health scores than those with 0-5 and 6-12 years old. Having dependent elderly and chronically ill people were not significantly ($p > 0.05$) associated with mental health of the respondents.

Table 4. 23: Relationship between mental health and family/household characteristics of female breadwinners

Female breadwinners						
	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total N (%)	$\bar{X}$	SD
Number of dependent children						
No child	13 (7.9)	44 (26.8)	107 (65.2)	164 (100)	50.90±11.54	
1-2 children	65 (8.5)	162 (21.3)	535 (70.2)	535 (100)	50.92±11.08	
3-4 children	27 (4.1)	157 (23.8)	477 (72.2)	477 (100)	51.83±9.45	
More than 4 children	6 (3.9)	42 (27.3)	106 (68.8)	106 (100)	51.69±10.80	
$\chi^2 = 17.41$, df = 6, p = 0.01, V = 0.10			F (3, 1736) = 1.04 p = 0.38			
Age of oldest child						
0-5 years	20 (8.3)	67 (27.7)	155 (64.4)	242 (100)	49.86±13.11	
6-12 years	28 (8.2)	90 (26.2)	225 (65.6)	343 (100)	49.30±11.25	
13-19 years	31 (6.3)	81 (16.5)	380 (77.2)	492 (100)	52.20±9.51	
≥ 20 years	18 (3.4)	130 (24.3)	387 (72.3)	535 (100)	53.22±9.24	
$\chi^2 = 39.27$, df = 8, p = 0.00, V = 0.11,			F (4, 1612) = 8.10, p = 0.00			
Age of youngest child						
0-5 years	65 (7.5)	178 (20.6)	619 (71.8)	862 (100)	50.38 ± 11.47	
6-12 years	25 (5.7)	92 (21.1)	319 (73.2)	436 (100)	51.94 ± 10.52	
13-19 years	4 (1.8)	66 (29.3)	155 (63.2)	225 (100)	53.03 ± 9.30	
≥ 20 years	3 (3.4)	29 (33.3)	55 (63.2)	87 (100)	54.52 ± 9.24	
$\chi^2 = 38.31$, df = 8, p = 0.00, V = 0.10			F (4, 1763) = 4.61, p = 0.00			
Number of dependent elderly						
None	63 (6.2)	229 (22.6)	722 (71.2)	1014(100)	51.42±10.35	
1 elderly person	28 (6.9)	108 (26.7)	269 (66.4)	405 (100)	51.23±10.73	
2 elderly persons	15 (7.0)	49 (23.0)	149 (70.0)	213 (100)	50.46±11.21	
>2 elderly persons	5 (4.6)	19 (16)	84 (7.8)	108 (100)	52.10±9.75	
$\chi^2 = 6.66$, df = 8, p = 0.57			F (3, 1758) = 0.62, p = 0.65			
Number of dependent chronic sick persons						
None	90 (6.9)	288 (22.0)	930 (71.1)	1308(100)	51.44±10.74	
1-2 sick persons	20 (4.9)	112 (27.5)	275 (67.6)	407 (100)	51.10±9.82	
>2 persons	1 (5.6)	5 (27.8)	12 (66.7)	18 (100)	47.00±8.36	
$\chi^2 = 6.65$, df = 4, p = 0.16			F (2, 1729) = 1.69, p = 0.19			

F = frequency, $\bar{X}$ = mean, SD= standard deviation, df = degree of freedom, p = level of significance, N = number of respondents, V = effect size, F = ANOVA values, χ^2 = chi square value, Numbers in bracket = percentages

Table 4.24 shows the relationship between mental health and family/household characteristics of female breadwinners. Mental health was significantly ($p < 0.05$) linked to household size and help from husband/partner in household chores, with small effect size ($V < 0.30$). Breadwinners who had ≤ 4 people in the household scored significantly ($p < 0.05$) higher on the mental health scale than those with 5-6 and ≥ 6 people in the household; $F = 2.84$. Breadwinners whose husbands/partners sometimes or always help in household chores had significantly ($p < 0.05$) higher mental health score than those who never or rarely got help; $F(3, 1754) = 9.87$. Available house help was not associated with mental health of breadwinners and the mean scores of those who had no house helps did not differ significantly ($p > 0.05$) from the mean score of those who had.

Table 4. 24: Relationship between mental health and family/household characteristics of female breadwinners.

	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total N (%)	$\bar{X}$	SD
Household size						
≤ 4people	48 (6.4)	157 (20.8)	549 (72.8)	754 (100)	51.11±10.51	
5-6 people	48 (7.4)	140 (21.6)	461 (71.0)	649 (100)	50.93±10.84	
≥ 6 people	15 (4.5)	108 (32.2)	212 (63.3)	335 (100)	50.29±9.72	
$\chi^2 = 20.39$, df = 4, p = 0.00,				$F(2,1729) = 2.84$, p = 0.04		
Available house help						
No house help	87 (6.6)	309 (23.4)	925 (70.0)	1321(100)	51.21±10.26	
1 house help	21 (6.5)	75 (23.1)	229 (70.5)	325 (100)	51.58±11.31	
2 house helps	3 (4.7)	18 (28.1)	43 (67.2)	64 (100)	50.25±12.41	
>2 house helps	0 (0.0)	3 (10.7)	25 (89.3)	28 (100)	55.77±11.63	
$\chi^2 = 6.32$, df = 6, p = 0.61				$F(3, 1758) = 1.63$, p = 0.16		
Help from husband/partner						
Never	16 (10.3)	51 (32.9)	88 (56.8)	155 (100)	47.57 ±12.21	
Rarely	27 (9.3)	94 (32.5)	168 (58.1)	289 (100)	49.09 ±10.88	
Sometime	35 (5.2)	118 (17.5)	521 (77.3)	674 (100)	52.60 ± 9.42	
Always	15 (6.0)	51 (20.6)	182 (73.4)	248 (100)	52.07 ± 10.81	
$\chi^2 = 53.63$, df = 6, p = 0.00,				$F(3, 1754) = 9.87$, p = 0.00		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, N = number of respondents, V = effect size, F = ANOVA values, χ^2 = chi square value, Numbers in bracket = percentages

4.13 Relationship between mental health and work characteristics of breadwinners

Table 4.25 shows the relationship between mental health and work characteristics of respondents. Time spent at work daily, class size, nearness to place of work and means of transportation were found to be significantly ($p < 0.05$) linked to mental health. Breadwinners who worked > 5 hours daily had the lowest mean mental scores (44.29) while those who worked > 10 hours had the highest score (55.38). Those who taught >40 pupils had significantly ($p < 0.05$) higher mean mental health score than those who taught 25-40 pupils and < 25 pupils. Breadwinners who lived nearer to the place of work had lower mean scores, and those who went by commercial vehicle scored higher than those who trekked or went by personal vehicle.

Table 4. 25:Relationship between mental health and work characteristics of the respondents

	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total N (%)	$\bar{X}$	SD
Time spent at work daily						
< 5 hours	15 (22.7)	22 (33.3)	29 (43.9)	68 (100)	44.29±13.63	
5-10 hours	93 (5.8)	359 (22.5)	1141 (71.6)	1593 (100)	51.46±10.17	
>10 hours	1 (1.9)	17 (32.1)	35 (66.0)	53 (100)	55.38±11.68	
$\chi^2 = 33.01$, df = 3, p = 0.00, V = 0.14,				F (2, 1708) = 419.15, p = 0.00		
Class size						
< 25 pupils	24 (11.4)	65 (31.3)	121 (57.3)	211 (100)	47.66±11.82	
25-40 pupils	69 (7.1)	231 (23.8)	669 (69.0)	969 (100)	51.07±9.28	
> 40 pupils	16 (3.4)	85 (18.1)	369 (78.5)	470 (100)	53.49±9.28	
$\chi^2 = 36.14$, df = 4, p = 0.00, V = 0.11				F (2, 1646) = 23.50, p = 0.00		
Nearness to place of work						
Near	27 (8.2)	88 (26.7)	215 (65.2)	330 (100)	49.14±11.61	
Not so near	44 (7.7)	146 (25.6)	380 (66.7)	570 (100)	49.88±10.34	
Far	30 (4.9)	121 (19.7)	462 (75.4)	613 (100)	52.88±10.16	
Very far	10 (4.7)	46 (21.7)	156 (73.6)	212 (100)	53.07±11.17	
$\chi^2 = 17.94$, df = 6, p = 0.01, V = 0.10				F (3, 1758) = 9.55, p = 0.00		
Means of transportation to work						
Trekking	36 (7.7)	128 (27.2)	306 (65.1)	470 (100)	50.35±10.99	
Personal vehicle	32 (8.6)	193 (25.0)	247 (66.4)	372 (100)	49.00±11.05	
Commercial vehicle	43 (4.9)	181 (20.5)	660 (74.7)	884 (100)	52.35±9.94	
$\chi^2 = 18.82$, df = 4, p = 0.00, V = 0.10				F (2, 1722) = 9.37, p = 0.00		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, N = number of respondents, V = effect size, F = ANOVA values, χ^2 = chi square value, Numbers in bracket = percentages

Table 4.26 describes the relationship between mental health of breadwinners and work characteristics of the respondents. Classroom space was significantly ($p < 0.05$) related to mental health. Those who did not have available classroom space, furniture and lighting had the lowest mean scores (46.28, 47.92, 49.57) on mental health.

Table 4. 26: Relationship between mental health and work characteristics of the respondents cont'd.

	Languishing F (%)	Moderate F (%)	Flourishing F (%)	Total N (%)	$\bar{X}$	SD
Approved classroom space						
Not available	12 (13.5)	29 (32.6)	48 (53.9)	89 (100)	46.28±12.46	
Inadequate	49 (5.8)	168 (19.8)	632 (74.4)	849(100)	51.21±9.16	
Available and adequate	49 (6.1)	206 (25.8)	542 (68.0)	797 (100)	51.21±11.43	
$\chi^2 = 24.85$, df = 4, p = 0.00, V = 0.08				F (2, 1759) = 8.23, p = 0.00		
Approved teaching facilities						
Not available	8 (7.3)	17 (15.6)	84 (77.1)	109 (100)	50.87±9.49	
Inadequate	43 (5.9)	176 (24.1)	512 (70.1)	731 (100)	51.20±10.08	
Available and adequate	60 (6.7)	209 (23.5)	42 (69.8)	891 (100)	51.23±10.99	
$\chi^2 = 4.62$, df = 4, p = 0.59				F (2, 1759) = 0.11, p = 0.92		
Approved classroom furniture						
Not available	7 (9.1)	19 (24.7)	51 (66.2)	79 (100)	47.94±11.88	
Inadequate	44 (5.7)	167 (21.7)	561 (72.7)	780 (100)	51.75±9.29	
Available and adequate	60 (6.8)	217 (24.5)	608 (68.1)	897 (100)	51.47±11.23	
$\chi^2 = 4.54$, df = 4, p = 0.61				F (2, 1759) = 3.13, p = 0.03		
Approved classroom lighting						
Not available	19 (8.8)	46 (21.2)	152 (70.0)	217 (100)	49.57±10.91	
Inadequate	49 (7.4)	163 (24.7)	447 (67.8)	659 (100)	50.43±10.13	
Available and adequate	43 (5.1)	194 (22.9)	611 (72.1)	848 (100)	52.44±10.65	
$\chi^2 = 7.76$, df = 4, p = 0.26				F (2,1759) = 6.83, p = 0.00		
Approved ventilation						
Not available	9 (7.8)	26 (22.4)	81 (69.8)	116 (100)	49.14±11.61	
Inadequate	39 (6.9)	139 (24.6)	387 (68.5)	565 (100)	51.36±9.57	
Available and adequate	63 (6.1)	235 (22.7)	737 (71.2)	1035(100)	51.54±10.90	
$\chi^2 = 2.13$, df = 4, p = 0.91				F (2, 1759) = 1.81, p = 0.14		

F = frequency, $\bar{X}$ = mean, SD = standard deviation, df = degree of freedom, p = level of significance, N = number of respondents, V = effect size, F = ANOVA values, χ^2 = chi square value, Numbers in parentheses are percentages

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

Demographic/socio-economic characteristics of the respondents

The findings of the study showed that the mean age range of the female teachers was 20-40 years of age which corresponds to young adult stage according to Erickson's classification of adults. A few of them were already past 60 years of age which is the current retirement age of civil servants in Nigeria. This group of teachers might have been retained in active service due to their experiences in the teaching profession in line with the proposal of 2017 national assembly to raise the retirement age of teachers to 65 years in order to retain more experienced teachers in public schools as reported by International Centre for Investigative Reporting (ICIR), (2017). In addition, Tanyi, Andre and Mbah (2018) observed that due to adverse economic situation in the country and the challenges of retirement, more people are working past the retirement age even up to 80 years of age.

Almost half of the teachers had Nigerian Certificate in Education (NCE) which is the current minimum qualification for teaching in primary schools and about a third of the them had first degree and post graduate degree as the highest educational qualification. In 2015, the federal government through the minister of education, Malam Ibrahim Shekarau moved to increase the minimum qualification of primary school teachers to first degree (Mohammed, 2015), but that has not taken effect as at the time of this study. Furthermore, quite a reasonable proportion of the respondents had Senior School Certificate and less as their highest educational attainment, therefore were not qualified to teach in primary schools according to the current government policy.

More than half of the respondents had been in the teaching profession for 6-15 years. These could be regarded as mid-career teachers according to (Lusty, 2011), who stated that

mid-career teachers are teachers with 8-15 years teaching experience. In a study carried out among teachers in Enugu Educational zone of Enugu state, Oboko (2011) also observed that the teachers in Enugu zone who had served between 3 – 11 years were in greater proportion than those who served less than 3 years and more than 11 years.

Majority of the teachers were Christians with a few Moslems, traditionalists and other religious adherents. The finding is in line with the observation by Widjaja, (2019) that Enugu state is predominantly made up of Christians with a large number of churches with few mosques and traditional religion worship centres available in the state. Most of the teachers were married while about a quarter of them were single and a few of them had lost their marriages through divorce, separation or death of spouse. The finding is expected, given that the mean age category of the respondents was between 20-40 years of age, which according to Erickson's theory, are the young adults at the intimacy versus isolation stage of human development. During this stage, individuals form lasting relationships through marriage. The study by Oboko (2011) also found that there was a greater proportion of married teachers than the single, widowed and divorced. The study also identified unmarried single mothers among the respondents who were either cohabiting with their partners or living alone with their children.

The average salary range of the teachers was between ₦20,000 – ₦40,000 ($\pm$ \$56.00 – \$111.00). This finding showed a higher average salary than the ₦15, 000 ($\pm$ \$41.67) reported by Ibenegbu (2018) as the average salary of primary school teachers in Nigeria. However, the respondents could be classified among low income earners of the working class; that is families that earn average of \$3.20 ($\pm$ ₦1,155) per person, per day, according to The World Bank (2017). The respondents were almost evenly distributed between public and private schools and a greater number worked in urban schools while the rest worked in rural schools. Public schools refer to schools owned and managed by the state ministry of education while private schools are owned

and funded by private individuals, mission and parastatals of the government such as institution' staff children schools. Umar (2012) identified some characteristics of urban and rural communities which could have direct and indirect impact on the teachers working in the communities. According to Umar, rural areas are less densely populated with greater homogeneity in occupation, language, dressing and wider culture while urban areas are thickly populated, diverse in professions and occupations, dressing, language and customs.

Work characteristics of the respondents

The findings of the study show that there were more respondents teaching in the primary section (junior and senior classes) than those teaching in the pre-primary section. This is expected as there are fewer classes in the pre-primary section than there are in the primary sections. The majority of the teachers spent appropriate hours at work as stipulated by International Labour Standards on working hours. A few worked more than 50 hours weekly which according to Williams and Boushey (2010) and Eki (2010) is considered long work hours. Many of the of the respondents handled class size as recommended in National policy on Education which stipulated 25 pupils in preprimary and 35 pupils in primary sections per teacher (FGN, 2013). Handling small class allows teachers to spend less time in classroom control, cover the basic curriculum, and engage in other activities that enrich learning (CRC Health Group., 2015). Many of the teachers had their work place far from home and went to work by commercial vehicles. Akhani (2017) reported that working far from home could lead to spending more time commuting to and from work place and experiencing the stress of being help up in a traffic.

A good number of the teachers did not have adequate work facilities such as classroom space, furniture, teaching facilities, lighting and ventilation. These facilities are indispensable to the teachers and the pupils in their care. Kuncoro and Dardiri (2017) attested to this in their

statement that conducive work environment provides comfort and security for teachers enabling them to carry out their duties conscientiously and effectively. CAF Development Bank of Latin America (2016) also reported that schools with adequate spaces for teachers and students, an adequate temperature, ventilation, lighting, water and electricity could reduce absenteeism in teachers by 10% and also improve school attendance among students.

Family/household characteristics of the respondents

A good number of the teachers lived in rented apartment mostly consisting of 2-3 bedrooms or single rooms, while others lived in their own or extended family houses. Living in rented apartment usually involves living with one's immediate family members, away from other relatives. This living arrangement could limit household size but could also be a major source of family expenditure in terms of rent, compared to living in one's own house or extended family house. Many of the teachers shared toilets and bathrooms with other family members or other occupants of the house while a few had personal toilet and bathrooms. Sharing bathrooms with others could make the hassles of preparing for work more stressful and time consuming, and could also breed conflict with other users as it concerns bathroom use etiquettes (Grebey, 2014).

Many of the respondents had 1-2 dependent children who were mostly aged 0-5 years. This implies that a good number of the teachers were mothers of infants and young children. In 2017, United Nations Department of Economic and Social Affairs (UNDESA), reported that more than 80% of African families had at least one child and this influences how much of the family resources are allocated to child care needs such as education and health care. Ahmad (2008) was of the view that mothers of young children have higher family demands such as making child care arrangements, immunization and other health care as well as feeding demands, than those who had older children.

Some of the teachers had one or more dependent elderly persons who were most likely to be their aged parents and parents-in-law. Echeta and Ezech (2017) observed that the elderly are at the stage of physiological and psychological depreciation, hence they need assistance for most of their care needs. In Nigeria, it is generally accepted that caring for the elderly is the cultural obligation of family members especially children of the aged (Tanyi et al., 2018). A few of the teachers also had one or more chronically sick family members who depend on them for care. Lim and Zebrack (2004) noted that when family provide home-based care for chronically ill members, the cost of hospital-based treatment is reduced and could also provide emotional support needed by the invalid to go through the illness, however, this could also affect the physical, psychological and social well-being of the caregivers leading to increased stress, anxiety and depression.

A few of the teachers had one or more house helps. House helps also known as domestic workers refer to individuals who are employed in peoples' homes as house girls, houseboys, drivers, nannies, cooks, security men etc. Many working couples, depending on their family life stage, had over the years sought the services of domestic helps to relieve working mothers of some house chores as a strategy to balance family and work life (Tade & Aderinto, 2012). Muasya (2014) noted that sometimes, the duties of domestic workers extended beyond the typical household work and childcare to include helping children with schoolwork and taking sick children to clinics for medical attention while the mothers are at work. However, having house helps tends to increase household size and add to family expenses which probably was why a greater number of the respondents did not have any. Further finding showed that many of the respondents had their husbands/partners always or sometimes help out in house chores which might be the reason they did not employ house helps. Stritof, (2019) reported that having husbands/partners participate in household chores, in addition to enabling working women cope with their dual roles, improves marital happiness and satisfaction as well as makes women

more sexually responsive to their husbands. From the study, about half of the respondents lived in households with five or more people. This finding corresponds to the report by UNDESA (2017) which observed that large average households consisting of five or more persons, were observed across many countries in Africa and this possibly reflects the fact that Africans place high premium on children and family relationships.

Many of the respondents did not have free and easily accessible household water supply. Hunter, McDonald and Cater (2010) noted that a safe, reliable, affordable, and easily accessible water supply is essential for good health; and estimated that the most basic requirements for water; at least 50 litres, per person per day is needed to ensure all personal hygiene, food hygiene, domestic cleaning, and laundry needs. The find agrees with the findings of Nnaji (2015) who reported that the problem of water scarcity in Enugu urban is a major developmental concern because it threatens the sustainability of their social and economic development.

Categories of the female breadwinners teaching in primary schools

A good number of the primary school teachers were breadwinners providing up to a quarter of the income required for meeting family needs. The three categories of breadwinners were well represented in the population with co-breadwinners having a greater proportion. This study recorded a higher percentage of co-breadwinners, primary and sole breadwinners than was observed by Glynn (2016) who reported that in 2015, 42% of mothers in U.S. were sole or primary breadwinners, bringing in at least half of family earnings, and 22.4% were co-breadwinners bringing in 25% - 49% of family income. Nevertheless, Glyn also remarked that the 2015 record showed an increase over the previous years' records and the increase is expected to continue as more women engage in paid work, earn higher and make more financial contributions towards meeting their family needs.

Some of the teachers were not breadwinners despite the fact that they earned salary. This is because breadwinning does not depict working and earning income, but entails active contribution towards meeting family needs and attaining family goals. This position is supported by Schmidt (2018), who stated that there is a clear difference between earning money and breadwinning because earning does not directly translate to contributing to the needs of the family. These group of respondents might be earning so little their contribution to family needs did not meet the breadwinner status, or they might be single teachers who had no dependent family member. They could also be mothers who had husbands or other family members who took financial care of the family.

Relationship between breadwinning and demographic/socio-economic characteristics

Age and teaching experience were associated with being a breadwinner. The older the respondents were, the higher their status on the breadwinner categories. This finding contradicts the finding of Glynn (2016) in U.S, that younger women were more likely to be sole and primary breadwinners but less likely to be co- breadwinners than older women because younger women are more likely to be single mothers compared to older women. However, Glynn had earlier reported in 2012, that the percentage of wives earning as much as or more than their husbands was likely to increase as women age. Furthermore, Cory and Stirling (2015) also observed that earnings tend to increase as workers get older, due to the accumulation of work experience and length of service. The increased earnings could be associated with increase in breadwinning roles.

In line with the findings by Glynn (2016), higher levels of education were also found to be associated with higher levels of breadwinning for women and it is likely due to the fact that women with more education tend to earn higher salaries than their less educated peers. The proportion of breadwinning women also increased with length of service. This finding is likely

related to the fact that women who have put in more working years are likely to be promoted with higher earnings than early career women. Cory and Stirling (2015) also linked higher earning with accumulation of job experience and tenure.

Marital status also varied with breadwinning categories. Although married women had a larger proportion of breadwinners than single women, yet as much as a quarter of the single respondents were found among the three categories of breadwinners which confirm that breadwinning is not a phenomenon for married women or mothers only. Single women might have dependent parents, siblings and other relatives that they provide for. Glynn (2012) observed this trend and reported that women generally, not just mothers, are supporting their families economically in recent times more than ever before. As expected, women who had husbands were less likely to be breadwinners than the widowed, divorced or separated women without husbands. Eboiyehi et al., (2016) in their study found that widowhood was the primary cause of female breadwinning in South west, Nigeria. This finding is obviously because families headed by mothers most likely depend on the mothers for the provision of their needs. However, among the unmarried single mothers, co-habiting with a partner or not, did not affect their breadwinning status, as all of them were breadwinners. The finding is line with the observation made by Cory and Stirling (2015) that co-habiting working mothers contribute a greater share to household finances than married working mothers. This finding affirms the role of marriage in providing economic security for both women and children as stated by Umar (2013).

Breadwinning also varied with salary earned by the teachers. Those that earned less than ₦20,000 were mostly co-breadwinners while those that earned ₦60,000 and above had a higher proportion of sole breadwinners. This finding tends to confirm that higher earnings attract greater financial responsibilities for the workers. Although this study did not ascertain the total family income level of the respondents, it seemed to negate the findings of Glynn

(2012) in U.S.A who observed that breadwinning women were more common in low-income families. Religion was not found to determine breadwinning status of the respondents, although the traditionalists had less proportion of breadwinners than the Christians, Moslems and other religious groups. The finding is not surprising because according to Akinkugbe (2016), the current global economic and social changes has increased family financial demands beyond the available resources, thus a single source of income became grossly insufficient for sustaining the family irrespective of religious inclinations.

The study also showed that although a greater proportion of the teachers earned ₦ 40,000 ($\pm$ \$114) and less per month, the proportion of breadwinners among the primary school teachers increased as the respondents' salary increased. The teachers who earned more had greater proportion of breadwinners among them than those who earned less. The finding is expected as higher earnings have been associated with increase in breadwinning responsibilities (Cory & Stirling, 2015). Female breadwinners were found more among the public than private school teachers. This could be attributed to the fact that public school teachers tend to have higher educational qualifications and so are likely to earn higher than the private school teachers. It could also be linked to the fact that a greater number of the single female teachers were found in private schools while public school teachers had majority of them as mothers. The teachers in the preprimary section had lower proportion of them as breadwinners compared to the proportion of breadwinners in junior primary and senior primary classes. The proportion of the three categories of breadwinners also increased from preprimary to the senior primary sections. This could be associated with the fact that teachers employed at the preprimary level are usually less qualified and experienced than those in the primary section and therefore are likely to earn less than those employed at the upper sections. The urban school teachers also had higher proportion of them as breadwinners compared to the rural teachers. This could be because, urban areas are known to provide better opportunities for higher income

than rural areas and people migrate to urban cities in search of better means of livelihood to be able to contribute to their family upkeep (Umar, 2012).

Work-family conflict among female breadwinners

There is high prevalence of work-family conflict among the female breadwinners teaching in primary schools ranging from mild to severe work-family conflict. This finding confirms the assertion of Buchman and McDaniel (2016) that “women in demanding professions are said to experience competing devotions to their careers and their families, both of which are greedy institutions.” Seibt et al. (2013) in a study of work-family imbalance among female teachers also observed that the majority of women teachers encountered a number of difficulties in balancing their role between family and work responsibility. As expected, the findings show that the breadwinners experienced more of work-to-family conflict than family-to-work conflict. This implies that work roles interfered with family responsibilities more than family interfered with work roles. The findings confirm the observation made by Frone (2003) that work has more negative effects on family than the family has on work, because work-to-family conflict is reported more frequently than family-to-work conflict. This finding also corroborates that of Erdamar and Demirel (2014), which found out that the respondents reported more work to family conflict than family to work conflict

Relationship between breadwinning and work-family conflict

Breadwinning was significantly associated with work-family conflict among the respondents. Co-breadwinners experienced less work-family conflict than primary breadwinners while sole breadwinners had the highest level of conflict. This could be attributed to the fact that as women take up a greater percentage of the burden of providing family needs, they experience more constraint in energy, time and other resources needed to perform other

work and family related duties. This was buttressed by the fact that the non-breadwinners who served as a control in the study, experienced significantly lower conflict on all the dimensions of work-family conflict than the breadwinners. According to Narverud and Sorce (2009), female breadwinners could experience excessive pressure and occasional resentment of the demands of their multiple and conflicting roles. Akanle et al. (2018) also noted that women breadwinners could feel overstressed without sufficient personal time due to the family burden and this could lead to family conflict.

Mental health status of female breadwinners

Mental health according to WHO (2012) is a product of the dynamic interaction between an individual and the social circumstances in which one finds oneself and the environment in which one lives. Although many of the female breadwinners reported flourishing overall mental health, yet almost a third of them were below optimal mental health status; either at moderate level or at outright languishing level. Westerhorf and Keyes (2010) are of the belief that the flourishing state is the optimal level of subjective well-being and positive functioning. According to WHO (2005), moderate or average mental health is not regarded as being mentally healthy because there could be traces of critical psychological ill health in the midst of average health status. Westerhorf and Keyes (2010) stated that languishing state depicts low levels of subjective well-being and functioning, and according to Selvaraj and Bhat (2018), individuals who are languishing in life lack positive emotions and ability to fulfill goals or aspirations in life.

Female breadwinners reported more flourishing emotional well-being and psychological well-being than social well-being. Keyes (2002) described social well-being as positively contributing to the society and feeling part of a meaningful and progressive community. The finding suggests that people feel happier and more satisfied with themselves

as individuals than with the society they live in and interactions they have with others. Diener, Noba and Noba (2018) observed that social isolation is becoming more prevalent in the modern societies and is of serious health consequences; on the other hand, social connections are found to have more positive health implications than any other clinical factor.

Relationship between breadwinning and mental health

Mental health status of the categories of breadwinners was not significantly different, and breadwinning was only significantly associated with the psychological well-being. Psychological well-being addresses a person's satisfaction with one's own personality and life as well as one's ability to effectively manage daily responsibilities to attain personal goals (Keyes, 2002). There has been a controversy on whether breadwinning positively or negatively affects women's psychological well-being. Lambert (2018) pointed out that breadwinning could put a strain on one's psychological health, and induce occupational stress, lack of concentration and focus, agitation, anxiety and deteriorating performance. A study in U.S reported by Knapton (2016) on the other hand found that women's psychological well-being improved as they made greater economic contributions towards their family. Narverud and Sorce (2009) also stated that being a breadwinner promotes a sense of independence, strong ambition for career success and goal achievement among women all of which impacts one's psychological health. This implies that the relationship between breadwinning and psychological well-being is two-tailed depending on the family situations. For instance, Wallace (2014) observed that women who did not become the major family breadwinners by choice feel less satisfied about their lives than women who consciously took up the role. Lambert (2018) also observed that another reason breadwinning could be a challenge to women is when there is no commensurate involvement of men in household chores thereby burdening the women with greater family responsibilities than they could conveniently handle.

Contrary to expectation, being a breadwinner was not linked with emotional, social and overall mental health of women. This suggests there are other factors that intervened between the relationship outcomes of the variables. Perhaps the fact that they were employed, able to earn money and contribute to the family income was enough boost to their mental health. Cohut (2019) reported that lack of employment leads to financial insecurity which could result in poorer mental health and higher psychological disturbances. In a study by Batic-Mujanovic et al., (2017) among the working age population in Bosnia and Herzegovina, it was found that unemployed subjects had significantly poorer mental health than the employed respondents irrespective of the type of work.

Work-family conflict and mental health of female breadwinners in pre-primary and primary sections

Teachers in primary classes reported higher level of family interference with work responsibilities than the pre-primary teachers. Amazue (2013) found out that placing high level of priority over aspects of work or family was a predictor of work-family conflict. According to Nanda (2015), people tend to spend more time on tasks they consider more critical to their welfare and that could increase work-family conflict. The finding of current study therefore seemed to suggest that handling older children demanded more commitment and involvement from teachers than handling younger children. This might be because pupils in primary classes are usually prepared for more serious internal and external examinations/competitions, the success of which might be decisive for the teacher's career progression and recognition. Hence, it is likely that teachers of primary classes were willing to spend more time and energy at work roles than their family responsibilities would allow.

Furthermore, teachers in the primary section seemed to have better social, psychological and overall mental health than the preprimary teachers. In a study of causes of

stress among preprimary teachers in East London education district, Adu and Okeke (2016) reported that teaching without enough support coupled with too many responsibilities were sources of stress for a majority of the teachers. Another study reported by Ohio State University (2014) found out that teachers in pre-primary classes are usually paid lower and less esteemed than teachers in higher classes.

Work-family conflict and mental health of female breadwinners teaching in private and public primary schools.

The findings of the study show that the private school teachers fared better than the public school teachers on both work-family conflict and mental health variables. The breadwinners in the private schools experienced lower conflict in all its dimensions than those in the public schools. Though the two groups did not differ in psychological well-being, private school respondents had better emotional, social and overall mental health than those in public schools. This finding could be due to some benefits of teaching in private schools identified by Kennedy (2018), which include better teaching environment/facilities, discipline and thin management structure which enables less bureaucratic processes in problem solving. The finding could also be attributed to the fact that private school teachers have more freedom than public school teachers to self-transfer to another school if work conditions become unfavourable. This finding is contrary to that study by Erdamar and Demirel (2014) in Ankara province which found out that private school teachers experienced more work-family conflict than their counterparts in public schools. In explaining this finding, the researchers noted that public school teachers are regarded as public servants and have better job security while private school teachers' work is based on contract which is renewed every year based on their performances. Hence private school teachers had to work harder and improve on their productivity so as to retain their work; a situation that could trigger work-family conflicts.

Work-family conflict and mental health of female breadwinners teaching in urban and rural primary schools.

The findings of the study show that breadwinners in urban schools experienced higher work-family conflict than their rural counterparts. This finding could be attributed to the assertion by Gaikhorst, Beishuizen, Roosenboom and Volman (2017) that teaching in urban schools is difficult and challenging with significant high work load, stress from parents and administrators and dealing with children from heterogeneous background. However, it appears that rural versus urban factor in work-family conflict studies is dependent on the peculiarities of various professions because Sweetey (2016) in a study of work-family conflict among female doctors in India reported a contrary finding. In the Indian study, urban doctors experienced less work family conflict than their rural counterparts and the finding was attributed to the difference in lifestyle and heavier work load of rural doctors compared to urban doctors.

On mental health variable, the breadwinners in the urban schools were found to have better mental health in all its dimensions than their counterparts in rural schools. This finding could be connected with the statement by Teghe and Rendell (2005) that urban school teachers usually have better access to better material facilities and resources such as modern buildings, appliances, amenities, and other social infrastructures that make work easier and more comfortable and hence impact mental health, The finding possibly lends credence to the position of Hillemeie et al. (2008) that rural women could be disposed to poorer mental health than urban women due to various factors that include poverty, social isolation, lack of job benefits, enforced traditional gender roles as well as limited opportunity to higher education and hence better employment opportunities.

Relationship between work-family conflict and mental health

Emotional well-being was negatively correlated with all the dimensions of work-family conflict. This implies that the more work-family conflict a breadwinner experiences, the less flourishing the emotional well-being of the individual. Emotional well-being according to Keyes (2002) entails being happy and interested in life. Emotional well-being is anchored on the hedonic theory which views well-being as a function of maximized positive feelings and minimized negative feelings (Lamers, 2012). The finding confirms various researches reported by Zhou, Da, Guo and Zhang (2018) that employees suffer diminished emotional well-being as a negative consequence of work–family conflict. Seto, Morimoto and Maruyama (2004) also observed that women who experienced work-family conflict showed depressive symptoms which was described by Higuera and Holland (2018) as feelings of sadness, loss, or anger that interfere with a person’s everyday activities.

Family-to-work conflict was positively correlated with social well-being. This suggests that the breadwinners who reported higher family interference with work roles, also reported better social well-being. According to Nanda (2015), individuals tend to get more involved and spend more time with the aspect of life they consider more critical to their well-being. Therefore, employees who feel that their work gives them the opportunity to become part of a progressive and functional society, might see work roles as more crucial than family roles and therefore get more committed to work. Hence, they tend to see family roles as interfering with work roles. Amazue (2013) in a study among non-professional Igbo employees in Nigeria, also observed a similar trend that conflict could be triggered by job or family involvement which entails placing high level of priority over the aspect of work or family.

Contrary to expectation, this study found no significant correlation between the forms of work-family conflict and psychological and overall mental health. This could be attributed

to the fact that being employed and earning salary is one of the major boosts to psychological well-being and mental health as observed in India by Sinha (2017). However, this finding tends to contradict various other researches such as the study by Panatik, Badri, Rajab, Abdul Rahman and Shah, (2011) among school teachers in Malaysia, which identified that work-family conflict was negatively correlated with psychological well-being of the teachers. Okonkwo, Ekwochi and Uwaezuoke (2019) in systematic review of various studies also posited that work-family conflict significantly affects psychological well-being of individuals. Studies carried out in USA, Turkey and China as reported by Frone (2000), Wang and Guo (2007), Yildirim and Aycan (2008), and HeLi, YeFeng and Al (2011), further affirmed that there is a strong positive correlation between work-family conflict and poor mental health. Zhou et al. (2018) also found that women's perceptions of both work-to-family conflict and family-to-work conflict were negatively related to their mental health. Nevertheless, the findings of the current study do not agree with the aforementioned studies which suggests there could be mediating variables such as social support from work colleagues which was found by O'Driscoll, Braugh and Kalliath (2003) to deflate the effects of work-family conflict on psychological and mental well-being among employers in New Zealand.

Relationship between work-family conflict and the breadwinners' demographic/socio-economic characteristics

The study analyzed the relationship between overall work-family and age, highest educational qualification, length of service, religion, marital status and salary level of the female breadwinners. The findings show that with the exception of religion, all the other variables were significantly associated with work-family conflict and there were significant differences in the mean scores of all the groups.

On the age factor, the finding of the study corresponds to the report by Nart and Batur (2014) and Erdamar & Demirel (2014) that age of the employees was linked with work-family conflict. Young adults (21 - 40 years old) experienced lower work-family conflict than the teenagers (< 20 years old) and the middle aged (41 – 60 years old) groups. The finding may be because while the teenage breadwinners might not have sufficient human and material resources to balance work and family life, the middle-aged breadwinners might have other mediating factors such as parenting adolescent children as found in this study. The finding however, seems to contradict the finding of Erdamar & Demirel (2014) who observed that younger women (30 years old and below) reported higher work-family conflict than older ones. This finding partially corresponds to the finding of a study by Dilworth and Kingsbury (2005) cited in (Nanda, 2015) which identified that employees within the child rearing age range of 33-51 years, were found to experience more work-family conflict than other group of adults.

The findings on highest educational qualification shows that breadwinners who are NCE or diploma holders reported higher work-family conflict than those with higher and lower qualifications. The National Certificate in Education (NCE) is the minimum requirement of the National Teachers Institute to be qualified to teach in primary schools and this group of teachers make up almost half (45.1%) of the respondents for this study. It is likely then that they bear the bulk of the teaching work load compared to more educated groups who might be assigned more leadership roles and the less educated ones who might have less demanding roles. The finding differs from the result reported by Reddy, Vranda, Ahmed, Nirmala and Siddaramu (2010), that more educated employed mothers in India, experienced higher work-family conflict than less educated mothers. A study of employees in U.S by Schieman and Glavin (2011) found higher level of work-family conflict among those with the highest and lowest education. According to their explanation, the well-educated tend to occupy professional jobs

with more pressures which could result in carrying over work roles into family time whereas the least educated ones (less than a high school degree) could be involved in riskier duties.

The finding further shows that the breadwinners in early career stage (< 5 years of teaching experience) had lower work-family than the middle and late career teachers. This could be because more than half (58.6%) of the respondents with S.S.C and below as their highest qualification were in early career stage and these teachers might not have been assigned as much tasking roles as the more experienced teachers or that being relatively young in the profession, they are probably more enthusiastic at carrying out their responsibilities than those who have served for longer years. The finding differs a little from the study in Netherlands by Gaikhorst et al. (2017) who reported high workloads and significant stress among the problems of beginning teachers (< 6 years' experience) in Urban areas. However, study was limited to beginning teachers and did not solicit information from more experienced teachers.

Religion of the respondents was not a significant factor of work-family conflict and no significant difference was found in the mean work-family conflict scores of all the religious groups. This finding seems not to support that assertion by Patel (2009) that religion is an important factor to consider when studying work-family because one's involvement in a religion can influence the way one governs his or her professional and family life. Patel in a study among Hindus, observed that those who were highly involved in religious activities, gained more resources which enabled them experience less work-family conflict and achieved more work-family balance than those with low religious involvement. Another study by Matthew and Jeremy (2018) among three major Christian groups and non-religious group found out that that conservative Protestant women reported less work-to-family conflict and less family-to-work conflict than their peers in other religious groups even after controlling for religious service attendance, specific job features, and sociodemographic characteristics. Although the current study did not measure religious involvement of the respondents, but it

appears that irrespective of level of involvement, religion does not play a role in work-family conflict in the study area.

The finding of this study, contrary to that of Lawson and Tulkin (2010), showed that marital status is associated with work-family conflict. The single breadwinners and the unmarried mothers had lower work-family conflict than the married and divorced/separated/widowed breadwinners. The married women also experienced lower conflict than the widowed/divorced/separated. The finding is expected because women who have lost their marriages might be facing more domestic challenges than the married and yet to marry women. This finding partially agrees with the findings of the study of parents in U.S civil labour force by Nomaguchi (2012) which also identified relationship between marital status and work-family conflict in that single mothers, experience more home-to-work conflict than married mothers; but unlike the current study, Nomaguchi included the unmarried mothers in the same group as the divorced, separated and widowed. The finding does not agree with the findings of the study carried out by Panisoara and Serban (2013) among employees in Romania which observed that single employees did not experience work-family conflict any more than the married ones. The Romanian study did not however, include the divorced, separated or widowed employers. The finding of the current study also negates the findings of another study carried out in Pakistan among university lecturers, by (Rehman & Khan, 2016) which also found no difference in the work-family conflict experienced by the single, married and employees of any other marital status.

Further findings of the study showed that salary have significant relationship with work-family conflict and the mean work-family conflict scores of the salary groups significantly varied. The breadwinners that earned lower salary ($\leq$ ₦40,000) experienced less work-family conflict than those who earned higher. This finding though not expected, corresponds to the previous finding of this study that higher earnings usually attract more

breadwinning responsibilities which is associated with work-family conflict. The finding seems not to agree with that of Newman (1999) who opined that workers with higher income could afford paid assistance in some domestic chores such as child care, laundry and meal preparation, but poorer workers get personally involved thereby increasing their risk of work-family conflict. However, it is not certain what income level is high enough for primary school teachers to be able to afford paid assistance in such domestic responsibilities as many of them could be living far below the estimated family monthly income of \$358.4 ($\pm$ ₦129,360) for a family of four in low income working class as stated by Koball and Jiang (2018).

Relationship between work-family conflict of breadwinners and household/family characteristics

The findings of the study highlighted family and household characteristics that are associated with work-family conflict. They include; type and size of apartment, toilet and bathroom used, accessibility of household water supply, having dependent children, age of oldest and youngest child, household size, caring for chronically sick family members and having spouses/partners help in household chores. Type of marriage, caring for elderly family members and availability of house-helpers were not found to be related to work-family conflict in the study.

From the findings, work-family conflict is connected with the type of residence of the respondents at $p < 0.05$. The breadwinners who live in their own house experienced less work-family conflict than those who live in rented apartment or family house (residence that is neither rented nor owned by the respondent and/or spouse; which could also be housing other extended family members). This finding could be due to the fact that living in one's own house offers outdoor space for leisure activities, privacy and other conveniences such as provision for personal toilet and bathrooms all which could affect the time and energy spent in carrying out

family roles. Furthermore, breadwinners who lived in small (single room) apartments experienced lower conflict than those who lived in bigger apartments. In explaining this finding, further analysis showed that 63.2% of the breadwinners who lived in small apartments were single and unmarried mothers who are likely to have fewer dependent children and less family responsibilities than the other groups.

Breadwinners who used personal toilet and bathroom were also found to experience less work-family conflict than those who used family and general toilet and bathroom. This finding is expected and could be attributed to the fact that it saves more time and stress using personal toilet and bathrooms when getting ready for work during the rush hours of the week days, rather than queuing up for turns, as is usually obtainable with family and general convenience. Breadwinners who also had easily accessible household water supply had less work-family conflict than those whose household water was not easily accessible. Water is an indispensable resource in carrying out various family chores ranging from cooking to bathing and general household sanitation. Having easy access to it, is definitely expected to facilitate much of domestic duties that would otherwise encroach into paid employment time. However, having it free of monetary cost was not found to be associated with work-family conflict.

The findings also show that breadwinners who had no dependent child faced lower conflict than those who had children. This finding is in line with the study carried out by Darcy and McCarthy (2007) among parents employed as hotel workers in Ireland, who found that parents with no dependent children suffered the least work-family conflict. The finding also confirms the report by Nart and Batur (2014) and Omar, Ahmad and Ismail (2016) that work-family conflict is influenced by the arrival of children and subsequent child care roles as well as the number of children, and as noted by Lawson and Tulkin (2010) child care requires huge investment of attention and time. The study however, did not support the finding of Panisoara and Serban (2013) who recorded no difference in the level of conflict faced by employees

without children and those with children. Further findings of this study show that breadwinners with 3 – 4 children experienced more conflict than those who had less or more. From the findings, it is possible that those who had less than three children had fewer child care and household responsibilities while those who have more children might have more helping hands in carrying out domestic chores. The finding tends to agree with the finding of Lawson and Tulkin (2010) that number of children has little effect on the aspect of family to work conflict.

Age of the oldest and youngest children were both associated with work-family conflict. The finding supports the statements of Nart and Batur (2014) and Omar et al. (2016) that age of the dependent children affects work-family conflict but does not agree with the findings of Panisoara and Serban (2013) who reported no significant difference in work-family balance of employees with children under 18 and those with children over 18 years of age. From the findings of this study, women with adolescents as the oldest children and those with school aged as their youngest children experienced the highest work-family conflict. Parenting adolescents and school aged children can be demanding for mothers both in time and effort. Waldfogel and McLanahan (2011), argued that despite the fact that school-aged children and adolescents may not require as much active caregiving as younger children, parents still need to play crucial roles in their lives which could be affected by overly rigid work demands. Furthermore, America Academy of Child and Adolescent Psychiatry [AACAP] (2015) observed that the movement of adolescents toward independence can cause stress for parents and families as some adolescents do not make the transition easily. This factor could result in work-family conflict for the parents and caregivers.

Unexpectedly, breadwinners who had infants and young children both as oldest and youngest children were found to face the least conflict. According to Waldfogel and McLanahan (201), “taking care of young children while holding down a job is challenging in the best of times”. Young children take up most of the family time, as they require constant

care and being a parent entails providing positive experiences for optimal physical and emotional development in children. The finding however, seems to disagree with that of Darcy and McCarthy (2007), that parents with children under six years of age had the highest levels of work-family conflict. However, Darcy and McCarthy (2007) also noted that parents of school-age children equally faced high work-family conflict.

Caring for chronically sick people was found to influence work family conflict as reported by Waldfogel and McLanahan (2011) and Newman (1999). The breadwinners who did not have chronically sick persons experienced less work-family conflict than those who had one or more sick persons to care for. This finding is possibly due to the time and effort required in hospital visitations, administering medications and other general assistance of the sick persons who usually have diminished self-help abilities.

The findings further show that breadwinners who live in medium households (5-6 persons) had higher work-family conflict compared to those who live in small households (≤ 4 persons) and large households (more than 6 persons). The finding could be associated with the previous finding in which women with 3-4 dependent children experienced higher conflict than those who had more or less. It is possible that women who live in small households do not have as much domestic chores as those in medium household, while those in large households could have more hands available in handling chores. In addition, the study discovered that women who have their husbands/partners always or sometimes help out in house chores faced less conflict than those whose spouses never or rarely helped. This finding is in line with the position of Chee et al. (2009) that fathers who hold egalitarian view on gender roles tend to make equal contribution to household tasks thereby reducing work-family conflict experienced by the mothers. Newman (1999) also observed that minimal spousal support or assistance in house chores could lead to work-family conflict.

Further findings on the relationship between work-family conflict and family characteristics showed that caring for elders did not make any difference in the work-family conflict faced by the breadwinners as reported by Omar et al. (2016) and Newman (1999). This finding could be due to cultural differences in the population involved in the studies. In Africa, caring for elderly parents is a socio-cultural obligation of adult children which is dispensed without much stress as long as the elders remained healthy. Most times, these healthy elderly parents provide child care support for working mothers thereby helping to minimize family to work conflict. Surprisingly, having house helps also made no difference in work-family conflict experienced by the women breadwinners. A study among working women in Kenyan universities by Muasya (2016) found that the use of domestic staff for childcare was one of the major strategies adopted to cope with work-family conflict. Okonkwo et al. (2019), in their study also reported that almost half (46.5%) of the working mothers had house helps who assisted in feeding the children while they were at work. However, it does appear that among the breadwinners teaching in primary schools in Enugu state, house helps add to household responsibilities of working women even as they try to assist in domestic chores.

Relationship between work-family conflict of breadwinners and work characteristics

The findings show that work-family characteristics was associated with work characteristics such as daily work hours, availability and adequacy of classroom facilities which include classroom space, writing facilities, furniture, lighting and ventilation, as well as closeness to place of work. The class of pupils taught and means of transportation to work were not linked with work-family conflict.

The study found out that time spent at paid work daily was associated with work-family conflict; those who spent less than 5 hours daily or 25 hours weekly had the least conflict. This finding is expected and could be because the spare time at work affords them the opportunity

to meet up with any pending family demands. However, contrary to expectation, respondents who spent long time (≥ 10 hours daily or ≥ 50 hours weekly) did not experience more conflict than those who spent less time at work. The finding suggests that the time spent at work may not necessarily equal the amount of work done. It is possible that those who worked longer hours have their duties evenly distributed across the hours thereby reducing the work pressure. In addition, a study of work-family conflict among employees and self-employed across Europe by Annink, den Dulk and Steijn (2016), discovered that 'passion for work' mediated between long working hours and work-family conflict. In other words, workers who have passion for their work could put in long hours at work without seeing it as demanding. The finding appears to contradict that of Okonkwo et al. (2019) who reported that women working between 30 to 60 hours and even more a week experienced high work-family conflict in that the demands of their career extended beyond normal time, thereby interfering with the time to carry out family responsibilities which in turn increased family role stress. Williams and Boushey (2010) also observed that long working hours, defined as 50 or more hours a week was linked to work-family conflict.

Various material elements of work environment can affect primary school teachers' work and they include conducive classrooms with adequate space, ventilation, lighting system and teaching equipment (Nakpodia, 2011). In line with this, current study found out that work-family conflict was high among teachers who did not have available classroom space, board and chalk/marker, chairs and desks, as well as lighting and ventilation. These elements of work environment are the physical resources which according to Kelly et al. (2014) enable workers accomplish their tasks without much physiological strain and stress.

The finding further shows that respondents whose place of work were close enough surprising experienced more work-family conflict than those who worked farther away from home. This may be because those who work closer home seem to have the psychological

condition of mind that there is always time to get all work done; which could lead to poor time management in both family and work responsibilities. In addition, it is possible that workers who live close enough to the place of work might be assigned more extra- curricular duties than those who lived farther away. The means of transportation to work was not found to make any difference in the level of conflict faced by the breadwinners. Those who trekked to work did not differ from those who went by private or commercial vehicles. It can then be said that commuting to work puts no extra pressure on workers irrespective of the means.

Relationship between mental health and demographic/socio-economic characteristics of breadwinners

The findings of the study showed that mental health was associated with age, educational level, length of service, salary, marital status, type of marriage and religion. Among the four age groups, the teenage or adolescent breadwinners (< 20 years of age) had the least mental health, followed by the young adults (20 – 40 years old). Although, the respondents in this study were mostly flourishing in mental health, the finding could be aligning with the submission of Employee Assistance European Forum [EAEF] (2018) that psychological distress in women aged 16-24 is at an all-time high, with record numbers admitting to harming themselves to relieve their distress. WHO (2016) further remarked that adolescence is faced with many challenges, such as peer pressure and quest for independence, which could impair their mental health. WHO also warned that if adolescents' mental health issues is not addressed early enough, it could impact how effective they would function as adults.

Educational level of the women was associated with mental health as observed by Chevalier and Leon (2006) in a study of the causal effect of education on mental health carried out in Germany. Chevalier and Leon reported that education (at least secondary education) significantly reduced the risks of adult depression especially for women by 5-7% and submitted

that policies increasing the education of individuals would have positive effects on their future mental health. However, this study found out that the respondents with first degree/higher national diploma surprisingly reported poorer mental health than those with less qualification but not different from those with post graduate qualification. There is the possibility therefore that being satisfied with one's work mediated between educational qualification and mental well-being (Buchelli et al., 2010). In other words, the respondents with qualifications above NCE/OND might feel under employed teaching in primary schools and therefore less satisfied with their work roles even if they receive higher salary. Buchelli et al. (2010) in a cross-national study similarly observed that the relationship between higher pay and work satisfaction weakens as educational qualification increases. This finding however disagrees with that of Araya, Lewis, Rojas and Fritsch, (2003) among households in Santiago Chile who observed that less education was significantly associated with self-reported common mental disorders.

Respondents who were in the middle career stage (5-16 years of working experience) had better mental health than those in early career (< 5 years) and later career (≥ 16 years) stages. Results of a study by Mclean et al. (2017) among graduate teachers in Southwestern United States suggested that teachers in early career stage may be particularly vulnerable to declines in mental health as a result of the teachers' experiences. In finding explanation for the poorer mental health of late career respondents in the current study, further analysis showed that 75.7% of the later career teachers had first degree and above. This additional finding is linked with the previous finding which suggests that the later career teachers could feel underemployed teaching in primary schools which is associated with less work satisfaction and consequently lower mental health (Lee, Lee, Liao, & Chiang, 2009). Brooks (2016), reporting a study by Ohio State University revealed that people who less satisfied with their work early in their career were more likely to have mental health issues later on.

Salary earned was found to be associated with mental health of the breadwinners. The mental health of the respondents tends to improve as the salary increased to ₦60 000, then there was a down turn. The finding partially agree with the finding of Jaspal, Cristina Da Silva Lopes and Kamau (2018) in a study of over 4,000 UK workers of different job ranks, aged 16 to 65 who reported a high prevalence of mental health problems among low-paid workers in non-managerial positions. In fact, Jaspal et al. asserted that the lower a person's income, the worse their mental health. However, in explaining why the breadwinners that earned above ₦60 000, reported lower mental health than those that earned lower, it could only be inferred that the feeling of underemployment and the consequent lack of satisfaction with work roles could be interacting with the mental health of the group of respondents.

Marital status of the breadwinners was associated with mental health and the unmarried mothers reported lower mental health than the single, married and divorced/separated/widowed. Spiker, (2014) remarked that the effects of marital status on mental health vary by social norms across societies. According to Cotten (1999), marital status is associated with peoples' social standing, available resources and nature of social interaction and it determines the type of pressure people face in the society and how those pressures affect their well-being. Based on the submissions of Spiker and Cotten, it is likely that the unmarried mothers in the study area, do not have as much social resources and recognition as the other marital status groups or they might be facing different type of social and economic pressures from their counterparts. Further finding show that women who are in polygamous marriages had poorer mental health than those in monogamous marriages and junior wives were the lowest. A newspaper report of a survey of 100 Arab women in polygamous marriage revealed that many of them experienced feelings of neglect and jealousy (Raddawi, 2014). The finding agrees with the report of the study carried out in Syria by Al - Krenawi (2013) that women in polygamous marriages experienced 'lower life satisfaction and more mental health

symptomatology' than women in monogamous marriages. The finding also supports the results of systematic review of twenty-two studies by Shepard (2012) which suggested a more significant prevalence of mental-health issues in polygynous women compared to monogamous women. In comparing the polygamous wives, the finding however, disagrees with the finding of Yilmaz and Tamam (2018) who observed that among Turkish women, more number of senior wives showed symptoms of psychiatric disorders than the junior wives.

The findings of the study showed that mental health was associated with religion. Religion as found by various studies is regarded as “double edged sword” in its interaction with mental health. First teaching about a loving God, love, forgiveness and compassion is found to help people relate well with others and survive stressful and traumatic life situations; however belief in a vengeful, punitive god can lead to greater emotional distress and harmful outcome (Rettner, 2015). Dein, (2018) argued that religion has a significant relationship as various studies of Christianity, Islam, Judaism and Hinduism suggest that those who are religious have better indices of mental health. Interestingly, the finding of this study show that Christians and Muslims had significantly lower mental health than the traditionalists and those in other religions. This finding shows that religious beliefs have different effects on mental health depending upon the faith group of the subjects as observed by Dein (2018), because there is the possibility that some religious groups place demands and obligations on the adherents more than other groups, and this could bear down on one's mental health.

Relationship between mental health and family/household characteristics of breadwinners

From the study, it was shown that some family and household factors were significantly associated with mental health as stated by Therrien, Richer, Lee, Watkins and Zamorski (2016). They include type of residence, apartment type, household size, dependent children, age of

oldest and youngest child and help from husband/partner in house chores. The study found no significant relationship between mental well-being and availability of house help/domestic servants, caring for elders and chronically sick family members.

Specifically, the study observed that the respondents that lived in rented apartments reported better mental health than those that lived in their own house and in family house. The finding contradicts the report of VicHealth (2005b) that living in rented apartments is linked with poor mental health. Living in family house or one's own apartment could be associated with living with larger number of people than living in rented apartment. In line with this, further finding show that respondents who lived in smaller apartments and those in smaller household size reported relatively better mental health than those living in bigger apartments and larger households. WHE (2013) observed that having the role of family caregiver is one of the major risk factors of women's mental health. It is therefore likely that having large number of people to cater for in the family would negatively impact women's mental health.

The finding of the study shows that accessibility to household water supply was not associated with women's mental health and no significant difference was observed in the mental health of those who had easy access to water and those who did not. The finding is in line with the finding of a study in rural northern Ethiopia by Stevenson, Ambelu, Caruso, Tesfaye and Freeman (2016) who found no direct impact of improved household water security on women's psychological distress. However, the finding does not support that of the study by Cooper-Vince et al. (2018), which found household water insecurity as associated with depression among women in Uganda. A related study carried out by Zenko and Menga (2019) among farmers living in the surroundings of Lake Urmia in Iran reported a link between water scarcity and mental health and as stated by Cooper (2018), safe water is not only needed for household activities but is also essential for mental health.

The findings of this study further showed that having dependent children was associated with mental health. As observed by Buber and Engelhardt (2008), children may be a source of emotional and physical support and provide a sense of meaning and order to life, and even be a source of self-esteem and prestige. The respondents that have adolescents and adults as oldest and youngest children reported higher level of mental health than those who had younger children. This finding suggests that mothers of young children had poorer mental health than mothers of older children. Guo et al. (2014) noted that caring for young children could be both pleasant and stressful and as children grow up, the child rearing skills of mothers improve and the stress level decreases.

Furthermore, having dependent elders was not associated mental health of women and no significant difference was found in the mental health of those who cared for elders and those who did not. The finding agrees with the report by Penning and Wu (2016) that women do not find caring for elders as stressful as caring for children, spouses and others. The finding also disagrees with the statement of Booth, (2019) that caring for the children and the aged simultaneously could impact the mental health of caregivers. In the Nigerian context, Okoye (2014) observed that the majority of adult daughters had a positive view about caring for aged parents; regarding it as an obligation and a way of showing empathy to parents, which has a reciprocal tendency for them as mothers.

Contrary to expectation, the study found out that caring for chronically sick family members was not associated with mental health. This finding does not support the report by Family Caregiver Alliance (2006) that caring for individuals with chronic or disabling conditions increases the risk of mental and physical health problems. A study by Oyegbile and Brysiewicz (2017) in South Western Nigeria also reported high burden among caregivers of terminal renal disease. However, US Office on Women's Health (OWH), noted that caring for ill relatives could be rewarding despite being challenging (OWH, 2019). A study of caregivers

of epileptic patients in Kaduna, Nigeria by Nuhu et al. (2010) observed that despite the fact that caring for patients especially young people below the age of 20, posed the risk of high stress on the caregivers, they did not feel burdened and were willing to continue with their caregiving roles.

Further findings show that having husbands or partners assist regularly in household chores, is linked with better mental health of women. The finding agrees with that of a study among married women in Beirut, Lebanon by who reported that husbands' involvement in housework was negatively associated with wives' psychological distress, marital dissatisfaction, and overall mental well-being. The study however, found no association between mental health and having house helps. House helps or domestic staff are often employed as a measure to cope with high domestic work load which is associated with women's mental health, according to Kelly (2018) and Pinho and Araújo, (2012). However, it does appear that their presence or otherwise does not significantly impact well-being of women in the study area. Makinde (2016) in a newspaper article pointed out that many domestic helps do not take initiative in carrying out their roles and unequivocally advised their employers not to "expect anything from them." Perhaps this explains why having husbands/partners participate in housekeeping to reduce their domestic work load, is more important to the respondents than having the assistance of house helps.

Relationship between mental health and work characteristics of breadwinners

Work, according to WHO (2019a) promotes mental health by offering an individual a productive and rewarding means of spending one's time and energy however, a negative working environment can impair one's mental and even physical health. The findings of the study show that in line with the study by Cottini and Lucifora (2010), some work characteristics were significantly associated with mental health. Unexpectedly, respondents who spent long

hours (>10hours daily or > 50 hours weekly) at work had better mental health than those who spent less time. This finding seems to contradict the finding of the UK Household Longitudinal Study on more than 71,000 people aged 16–64, which reported that working as little as 8 hours per week of paid work was a boost to the mental health of newly employed workers but working 37–40 hours a week, did not improve mental health of both men and women (Cohut, 2019). According to Afonso, Fonseca and Pires (2017), excessive time spent at work daily or weekly negatively affects both physical and mental health of workers and could increase the risk of non-communicable diseases such as hypertension, cardiovascular disease, chronic infection, diabetes, metabolic syndrome, sleep disturbance, anxiety and depression. However, the finding of the current study seems to suggest that the workers derived some sense of satisfaction and fulfillment in their work, hence longer hours were considered more rewarding to them. Seibt et al (2013) in their study found no significant association between mental health and total working hours of female teachers in Germany.

The number of children in the class was also associated with mental health of teachers, contrary to the finding of Seibt et al. (2013) who found class size not related to mental health. Nevertheless, this study found that those who taught larger class (> 40 pupils) unexpectedly had better mental health than those who handled smaller class size. In a report, Lever, Mathis and Mayworm (2017) stated that large class was among sources of stress for teachers and Morgan (2015) observed that large class made it difficult for teachers to manage and supervise pupils' class activities, therefore reduces effective teaching. From the finding of the current study, it is likely that teachers who had larger class protected their mental health by minimizing the stress of engaging with the pupils individually unlike those with fewer children. However, Walker (2019) noted that smaller classes make for more effective teaching and children in smaller classes have better academic and behavioural outcomes.

Work time as stated by Schroeder (2018) starts when one leaves home and not necessarily when the actual work begins. This study revealed that living far from place of work and going to work by commercial vehicles was found to account for better mental health than living nearer and trekking to work. These findings were quite surprising because working far from home and travelling as a result of work tend reduce the amount of time one spent with family and friends and this adds stress to a worker and could lead to poor mental health (Rajgopal, 2010). Schroeder (2018) further observed that longer time of commuting to place of work could lead to impaired family and social relationships as well as low productivity at work place. Nevertheless, this finding corroborates the previous finding of this study that spending long time at work accounted for better mental health than working less hours.

The workplace is one of the key environments that affect our mental well-being and health (WHO, 2000). Unavailability and inadequacy of classroom space and lighting were found in this study to affect mental health of teachers. This implies that inadequate space and poor lighting could make the classroom overcrowded and more rowdy which could constitute stress for teachers and pupils. A conducive physical learning environment as stated by Paul and Kumari (2018), includes sufficient space and adequate lighting in addition to being safe, noise-free and well ventilated. In the study, Paul and Kumari (2018) found a significant relationship between classroom physical environment and mental health of learners and invariably the teachers.

5.2 Conclusion

Women teaching in primary schools were mostly breadwinners providing up to 25% of the income needed for meeting family needs. Being a breadwinner was not limited to married women and mothers; single women also played the breadwinning roles in the family. However, there were some of the teachers who did not contribute significantly to the provision of family needs despite working and earning money. Being a female breadwinner was associated with various demographic factors such as older age, higher educational qualification and higher salary, teaching in urban and public schools. Work-family conflict was found to be prevalent among the female breadwinners and was very much associated with the category of breadwinning. The more the individual provided for the family, the more work-family conflict experienced especially in the dimension of work interference with family roles. Diminished mental health was also present among the breadwinners, though majority of them were flourishing. Being a breadwinner was not a factor in the overall mental health of the respondents, however, female breadwinners showed better psychological well-being. Experiencing work family conflict affected the women's sense of happiness and satisfaction with life as indicators of emotional well-being. Various respondents' background factors were associated with work-family conflict and they include, younger age (below 20 year), higher salary, higher educational qualification, poor access to household water supply, having dependent children, non-participation of husbands in house chores, care of chronically ill family members and inadequate classroom facilities. Furthermore, younger age (below 20 years), lower salary, higher educational (post graduate) qualification, polygamy, older age of children, larger household size, raising children in non-marital relationships, non-participation of husbands in house chores and inadequate classroom space in addition to other family and work characteristics of the breadwinners contributed significantly to the experience of sub-optimal mental health.

5.3 Recommendations

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

1. Individual teacher and families should endeavor to make some adjustments in their personal and family lives so as to minimize the domestic factors that contribute to work-family conflict and poor mental health.
2. Husbands and conjugal partners should work together at house chores so as to reduce the domestic workload of women in paid employment.
3. The government should assist families to get easily accessible household water so as to facilitate carrying out of house chores such as cleaning and cooking.
4. School administrators and government should provide adequate facilities for teaching and learning in order to make the work of teachers easier.
5. The government and school proprietors should also endeavour to improve the salary and other remunerations of teachers especially those in the rural areas, in order to keep them mentally relaxed to play their role as teachers.
6. Cultures that promote polygamous marriages in the contemporary society should be revisited, so as to minimize the economic, emotional and social implications on women and families.
7. The government and school owners should provide adequate financial, professional and emotional support for young teachers, so as to enable them cope with the stresses of work and family.
8. Sensitization campaign should be carried out by Home Science professionals, to promote work-family conflict and mental health awareness among primary school teachers, so that they will adopt lifestyles that will enable them achieve balance between family and work as well as promote and protect their mental health.

9. The government should make and implement family-friendly policies such as paternity leave and extended week-ends so that men will have more time to share in the house chores and other domestic responsibilities.
10. Further research is also recommended to investigate the aspects of mental illness among female teachers who are breadwinners and among women in other professions such as nursing, law and medicine.

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LIST OF APPENDICES

Appendix 1 Consent Form

This survey is being done by NNUBIA UJU, a Ph.D student at University of Nigeria Nsukka, and is purely an academic work. The purpose of the survey is to evaluate the Work-Family Conflict and Mental Health of Female Breadwinners Teaching in Primary Schools in Enugu State, Nigeria.

All the answers you provide in this survey will be kept confidential and anonymous. The survey data will be reported in a summary form only and will not identify any individual person. I humbly request that you respond to ALL questions as honestly as possible.

Please if you are willing to participate in the study, kindly sign below.

Thank you.

.....

Signature and date

Appendix 2

Instruments for data collection

2.1 Questionnaire

Code:

Instruction: Please tick $\checkmark$ (GOOD) in the cell that contains your option.

Section A: Respondents' demographic characteristics

Type of school you work in: [1] Private school ☐ [2] Public school ☐

Section where you teach: [1] Pre-primary section ☐ [2] Junior Primary ☐ [3] Senior Primary ☐

Female Breadwinning Questionnaire (FBQ)

S/ N	Questions	Demographic/socio-economic characteristics						
		Response Options						
		[1]	[2]	[3]	[4]	[5]	[6]	
1	Age	< 20 years		20 -30 years	31-40 years	41-50 years	51-60	> 60
2	Highest Educational Qualification	FSLC		SSC	NCE/OND	First Degree/HND	Post Graduate	
3	Length of service in teaching	<5 years		6- 10 years	11 – 15 years	16 – 20 years	>20 years	
4	Marital status	Married			Divorced/ Separated	Widowed	Unmarried mother	
5	Type of marriage (if married)	Monogamous (only wife)		Polygamous (senior wife)			Polygamous (junior wife)	
6	Religion	Christianity		Islam	Traditional religion	Others (Specify.....)		
7	Monthly Salary (₦)	< 20,000		20,000 - 30,000	31,000 - 40,000	41,000 -50,000	51,000 - 60,000	>60,000
Section B: Socio-economic characteristics of the respondents								
8	Type of residence	Own house		Rented apartment	Extended Family house			
9	How many bedrooms are in the apartment?	Single room		Two bedrooms	Three bedrooms	More than three bedrooms		
10	Type of toilet/bathroom you use at home	Personal toilet/bathroom			Family toilet/bathroom	General toilet/bathroom		
Section C: Family Characteristics of the respondents								
11	Number of dependent children	None		One	Two	Three	Four	>4
12	Age of oldest child (years)	0-2		3-5	6-12	13-19	20 and above	
13	Age of youngest child (years)	0-2		3-5	6-12	13-19	20 and above	

14	Available house-help	None	One	Two	More than two	
15	Elderly people who depend on you	None	One	Two	More than two	
16	Chronically sick people you care for	None	One	Two	More than two	
17	Number of people living in the household (adults and children)	4 and below	5-6 people	More than 6 people		
18	Does your husband/partner help in house work?	Never	Rarely	Sometimes		Always
Section D: Work characteristics of the respondents						
19	Time spent at paid work daily?	<5 hours	5-7hours	8-10 hours	>10 hours	
20	Number of children in your class	< 25	25 - 30	31 -40	> 40	
21	Availability and adequacy of classroom facilities		Not available	Available but not adequate	Available and adequate	
		Classroom space				
		Tables and chairs				
		Board and chalk/marker				
		Source of light				
		Source of ventilation				
22	House close is your home to your place of work?	Close enough	Not so close	Far	Very far	
23	By what means do you often get to work?	Trekking	Personal car/motorcycle	Commercial motorcycle	Commercial bus/keke	
Section E: Categories of Female Breadwinning Responsibilities of the respondents						
	How much of the following family needs do you provide?	Less than quarter (<25%)	Up to half (25%-50%)	More than half (51%-75%)	Everything (75%-100%)	
24	Food					
25	Clothing					
26	Children's school fees					
27	Housing/ rent					
28	Health care					
29	Miscellaneous					

2.2 Work and Family Conflict Scale (WAFCS)

	Rate the following as it applies to you personally	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	Work to Family Conflict Subscale					
1	My work prevents me from spending enough quality time with my family					
2	There is very little time left at the end of the day to do the things I'd like at home (e.g., chores and leisure activities)					
3	My family misses out in some things because of my work commitments					
4	My work has a negative impact on my family life					
5	Working often makes me irritable or short tempered at home					
	Family to Work Conflict Subscale					
6	My work performance suffers because of my personal and family commitments					
7	Family related issue/ responsibilities often distract me at work					
8	If I did not have family responsibilities, I'd be a better teacher					
9	My family has a negative impact on my day to day work duties					
10	It is difficult to concentrate at work because I am so exhausted by family responsibilities					

2.3 Mental Health Continuum- Short Form (MHC-SF)

	In the past one month, how many times did you feel the following ways;	Never	Once or twice (Rarely)	About once a week (Occasionally)	2 or 3 times a week (Sometimes)	Almost every day (Almost always)	Every day (Always)
	Emotional well-being subscale						
1	Happy						
2	Interested in life						
3	Satisfied with life						
	Social well-being subscale						
4	That you had something important to contribute to society						
5	A sense of belonging to a community (like a social group, school, neighborhood, etc.)						
6	That the society is a good place, or is becoming a better place, for all people						
7	That people around you are basically good						
8	That the way the society works made sense to you						
	Psychological well-being Subscale						
9	That you liked most parts of your personality						
10	That you are good at managing the responsibilities in your daily life						
11	That you had warm and trusting relationships with others						
12	That you had experiences that challenged you to grow and become a better person						
13	That you are confident to think or express your own ideas and opinions						
14	That your life has a sense of direction or meaning to it						

Thanks a lot for your co-operation

Appendix 3
Ethical approval certificate

Chairman UNTH Management Board

Barr. S. IKE NKUME,
LLB (Hons). BL MPA: B.Ed(Pol. Sc.): AHAN
Director of Administration Secretary
UNTH Management Board



Dr. C. C. AMAH, MBBS, FWACS, FICS, FNIM, FCE
Chief Medical Director

Dr. OBINNA D. ONODUGO, MBBS, FWACP
Chairman Medical Advisory Committee

Our Ref: UNTH/CSA/329/OL.5

Date: 25TH February, 2019

NHREC/05/01/200B-FWA0002458-1RB00002323

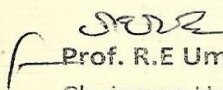
ETHICAL CLEARANCE CERTIFICATE

TOPIC: EVALUATION OF WORK-FAMILY CONFLICT AND MENTAL HEALTH AMONG FEMALE BREADWINNERS TEACHING IN PRIMARY SCHOOLS IN ENUGU STATE, NIGERIA.

BY: NUBIA UJU IFEOMA

FOR: A PH.D THESIS IN HOME SCIENCE AND MANAGEMENT OF THE DEPARTMENT OF HOME SCIENCE AND MANAGEMENT, FACULTY OF AGRICULTURE, UNIVERSITY OF NIGERIA

This research project on the above topic was reviewed and approved by the University of Nigeria Teaching Hospital Health Research Ethics Committee. This certificate is valid for one year from date of issue. Please note that the committee reserves the Right to monitor the conduct of the study at any time for strict Compliance to the Protocol.


Prof. R.E Umeh
Chairman Health Research Ethics Committee

Date: 4/3/2019

Appendix 4

Number of female teachers in the public primary schools in Enugu state

List of public primary schools in Enugu state as at 2015_2016 session

	LGA	NO OF SCHOOLS	NO OF FEMALE TEACHERS.
ENUGU ZONE	ENUGU EAST	65	809
	ENUGU NORTH	54	690
	ISI-UZO	80	219
AWGU ZONE	ANINRI	71	413
	AWGU	73	545
	OJI-RIVER	69	427
UDI ZONE	EZEAGU	84	427
	UDI	91	681
AGBANI ZONE	ENUGU SOUTH	39	700
	NKANU EAST	70	524
	NKANU WEST	54	349
OBOLLO ZONE	IGBO-EZE NORTH	118	561
	IGBO-EZE SOUTH	46	304
	UDENU	72	358
NSUKKA ZONE	IGBO-ETITI	59	332
	NSUKKA	118	753
	UZO-UWANI	63	248
	TOTAL	1226	8340

Appendix 5

Number of female teachers in private primary schools in Enugu state

Number of teachers in private primary schools in Enugu state as at 2015_2016 session

Enugu East	SABC Standard School	1	9
	Achievers Nursery And Primary School	1	8
	Adonai Nursery School	1	3
	Alex Rich Nursery And Primary Schools	1	9
	All Saints International Nursery School	1	8
	All Saves Nursery School	1	9
	All Souls Cradle To Crayon Nursery And Primary School Abakpa	1	9
	Amanda Citadel Nursery And Primary School	1	4
	Amazing Grace Children School	1	3
	Amazing Kids Nursery School	1	13
	Amazing Light Montessori Nursery And Primary School	1	17
	Amazing Love International Schools	1	15
	Amen Nursery And Primary School	1	12
	Ancient Of Days Vicotory Academy	1	19
	Angeli Children's Primary School	1	1
	Apex Creche Nursery And Primary School	1	5
	Ark Angel Nursery And Primary School	1	11
	Basic Comprehensive Sec. School	1	6
	Basic Foundations Nursery School, Emene	1	43
	Beautiful Gold International Nursery And Primary School Amorji	1	7
	Benebister Nursery And Primary School	1	2
	Best Children Nursery Primary School	1	9
	Bethsaida Creche Nursery Primary School	1	18
	Beverly Kings Secondary School	1	15
	Bishop Okoye Memorial Nursery School	1	29
	Bishop Otubelu Juniorate	1	24
	Blessed Children Nursery/Primary School	1	9
	Blessed Star Kids Primary School	1	4
	Blossom Academy Nursery School	1	6
	Blossom Nursery Academy	1	3
	Blue Spring Academy Nursery And Primary School	1	7
	Brain Boster Nursery And Primary School	1	4

	Bright Kids Academy	1	8
	Briany Kids International Nursery And Primary School	1	10
	Bright Nursery School	1	10
	Bright Ambassadors International Nursery And Primary School	1	6
	Bright Day Academy Primary School	1	5
	Bright Horizon Nursery And Primary School	1	7
	Bright International Nursery And Primary School	1	15
	Bright Land International Anursary And Primary Academy	1	11
	Bright Star Nursery And Primary School	1	6
	Bright Stars Nursery And Primary Academy	1	6
	Brighter Future Nursery And Primary School	1	10
	Brilliant Child Nursery And Primary School	1	7
	Champion`S Way International Schools	1	9
	Child`S Destiny Nursery And Primary School	1	3
	Children Of The Kingdom Nursery School	1	6
	Chimey Academy Nursery And Primary School	1	7
	Chioma Nursery And Primary School	1	6
	Christine Schools Nusery And Pri.	1	23
	Chosen Children Nursery And Primary School	1	6
	Chrisliz International Nursery And Primary School	1	4
	Chrismil Internationalhigh School	1	4
	Christ Apostolic Church Kings Nursery And Primary School	1	11
	Christ Ascension Model Nursery And Primary School	1	1
	Christ Church Nursery And Primary School	1	6
	Christ The King Nursery School	1	7
	Christ The King Primary School	1	9
	Christbelievers Nursery And Primary School	1	4
	Christian Hope Academy	1	7
	City College, Enugu	1	29
	City Comprehensive Secondary	1	16
	City Goodness International School	1	14
	Cnb International Nursery And Primary School	1	1
	Cocci International Secondary School	1	13
	Corporate Standard International College	1	10
	Costina International Nursery And Primary School	1	7

	Covenant Nursery School	1	10
	Crech Noble Nursery School	1	13
	Crystal Stars International School Enugu	1	1
	Cypress International Nursery And Primary School	1	7
	Dallas Standard Int School Emene	1	9
	Daughter Of Divine Love Juniorate, Abakpa	1	36
	Daughters Of Divine Love Secondary School	1	18
	De Best Academy Nursery & Primary School	1	5
	De Locus Classicus Montessori Nursery And Primary School	1	11
	De Mira Private Nursery And Primary School	1	3
	De Vision Nursery And Primary School	1	10
	De Vision Nursery And Primary School/ Ogbeke Nursery/Primary	1	7
	Deeper Life High Secondary School Enugu	1	9
	Deskey Foun Group Nursery And Primary School	1	3
	Destined Kids Nursery And Primary School	1	6
	Divine Academy Nursery School	1	8
	Divine Child International School	1	8
	Divine Choice Nursery And Primary	1	3
	Divine Foundation Nursery/Primaryschool Academy	1	6
	Divine Grace Children Nursery And Primary School	1	11
	Divine Home Schools	1	5
	Divine Love Nursery School	1	43
	Divine Love Secondary School	1	8
	Divine Magnet Nursery And Primary School	1	7
	Divine Mercy Academy Nursery And Primary	1	2
	Divine Ultimate Nursery & Primary School	1	12
	Divine Wisdom Primary School	1	0
	Dominion Nursery And Primary School	1	3
	Dominion Nursery School	1	3
	Don Ambrose Nursery And Primary / Secondary School	1	13
	Don Ben International Nursery And Primary School	1	3
	Donbrowno Academy Nursery And Primary School	1	20
	Eden Nursery And Primary School	1	6
	Elite Academy Missions Nursery And Primary School	1	8
	Elohim Kids International Nursery And Primary School	1	9

	El-Shadai Nursery And Primary School	1	13
	Emmanuel Methodist Nursery And Primary School	1	7
	Emmanuel Nursery & Primary School	1	12
	Emmanuel School Of Excellency Nursery And Primary School	1	7
	Evangel 1 Nursery And Primary School Emene	1	11
	Evangel Nursery & Primary School	1	11
	Evangel Nursery And Primary School	1	12
	Evangel Nursery School	1	10
	Eva's Nursery School	1	13
	Evergreen Academy	1	20
	Excellent Heritage School	1	8
	Excellent Nursery School	1	5
	Faan Staff Nursery School	1	24
	Favour Of God Academy Nursery And Primary School	1	8
	Favour People Kids Academy Nursery And Primary School	1	6
	Favour Schools Nusery And Primary	1	9
	Firm Foundation Nursery School	1	8
	First Primelight International Nursery & Primary School	1	12
	Forham International School	1	6
	Fountain Comprehensive College Abakpa	1	29
	Franciscan Children Academy Ugbene Ii Abakpa	1	12
	Future Generation Nursery And Primary School	1	9
	Future Hope Nursery School	1	5
	Future Leaders Nursery And Primary School, Alulu	1	10
	Gama Success College	1	10
	Gate Of Haven Nursery School	1	5
	Gateway Sec. School	1	23
	Glorious Kids Academy Nursery And Primary School	1	5
	Glorious Nursery And Primary School	1	8
	Glory Nursery School	1	9
	God First Nursery And Primary School	1	1
	God Is Love Nursery And Primary Schools	1	10
	God Is Love Private Nursery And Primary School	1	9
	God,S Own Nursery And Primary Schools	1	9
	God`S Heritage Foundation Ibagwa Nike	1	8

	God`S Kids Academy	1	6
	God`S Miracle School Nursery And Primary	1	8
	God`S Power Nursery And Primary School	1	7
	Goddip Primary School	1	19
	Goddy Schools Nusery And Primary	1	7
	Godfrey Okoye University Nursery And Primary School	1	34
	God's Academynusery And Primary School	1	7
	Gods Blessed Nursery And Primary School	1	5
	God's Care Academy	1	6
	God's Delight Nursery School	1	8
	God's Divine Nature Nursery And Primary School	1	4
	God's Own Nusery And Primary Sch	1	5
	God's Own Primary School	1	10
	God's Own Secondary School	1	6
	God's Time Nursery And Primary School	1	5
	God's Unique Nuresery School Emene	1	4
	God's Will Nusery Prymary School Ugbene	1	10
	Good Shepherd Nursery And Primary School	1	8
	Goshen International Nursery And Primary School	1	7
	Graceway International Nursery And Primary School	1	5
	Great Ebenezer Nursery And Primary School	1	4
	Great Future Nursery/Primary Schoool Edem	1	1
	Great Hope High School	1	10
	Greater Glory School	1	6
	Havirl International Nursery / Primary School	1	9
	Hero Nursery School	1	9
	Hidden Treasure Nursery School	1	9
	His Grace College	1	3
	Holy Angels Nursery And Primary School	1	6
	Holy Angels Nursery/Primary School	1	7
	Holy Child Nursery And Primary School	1	9
	Holy Child Nursery School	1	6
	Holy Cross Nursery And Primary School	1	9
	Holy Cross Parish Nursery And Primary Schools	1	22
	Holy Cross Secondary School	1	21
	Holy Trinity Nursery And Primary School	1	2
	Hope Rising International Nursery And Primary School	1	5

	Hossana Nursery And Primary School Ngwuagu	1	7
	Humility Nursery And Primary School	1	9
	Iammac Schools Nursery/Primary School Emene	1	7
	Idealcomprehensive College	1	5
	Ifenyinwa Nursery And Primary School	1	8
	Ify Nursery And Primary School	1	8
	Immaculate Conception Model Nursery And Primary School	1	14
	Immaculate Genius Foundation Inter'l Nursery And Prymary School	1	6
	Imperial Foundation Schools Eke Obinagu	1	2
	In His Grace Image Heights Nursery And Primary School	1	4
	Inland Comprehensive Secondary School	1	12
	International Gracechild Christian Academy Nursery Ana Primary School	1	5
	International Nursery School	1	54
	Jesus Baby International School	1	13
	Jesus Cometh Nursery And Primary Schools	1	10
	Jesus Foundation Nursery And Primary School	1	10
	Jesus Is Power Nursery And Primary School	1	8
	Jesus Precious Child Nursery And Primary	1	5
	Jesus The Way Nusery School Aguabor	1	3
	Jewel Of Hope Nursery And Primary School	1	0
	Jimgrams International School	1	9
	Jingles Kids International School	1	11
	John Best International School (Secondary And Primary)	1	16
	John Igwesi Memorial Grammar School	1	17
	John Paul Montessori Nursery And Prymary School	1	11
	Joy Land International Nursery/Primary School Obinagu	1	6
	Joy Of Knowledge Nursery Aand Primary School	1	3
	Julia-Gee Corners Stone Nursery / Primary School	1	19
	Julia-Gee Corners Stone Secondary School	1	18
	Kiddies Nursery School	1	11
	King Of Kings Nursery And Primary School	1	8
	Kingdom Foundation Nursery School	1	10
	Kingdom Heritage Model School	1	5
	Kingdom Kids Academy Nursery And Primary School	1	8
	Kingdom Life Nursery And Primary School	1	2

	Kings Kids Nursery And Primary School	1	11
	King's Kids Primary School	1	11
	Kings Mission International nursery And Primary School	1	11
	Kings's International Nursery School	1	11
	Knowledge Building Nursery And Primary School	1	8
	Kristine Grace Nursery And Primary School	1	0
	Laurel Foundation International Schools	1	16
	Lifeline Education Centre Nursery & Primary	1	11
	Light Of God Nursery And Primary School	1	6
	Light Of Wisdom Nursery And Primary	1	10
	Little Flower Academy Primary School	1	14
	Little Flower Of Jesus Nursery And Primary School	1	8
	Living Fountain International Foundation Schools	1	0
	Lord's Choice Primary School	1	12
	Lyn Nursery And Primary School	1	5
	Mariana Daycarenursery School	1	5
	Marist Brothers Nursery School	1	11
	Marvelous Gift Foundation Primary School	1	10
	Marves Unique Schools Nursery And Primary	1	9
	Mary Selessor Nursery And Primary School	1	4
	Mater-Dei Nursery And Primary School	1	10
	May Pax International Nursery And Primary Schools	1	6
	Mercy Of God Nursery And Primary Schoo	1	9
	Messiah Foundation Intel Nurs, And Primary School	1	12
	Methodist College Campus 2	1	10
	Methodist Nursery And Primary School	1	4
	Metro Star International Nursery/Primary School	1	7
	Miketery International Nursery And Primary School	1	13
	Millions Of Angels Nursery Schools	1	9
	Mirror Of Justice Nursery And Primary School	1	3
	Model International Comprehensive Secondary School	1	3
	Modern Ideal College (M.I.C.)	1	20
	Modern Nursery/Primary School Abakpa Nike	1	19
	Mother Mary Nursery And Primary	1	11
	Mother Of Divine	1	3
	Mounting Zion Great Kids Nusery And Primary Academy	1	6
	Multi Angel Internation Nursery And Primary School	1	9

	Multi Obyno Internation Nursery And Primary School	1	6
	Musterd Seed Nursery And Primary School	1	3
	My Redeemer Liveth Nursery And Primary School	1	9
	Nelson Academy	1	3
	Nene International Private School	1	15
	New Bethel Home Nursery And Primary School	1	9
	New Bethel Model Nursery School	1	16
	New Creation Children Nursery And Primary School	1	5
	New Creation Nursery And Primary School	1	5
	New Generation Fountains Schools	1	7
	New Generation Group Of Schools Nursery And Primary.	1	12
	Niger Future Hope Nursery And Primary School	1	2
	Noah's Ark Int'l Schools Nursery And Primary	1	4
	Noble Seed International Nursery And Primary School	1	12
	Notre Dame Nursery School	1	11
	Obidient Nursery And Primary School Onuora Nike	1	4
	Ocean Of Knowledge Academy Nursery/ Primary School	1	9
	Our Lady`S Nursery School	1	10
	Our Lord`S Nursery School	1	2
	Our Shepherd Nursery And Primary School Ogbnakwte	1	4
	Oxford Delight	1	15
	Pat Finder Secondary School	1	4
	Pat Top Kids Academy Nursery Pri	1	5
	Path Inventors' School	1	13
	Peace International School	1	3
	Peculiar Nursery School	1	6
	Pillars Nursery And Primary School	1	3
	Pinnacle Mode School	1	23
	Pinnacle Of Grace International Nursery And Primary School	1	4
	Pleasant Gatering Nursery And Primary School	1	4
	Pnuuema Life Mission Nursery And Primary School Academy	1	7
	Power Point Comprehensive Secondary School	1	6
	Praiseland Foundation Nursery/Primary School	1	6
	Precious Model Primary And Secondary School	1	8
	Pride Academy Nursery And Primary School	1	

	Prime Children School	1	3
	Prince And Princess Nursery School	1	8
	Prince Of Peace	1	9
	Pro Labore Dei Nursery School	1	4
	Pro Labore Delnursery And Primary School	1	6
	Progressive Nursery School	1	8
	Proper Child International School	1	10
	Purple Sprngs International School	1	11
	Queen Of The Holy Rosary Nursery School	1	20
	Queennet Nursery School	1	10
	Rabboni College Nursert And Primary School	1	6
	Raboni International Schools	1	26
	Ramond College	1	12
	Redeemer Nursery School	1	9
	Redeemers International Secondary Sch	1	32
	Regal International School Trans Ekulu	1	3
	Rego International School	1	7
	Rehma International Schools	1	2
	Republic Comprehensive Secondary School	1	10
	Revival Nursery And Primary. School	1	10
	Rhema International Primary School	1	4
	Rising Star Nursery And Primary School Trans Ekulu	1	7
	Rising Stars Nursery And Primary School	1	0
	Riverside Nursery School	1	3
	Rock Nursery And Primary Schools	1	10
	Rosa Mystica Nursery And Primary School	1	11
	Rosa Mystica Schools	1	9
	Rose Best Academy	1	5
	Roseliz Nursery And Primary Schools	1	6
	Royal Kids Academy Nursery And Primary School	1	15
	Royale Excellent Christian Nursry And Primary School	1	8
	Royalnursery And Primary School	1	7
	Saint Cyprain's (Annex) Nursery And Primary School	1	43
	Saint Joseph's Secondary School	1	26
	Sancta Maria Nursery And Primary School	1	9
	Santa Rosa Nursery School	1	14

	Sapientia Nursery And Primary School	1	6
	Schneiders Children International Academy	1	10
	Seat Of Wisdom Children Centre Nursery And Primary School	1	5
	Seat Of Wisdom Nursery And Primary School	1	10
	Seat Of Wisdom Secondary School	1	20
	Seed Of Wisdom Nursery And Primary School	1	3
	Shamar Nursery School	1	8
	Sharon Hill Nursery School	1	2
	Shekinah Glory International School	1	25
	Shining Star International Nursery /Primary School	1	9
	Shining Star International Nursery And Primary School	1	4
	Shining Star International School	1	22
	Sky View Montessori Nursery Primary School	1	11
	Slyvacrest Nursery And Primary School	1	6
	Smart Scholars Standard Nursery And Primary School	1	12
	Solid Base Nursery School	1	40
	Solid Foundation Nursery School	1	19
	Spring Board International School	1	14
	Spring Field Nursery School	1	22
	St Claires International Nursery/Primary School	1	9
	St Fiespo International School Abakpa	1	9
	St James Victory Primary School	1	26
	St John`S Nursery And Primary School	1	9
	St Jude International Nursery Primary School	1	8
	St Leo The Great Schools (Nursery, Primary & Secondary.)	1	40
	St Marks Nursery Primary School	1	39
	St Mary`S Secondary School Abakpa	1	4
	St Michael And All Angels Nursery And Primary School	1	6
	St Paul's Model Nursery Primary School	1	7

	St Paul's Model Nursery Primary School	1	11
	St Pauls Nursery And Primary School	1	9
	St Philip's Nursery And Primary School	1	12
	St. Ann's College, Abakpa-Nike.	1	16
	St. Mark's Nursery School	1	7

	St. Mary's Day Care And Nursery School	1	4
	St. Mary's Nursery & Primary School	1	14
	St. Mary's Nursery School	1	11
	St. Mary's Primary School	1	3
	St. Theresa's Parish Nursery / School	1	11
	State Ideal Secondary School	1	21
	Stella Maris Nursery School	1	3
	Stephen's Comprehensive Secondary School	1	5
	Strickland International Nursery/Primary School	1	15
	Success Base International College, Abakpa-Nike	1	22
	Success Stars Academy International School	1	10
	Sunrise International Nursery School	1	8
	Sunrise Primary School	1	11
	Sure Foundation Nursery And Primary School	1	10
	Sylvana International Nursery And Primary School	1	6
	Tender Heart International Nursery School	1	4
	Tender Links Nursery And Primary School	1	14
	Tendrils International Schools	1	5
	Tested And Trusted Brains International Schools	1	9
	The Beloved Int. Nursery And Primary School Old Garriki Emene	1	3
	The Bright Future Nursery And Primary School	1	16
	The Bright Nursery And Primary School	1	7
	The Lord's Vineyard School	1	12
	The Macademia Academy	1	8
	Therapeutic Nursery And Primary School Abakpa Nike	1	166
	Tomorrow Leaders Academy	1	5
	Top Stars International School	1	7
	Train Up A Child Nursery And Primary School	1	8
	Treasure Kids Nursery And Primary School	1	5
	Treasure Nursery School	1	9
	Trinity Kids Nursery & Primary School	1	8
	Ultimate Children's Nursery And Primary School	1	2
	Unique Children Academy School	1	3
	Unique Child'scentre Nursery And Primary School	1	7
	Unique Learners Nursery And Primary School	1	5
	Unique Nursery And Primary School	1	11

	United Christian Academy Nursery/Primary Schools	1	13
	United Christian Academy Secondary Schools	1	0
	Unity Academy Enugu	1	11
	Valley Of Blessing Schools	1	10
	Vicks Schools Nursery And Primary School	1	8
	Victoria International Nursery And Primary School	1	4
	Victoria Nursery And Primary School	1	6

	Victory Foundation Nursery School	1	13
	Visa International Academy	1	9
	Weesley Nursery And Primary School	1	6
	Winning Grace Academy	1	2
	Winsophia Child-Primary School	1	16
	Winsophia High School, Enugu	1	23
	Wisdom International Nursery And Primary School	1	8
	Wisdom Ofgod Nursery And Primary School	1	7
	Wonder Kids Academy Nursery And Primary School	1	6
	Wonderland Private School	1	8
	Word Of Faith Nursery School	1	9
	Zion Academy Nursery & Primary School	1	7
	Zion Kids Primary School	1	8

Enugu East Total		371/407	3529/4055
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Enugu North	Adoni Nursery Primary School	1	6
	All Stars Private School	1	5
	Almarose International Nursery & School, Obiagu Road, Enugu	1	16
	Amaka Nursery School, Enugu	1	4
	Ambesodor Child International Academy	1	8
	Anastasia Nursery And Primary School	1	11
	Beacon Of Light Foundation School Enugu	1	6
	Bethel Home Nursery School	1	46
	Bishop Eneja Memorial Group Nursery And Primary School	1	9
	Blessed Nursery School	1	9
	Bright Hope International Christian Academy	1	10
	Brighteyes Montesorri School Nur/Primary	1	41

	Brilliant Nursery & Primary School	1	10
	Calvary Foundation International Nursery And Primary School	1	26
	Carlton Duke Nursery And Primary School	1	8
	Carmel Nursery School	1	34
	Carol's International School Nurseru / Primary	1	12
	Casanninos Nursery And Primary School	1	14
	Chiazo Nursery And Primary School	1	16
	Child Of Mary Nursery School	1	3
	Chinwe Nursery School	1	3
	Christ The King Of Kings Academy	1	9
	Christian Service Nursery And Primary School	1	13
	Citadel Nursery School	1	44
	Civitas Dei Nurdery Primary School, Enugu	1	12
	Coal City College, Enugu	1	17
	Colliery Nursery And Primary School	1	9
	Daughter Of Mary Mother Of Mercy	1	18
	De Lumen Nursery And Primary School	1	7
	Delight Some Rock International Academy	1	2
	Divine Gift Nursery & Primary School, Gra, Enugu	1	5
	Divine Glory International School Nurs & Primary	1	14
	Divine Mercy Montessori Nursery & Primary	1	11

	Divine Nur & Primary School St Luke Anglican Church	1	16
	Divine Purpose Nursery School, Enugu	1	4
	Divine Revelation Nursery And Primary	1	10
	Early Dew High School Nursery & Primary	1	6
	Early Dew Montessori Academy	1	16
	Eastern Hills Academy	1	10
	El-Shaddai International Schools. Enugu	1	9
	Esther Robert School Nursery And Primary	1	3
	Evangel Nursery And Primary School	1	7
	Evangel Nursery And Primary School, Gra, Enugu	1	10
	Evergreen Schools Nursery And Primary	1	30
	Favoured Nursery & Primary And Secondaryschool	1	18
	First Foundation Nursery School	1	11
	First Parkview Montessori School.Enugu	1	11

	Frobel Nursery School	1	15
	Future Leaders Nursery School	1	4
	Gab Selina Nursery School	1	13
	Garden Angels Nursery And Primary Schools, Enugu	1	19
	Genesis International Academy	1	7
	Glorious Vision Apostolic Nursery School	1	3
	God's Best Secondary School Ologo, Enugu	1	13
	God's Chosen Nursery And Primary School	1	6
	Gods Favour Nursery School.Enugu	1	3
	God's Gift International School	1	28
	God's Little Tresure Creche Center	1	4
	God's Own Nursery And Primary School	1	8
	God's Will Nursery Primary School	1	10
	God's Will Nursery School	1	10
	Golden Stars Academy Nur & Primary School	1	9
	Good Hope Stars Nursery And Primary School	1	14
	Good Shepherd Cathedral Nursery And Primary School	1	21
	Goshencity International Academy	1	29
	Grace International School Enugu Nur & Pri	1	12
	Graceland College, Enugu.	1	20
	Graceland Primary School	1	40
	Greenwood International School Nurseru & Primary	1	4
	Handmaids Model Primary School	1	9
	Helida Nursery And Primary School	2	21
	Hill View High School	1	22
	Hillrange School Enugu	1	
	Holy Hill Nursery School	1	10
	Ideal Foundation Nursery School	1	17
	Immaculate Heart School, Enugu	1	46
	Imt Model Nursery Primary School Enugu	1	3
	Infant Jesus Nursery School	1	8
	Ivory Foundation Nursery And Primary School	1	12
	Jesmica International Nursery School	1	10
	Jesus The Solid Rock Foundation School	1	9
	Josemaria Academy Secondary School	1	4

	Justine Thomas Nursery School	1	37
	Kayla International Montessori School Nursery And Primary	1	7
	King David Primary School	1	6
	King Jesus Nursery School	1	9
	King Of Kings Comprehensive Nursery And Primary School	1	4
	Kingdom Heritage Model School	1	32
	Kings Kid International College Hill Top	1	8
	Lady Ibiam Girl's Secondary School	1	72
	Liberty Way International Schools Enugu Nursery & Primary	1	5
	Life Streams Nursery School	1	27
	Lifestreams College Enugu	1	12
	Lily Pinnacle International Academy	1	23
	Little Angels Nursery School	1	4
	Lizzy Nursery School ,Enugu	1	3
	Lord Immanuel International Schools	1	8
	Magnet International Nursery And Primary School	1	12
	Magnet International School China Town Enugu Secondary	1	13
	Maranatha Nursery School	1	13
	Marvellous Grace International School Nur & Pri School	1	23
	Mavellous Grace International Schools Secondary	1	8
	May Day Nurdery School	1	4
	Mercyland Montessori Academy Primary School	1	4
	Mico Nursery & Primary School	1	7
	Mustard Seeds Of Greatness Primary School	1	7
	Naowa Group Of Schools Nursery/Primary	1	50
	National Nursery And Primary School	1	4
	New Bethel Nursery School	1	10
	New Generation Nursey School	1	19
	Nisi Dominus International School Nursery And Primary	1	7
	Ogo Nursery School	1	3
	Olive Groove Nursery School	1	28

	Osisatech Girl's Secondary School	1	19
	Our Lady Of Guadalupe School	1	12
	Our Lady Of Mercy Primary School	1	11
	Our Lord's Shephard International School	1	14
	Our Lord's Shepherd International School	1	11
	Ozougwu Comprehensive Secondary School	1	18
	Peace Comprehensive Secondary School	1	5
	Peculiar Nursery School	1	5
	Police Children Nursery And Primary School Abakpa	1	62
	Praiseland International Secondary School	1	8

	Precious Child International Nursery School	1	20
	Prime Academy Daycare Nursery And Primary School	1	30
	Prince Academy Nursery And Primary	1	3
	Providence High School	1	29
	Purple Krown College,Enugu	1	5
	Queens Model Nursery And Primary School, Enugu	1	14
	Rachineis International School	1	15
	Redeemers International Nursery Primary Schoolenugu	1	13
	Redemption Primary School	1	12
	Reynoid Modern Nursery School	1	3
	Ritacia International Nursery School	1	16
	Rockland International School ,Enugu	1	10
	Rosa Venerini Academy	1	22
	Rosevilla Nursery And Primary School	1	20
	Royal Orchard First School Nursery & Priimary	1	17
	Salem City Intellectual Academy	1	
	School For Infant Jesus & Mary Nursery School	1	20
	Shalom Anglican E'cole	1	6
	Shalom Daycare Nursery And Primary School Enugu	1	13
	Spring Of Life International, Independence Layout	1	131
	St James Anglican Nursery And Primary School	1	12
	St Judes Nursery And Primary School	1	7
	St Paul Anglican Model Primary School	1	20
	St Peter's Nursery School	1	20
	St. Batholomew's Nursery And Primary School	1	32

	St. Michael's Primary School	1	12
	St. Micheal's Nursery And Primary School, Asata Enugu	1	12
	St. Monica Girls Comprehensive College Ogui Enugu	1	19
	St. Stphen's Nursery And Primary School Udisidi	1	15
	Stacey Education Foundation Nursery And Primary School	1	7
	Staff Nursery & Primary School	1	16
	Startrite Nursery School	1	12
	Sunrise International Academy	1	3
	Sweet Angels Day Care Nursery School	1	4
	Sylvabrook International School (Primary).	1	32
	Syvina International School	1	11
	Teenee Todds Preschool Nursery &Primary	1	4
	Tehillah Nursery School	1	22
	Tender Start Nursery School	1	6
	The Best Academy Nursery & Primary School, Independence Layout, Enugu	1	10
	The Good Shephard Anglican Seminary, School	1	24
	The Lord's Sec. School Enugu	1	11
	The Potters's House Montessori Nursery & Primary	1	12
	Treasure Heights Montessori Schools Nursery And Primary	1	11

	Tutor Time School Nursery And Primary	1	20
	Twinkles West School Nursery	1	4
	Unity College	1	9
	University Staaf School Enugu Campus	1	62
	Vick Rosemond Preschool	1	6
	Victory Nursery School	1	11
	Von Nursery School	1	16
	Von Secondary School	1	74
	Wholesome Child Chriatiana Academy	1	7
	Wisdom Primary School	1	9
	Wisville Academy Nursery And Primary	1	8
	Young Shall Grow Nursery School	1	4
	Zion Kids Nursery And Primary School	1	6
	Zion Spring School Nursery And Primary	1	11

Enugu North Total		164/182	2312/2696
Enugu South	Achievers Solid Foundation Academy	1	9
	Adonai Model Schools	1	9
	Adoration International School Nurs/Primary	1	7
	Advanentist Centenary Academy Nurs & Primary	1	8
	Al-Hudaa Primary School.	1	9
	Ambassdor Academy	1	4
	Anndy Model Nursery Sch	1	4
	Apex Foundation Nursery School	1	8
	Apex Fountain Nursery And Primary School	1	8
	Ark Of Grace Academy Nur/Pry	1	7
	Baptist High School Enugu	1	16
	Bethel Nursery Sch	1	12
	Bethel Secondary School Uwani	1	7
	Bethsaida Pool International Nur/Pry	1	8
	Bishop Otubelu Memorial Secondary School	1	14
	Bishop Otubelu Nursery Sch	1	27
	Blessed Nursery And Primary School	1	2
	Brainy Kids School	1	7
	Bright Foundation Nurs/Primary School	1	11
	Bright Future	1	8
	Brighter Futrue Kids Nursery And Primary School	1	12
	Brighter Future International School	1	8
	Brighter Vision Schools	1	9
	Chibueze Nursery School	1	9
	Child Of Destiny Nursery And Primary School	1	4
	Children Of God Academy	1	9
	Children Of Light Academy Nur/Pry School	1	2
	Chinedu International Nursery School, Idaw River	1	26
	Chinedu Nursery School	1	19
	Chosen Generation Nursery School	1	10
	Christ Church Early Child Primary School, Uwani	1	10
	Christ Church Nursery School	1	5
	Christ De Saviour Nursery And Primary School	1	9
	Christ Foundation Nursery School	1	5
	Christ Methodist Nursery And Primary School, Garriki	1	27

	Christ Nursery And Primary Schools	1	15
	Christ Nursery School	1	15
	Chuks Montessori Daycare & Nur Sch	1	5
	City Of David Int Nursery And Primary School	1	3
	Claret Academy Secondary School	1	2
	College Of The Immaculate Conception Enugu	1	38
	Crystal Nursery And Primary School	1	9
	Crystal Science Secondary School	1	7
	Cuizick Nursery And Primary Schoool	1	8
	Cyrich International Sec. Sch	1	34
	Delight Nursery & Primary Sch	1	5
	Diamond International School	1	10
	Dimoji Meemorial Nursery And Primary Schhol	1	10
	Divien Grace Nursery Primary School	1	14
	Divine Almond International School Enugu	1	8
	Divine Covenant Children Schools	1	11
	Divine Heritage Nursery And Primary School	1	7
	Divine International School Akwuke	1	10
	Divine Tresure Nur & Pri Sch	1	9
	Divine Victory Nursery And Primary School	1	19
	Divine Wisdom Day/Nursery School, Enugu	1	0
	Dori Gaberial Montessori	1	0
	Eden Nursery And Primary School	1	12
	Elite Academy	1	10
	Emmanuel Anglican Secondary School	1	16
	Emmanuel Church Mode Nursery Primary School	1	10
	Evangel Nursery And Primary School, Enugu	3	59
	Evangel Secondary School	1	50
	Evangelical Day Care Nur & Pri Sch	1	7
	Evans Delight Of God Nur & Pri Sch	1	8
	Everbest Generation Academy	1	9
	Excel Montessori Nur & Pri Sch	1	8
	Exellent Kids International Nursery And Primary School	1	7
	Ezi Nursery School	1	12
	Favour Child International Nursery/Primary School	1	6
	Favour International Nursery And Primary School	1	7
	Fountain Of Joy Nursery And Primary School	1	9

	Froebel Nursery School	1	4
	Global Light Academy	1	8
	Gloryland Mission Academy Nurs/Pry School	1	12
	God Is Able Nursery And Primary School	1	5
	God's Care Nursery School	1	23
	God's Dan Nursery And Primary School	1	6
	God's Love Academy And Nursery Primary School	1	8
	God's Love Nursery & Primary	1	11
	God's The Shepherd Nursery And Primary	1	6
	God's Will Nursery School	1	9
	God's Will Nursery School And Primary School	1	10
	Golden Heart Foundation Sch.	1	11
	Good Shepherd Nursery And Primary School	1	21
	Grace Kid Academy Nursery/Primary School	1	6
	Grace Model Nursery/Primary School	1	10
	Great Explot Nursery And Primary School	1	5
	Great Kids Academy Nursery And Primary School	1	9
	Greater Tommorrow International Schoo, Enugu	1	15
	Happy Time Creach Nursery And Primary School	1	9
	Harvest Of Knowledge Nursery And Primary School	1	13
	Heavenly Kids International Nur & Pri	1	10
	Heavenly Union Primary/Nursery School	1	7
	His Faithfulness International School	1	9
	His Grace High School	1	13
	Holy Angels Comprehensive Secondary School	1	21
	Holy Child International Nursery And Primary	1	10
	Holy Child Primary School	1	4
	Holy Family Children Nursery/Primary School	1	7
	Holy Family Model Nursery Ed. Centre	1	21
	Holy Micheal Solid Nursery Primary School	1	11
	Holy Rosary College Uwani Enugu	1	62
	Holy Trinitas Nursery And Primary School	1	6
	Ij Best International School, Enugu	1	9
	Immaculate Nursery And Primary School	1	8
	Immaculate Heart Comprehensive Sch.	1	11
	Infant Jesus The Great Nursery & Primary	1	8
	Jesu Maria Nursery And Primary School	1	16
	Judith Foundation Sch	1	11

	Judith's Foundation International School,	1	9
	Julex Comprehensive Secondary School	1	16
	Keep-On Growing Academy Akwuke	1	9
	Kingdom Model School	1	9
	Kings College, Awkunanaw	1	3
	Kings Comprehensive Secondary School	1	18
	Kings Kids Nursery & Primary School	1	14
	Kings Kids Nursery & Primary School2	1	9
	Kings Kids Nursery Sch	1	22
	Konigin Des Friedens College	1	24
	Lamb Of God Nur & Primary School Obeagu	1	9
	Lamb Of God Nursery School	1	4
	Life Foundation Nursery And Primary School	1	5
	Life Learning College	1	5
	Lilyhills School Enugu	1	9
	Little Angel International School	1	10
	Little Angel Primary School, Enugu	1	12
	Madonna Nursery & Primary School	1	9
	Malson International School	1	12
	Maranatha Nur & Primary	1	10
	Mary Slessor Nursery Sch	1	24
	May Blossom Nursery Sch	1	7
	Megark Roicel International Nursery And Primary School, Garriki	1	6
	Methodist College, Agbani Road, Enugu	1	13
	Mic Pauline Nursery School	1	13
	Michdusch Private Schs	1	6
	Mind Builder Academy	1	3
	Mount Zion Nursery And Primary School	1	10
	Narvel Nursery And Primary School, Idaw River, Enugu	1	8
	New Era Nursery And Primary School	1	9
	Niger Nursery And Primary School	1	18
	Niger Sec Grammar School	1	19
	Niger Secondary School	1	10
	Noble Kids Nursery And Primary School	1	9
	Notre Dame Schools	1	36
	Our Lady Of Lourdes Nursery School	1	18
	Our Lady Seat Of Wisdom Nursery School	1	5

	Our Saviour Intellectual Pre Nursery School	1	3
	Our Saviour Nursery And Primary School	1	7
	Pa Cyyprain Memorial Nursery Primary School	1	5
	Patience Nursery School	1	4
	Peace Nursery And Primary School	1	9
	Pencil Mark Nursery And Primary Schools	1	12
	Pentecost International Model School Nursery/Primary	1	8
	Piety International Sch	1	24
	Pilgrim Model Nur & Pri Sch	1	10
	Police Children's School	1	29
	Pre School Age Nursery And Primary School	1	9
	Precious Child Nursery And Primary School, Akwuke	1	13
	Precious Kids Nursery And Primary School,	1	4
	Prince And Princess Nursery And Primary School	1	4
	Queens Comprehensive Nursery Sch	1	9
	Queens Model Nursery Sch	1	13
	Queens Model Secondary School Awkunanaw	1	13
	Rehboth International School	1	12
	Rehobort International Sch	1	4
	Rev.Harrison Nwegbo Nursery/ Primary Mem. Meth School Ugwuaji	1	15
	Rock Model Nursery School	1	14
	Royal Top Kids Nursery And Primary School	1	11
	Rubbies Nursery School	1	10
	Sacred Heart Nursery School	1	25
	Saint Cecilia Nursery School	1	6
	Saint Mathew's Nursery And Primary School, Amechi Awkunanaw	1	11
	Saint Micheal's Nurseryand Primary School	1	8
	Saint Rita Academy Nursery And Primary School	1	22
	Saving Life Nursery And Primary	1	4
	School For Mary And Joseph Nursery And Primary	1	3
	Sky High Montessori School Nursery And Primary	1	6
	Solid Foundation Schools, Amechi Awkunanaw	1	10
	St John's Nur & Pri Sch Enugu	1	12
	St Mary's Bigard Primary School	1	18
	St Mary's Nur & Pri School Akwuke	1	11

	St Theresa's Tots Centre	1	8
	St. Barnabas Nursery School	1	2
	St. Christopher Nur/Priy School	1	9
	St. Everistus Nursery And Primary School	1	6
	St. Faith Nursery School	1	8
	St. John's Nursery And Primary School	1	5
	St. Peter's Nursery School	1	12
	St. Vincent De Paul Nursery Sch	1	10
	St. Vincent De Paul Sec. Sch	1	12
	St.Mathew Anglican Nursery And Prymary	1	5
	Standard Comprehensive Sch Garriki	1	2
	Star Kids International School	1	12
	Stephanie Nursery And Primary School	1	8
	Success Inter School	1	11
	Temitope Nyr And Primary School	1	10
	Tender Care International Scoool	1	10
	Tender Touch Schools	1	9
	The Eagles Academy Nursery And Primary School	1	7
	The Joy School	1	12
	Tiraphant Nursery And Primary School	1	8
	Tracey Intetrnational School Nur/Pry	1	8
	Trinity Nursery School	1	11
	Triumph And Peak International Academy	1	7
	Verod International School	1	22
	Victory Christian Academy	1	10
	Victory Primary School	1	20
	Vision Mordern School	1	1
	Vormund Nur Primary School	1	10
	Word Of Faith Group Of School	1	11
	Ywce Nursery School	1	3
	Zion Academy Nursery And Primary School	1	4
	Zion Gate Nursery/Primary Schools	1	9
	Zion Kids Nursery And Primary School	1	7
Enugu South Total		194/217	1938/2362
Igbo-Etiti	Angel Of Light Nursery And Primary School Aku	1	5
	Bernard Edoga Int'l Primary School Aku	1	10
	Bernard Edoga Intl. College Aku	1	11

	Bethel Academy Secondary School Ekwegbe	1	4
	Bethel Best Care Nur. & Pri. Sch. Ohodo	1	1
	Brain Trust College, Ukehe	1	5
	Bright Futere Primary School	1	5
	Bright Future Nursery And Primary School	1	8
	Chris Memorial Nurs & Pri. School	1	7
	Christ Day Care Nursery School Ozalla	1	4
	Christ The King Nur & Pri School Ukehe	1	5
	Convenant Primary School	1	15
	Demonstration Nur. & Pri. Sch. Ukopi	1	9
	Destjny Nur. & Pri. School Ukehe	1	8
	Divine Brighter Academy Umudim Ikolo	1	9
	Divine International College Ideoha	1	6
	Divine Mercy College Primary And Nursery School	1	7
	Divine Mercy Comp. Sec. School Aku	1	5
	Divine Nursery School Ukehe	1	7
	Emmanuel Nursery And Primary School Umunko	1	4
	Evangel Primary School	1	7
	Faith Foundation Nur. & Pri. Sch.	1	4
	God's Care Nursery	1	2
	God's Time Nursery	1	6
	Golden Treasure Academy Nursery Primary Sch. Aku	1	2
	Good Shephard Nursery And Primary School	1	3
	Holy Child Nursery And Primary School	1	3
	Holy Child Jesus Nur. & Pri. Sch. Ukehe	1	3
	Hope Of Glory Nursery And Primary School, Ukodi	1	8
	Jesus Care Nursery School Ukehe	1	2
	Jesus Foundation Acedemy Ukopi	1	3
	Jesus Is Life Academy	1	4
	Joliva Foundation Academy	1	16
	Kings International College Umunko	1	6
	Legacy International College Ozalla	1	15
	Maranath International College Ohebe Dim	1	2
	Matthew Sunday Ohaji Memorial Primary School	1	8
	Mayor Primary School Ozalla	1	5
	Milky Loui Memorial Secondary School	1	9
	Mother Of Christ Nur & Pri Sch Amakofia	1	7

	Noble Nursery And Primary School	1	6
	Our Saviour Nursery And Primary School	1	6
	Prince Of Peace Int. School Ukehe	1	11
	Royal Comprehensive College	1	5
	Royal International College	1	6
	Saint James Girlss College Aku	1	3
	Saint John The Evangeli College, Ajuona	1	6
	Saint John The Evangelist Nursery And Primary School	1	5
	Saint Jude's College, Onu Ohor	1	4
	Saint Mary's Primary School, Ezi Ukehe	1	13
	Saint Mulumba College	1	7
	Saint Thomas Nursery And Primary School	1	14
	Seat Of Wisdom Primary School, Umuabaka	1	8
	St Patrick's Nursery School Amogwu Aku	1	2
	St Pauls Nursery Primary School Amabokw Aku	1	7
	St Pauls Nursery Primary School Ukehe	1	4
	St. Barth Ang Church Nur & Pri Sch Ohodo	1	6
	St. James Nur. & Pri. School Aku	1	8
	St. Jude's Nur. Pri. & Sec. School	1	10
	St. Micheal's Nur & Pri School Ikolo	1	11
	St. Thomas College School Aku	1	5
	Starlite Nursery And Primary School	1	4
	Stone Base Seconary School Ukehe	1	8
	Sunny International School Ukehe	1	2
	Time Of Preparation Nursery And Primary Sch.Diogbe	1	3
	Unique Model Nursery And Primary School	1	8
	Universal Secondary School Ohodo	1	9
	Victory Foundation Academy	1	5
	Wisdom Field Montessori Pri Sch Ukehe	1	2
Igbo-Etiti Total		51/69	322/438
Isi-Uzo			
	Assemblies Of God Nursery And Primary School, Agudene Isienu	1	1
	Beacon International College	1	11
	Bishop Okoye Memorial Sec. Sch.	1	10
	Chiamaka Nursery And Primary School, Mbu Akpoti	1	5
	Demonstration Nursery/Primary Schools	1	12

	Destiny Kiddies International Nursery And Primary School, Ikem	1	12
	Emacipation High School	1	5
	Future Hope Foundation Nursery And Primary School, Mgbuji	1	9
	Glevisa Nursery/Primary School	1	10
	God's Kingdom Nursery/ Primary School Eha Amufu	1	7
	God's Own Kids Nursery And Primary School	1	4
	God's Will Nursery/Primary Schools	1	8
	Holy Cross Primary School	1	17
	Ilonna Mustard Seed Day Care Nursery School, Mbu Amon	1	8
	Indigenous Comprehensive College, Eha-Amufu	1	5
	Living Academy Nursery School	1	9
	Modern Secondary School	1	6
	Nativity Nursery School	1	9
	Nicholas International College, Mbu-Amon	1	2
	Presbyterian Primary School Orokor	1	8
	Regina Caeli Secondary School Umualor	1	6
	Revival Mission Primary School, Umualor	1	7
	Salvation Comprehensive Nursery And Primary School, Eha-Amufu	1	11
	Seat Of Wisdom College Mbu Akpoti	1	12
	St Faith Anglican Nursrey And Primary School	1	1
	St. Anthony's Nursery And Primary School, Umualor	1	5
	St. Francis Primary School	1	9
	St. John's Nursery School	1	9
	St. Matthew's Primary School	1	7
	St. Paul's Nursery School	1	16
	St. Peters Nursery School	1	9
	St. Stephen Nursery School	1	10
	St. Theresa's Nursery School	1	9
	Standard International Nursery/Primary Schools	1	5
	Von. International Nursery School, Eha-Amufu	1	24
Isi-Uzo Total		28/36	246/312
Nkanu East	Sagape Nursary/Primary School	1	7

	Akachukwu Nursery And Primary Schoolamechi Idodo	1	5
	All Saints Nursery And Primary School	1	9
	Arinze Nursary/Primary School	1	5
	Ascension Nursery School Obinagu Amechi Idodo	1	2
	Blessed Apostolic Nursery And Primary School	1	2
	Charity Nursery And Primary School Ezi Obodo Amechi Idodo	1	4
	Chetenna Nursery And Primary School Eziobodo Amechi Idodo	1	6
	Chiristan International Secondary Schoolisiogbo Nara	1	5
	Chrismik International Nursery And Primary School Amaetiti Ugbawka	1	9
	Christ Nursery And Primary School Ohubo Amankanu	1	6
	Christ The King Nursery/Primary School	1	6
	Christ The King Secondary School	1	8
	Christ Victory Nursery And Primary School Umuanyi Ugbawka	1	7
	Citadel Grammar School	1	0
	City Comprehensive Secondary School	1	5
	Convanant Nursery And Primary School	1	4
	Corporative Society Nursery Schoolobinagu Amechi Idodo	1	3
	Divine International Nursery And Primary School Amaezuba Amankanu	1	5
	Eberechukwu Nursary/ Primary School	1	9
	Elite Schools	1	7
	Emmanuel Nursary/Primary School	1	8
	Evangel Nursery And Primary School	1	7
	Evangel Nursery And Primary School, Ubahu	1	7
	God's Care Nursery And Primary School, Ubahu	1	6
	God's Own Primary School	1	5
	Gods Time Nursary/Primary	1	9
	Gods's Own Academy Nursary/Primary School	1	3
	Good Shepherd International Nursery And Primary Schhool Mbaguzu Ashishi Owo	1	6
	Holy Innocent Primary School	1	4
	Holy Spirit Nursery And Primary School Obinagu Ohani Owo	1	6

	Holy Trinity Foundation Nursery/Primary School	1	9
	Kingdom Kids School	1	4
	Lord The Provider Nursery And Primary School Ogbubia Amankanu	1	6
	Lovely Kids Nursery/Primary Schools	1	5
	Madonna Secondary School	1	12
	Meclchizedek International Secondary School	1	6
	Morning Star Nursery And Primary School Ezinguimeha Nkerefi	1	4
	Mother Care Nursery And Primary School Umuiba Nara	1	6
	Neo Solid Primaey Schoolugbawka	1	6
	Redemption Model Nursery And Primary Schoolamaezuba Amankanu	1	4
	Royal Comprehensive Secondary School	1	1
	Royal Nursery, Primary And Secondary School	1	7
	Solid Rock Nursery And Primary School Ineoha Onueke Nkerefi	1	3
	St Andrew's Nursery/Primary School	1	5
	St John's Nursery And Primary School Uzamogburu Amechi Idodo	1	8
	St Jude Nursery/Primary School	1	8
	St Mary's Anglican Nursery And Primary School Idume Amankanu	1	5
	St Patricks Nursery/Primary School	1	7
	St. John Primary School School	1	9
	St. John The Apostle Nursery Primary School, Ubahu	1	8
	St. Philips Primary School	1	7
	Summer Angels Acadamy	1	6
	Sunrise Academy Nursery Primary School, Akpawfu	1	
	Sunrise Primary School	1	7
Nkanu East Total		48/55	281/318
Nkanu West	Eadonai Secondary Sch Akpugo	1	4
	Alins Comprehensive Sec School Agbani	1	2
	Ana International Secondary School Akpugo	1	17
	Bethel International Nursery And Primary School	1	0
	Bishop Michael Eneja Comprehensive Secondary School	1	5
	Blessed Assurance Nursery Primary School Obe	1	6
	Blossoms International Nursery And Primary School	1	14

	Blossoms International Schools Akpugo	1	9
	Bright Future International School Ozalla	1	9
	Brighter Future Academy	1	4
	Christ Life International Nursery And Primary School	1	2
	Christ The King Nursery And Primary School	1	2
	Christ The King Nursery And Primary School, Akegbe Ugwu	1	10
	Christ The King Nursery And Primary Schools	1	4
	Claret Comprehensive Academy	1	0
	Claret Nursery Pri Sch Amurri	1	4
	De Star Nursery And Primary School Akpugo	1	9
	Divine Angel Nursery And Primary School, Attakwu Akegbe Ugwu	1	7
	Divine Grace Academy Akpugo	1	10
	Divine Prince And Princess Academy	1	14
	Divine Success Academy	1	6
	Eagle Flight Schools Nursery And Primary School	1	8
	Ebenezer Nursery And Primary School	1	7
	El Shaddai Nursery And Primary School	1	13
	Elizabeth Model Academy Akpugo	1	18
	Evangel Praise Academy Agbani	1	6
	Favourite International School Agbani	1	8
	Fountain Of Life Nursery and Primary School	1	8
	Glorious Kids International Schools	1	7
	Godly Seed Academy Agbani	1	8
	God's Kid Nursery And Primary School Agbani	1	10
	Gods Will Nursery Primary School Attakwu Akegbe Ugwu	1	6
	Good Shepherd Nursery And Primary School Akpugo	1	8
	Gosn Academy	1	2
	Grace Land Nursery And Primary School Akpugo	1	3
	Grace Royal International School, Akpugo	1	8
	Great International School Akpugo	1	3
	Holy Family Nursry And Primary School	1	8
	Holy Trinity Nursery And Primary School Obuoffia	1	10
	Jerog Comprehensive Secondary Schools	1	12
	King Jesus Academy Nursery Primary School Akpugo	1	3
	Maramatha Preparatory Academy	1	6

	Mea Mater Elizabeth Junior School	1	13
	Mea Mater Elizabeth Schools	1	41
	Methodist Girl's High School, Agbani	1	11
	Micheal Nursery And Primary School	1	8
	Precious Nursery And Primary School	1	3
	Rabbai's Feet Nursery Primary School	1	7
	Redeemer Nursery Primary School	1	3
	Sacred Heart Nursery And Primary School	1	8
	Secret Heart Nursery And Nursery And Primary School	1	4
	Shephard House Nursery And Primary School, Akpugo	1	6
	Solid Foundation Nursery And Primary School	1	8
	Solid Standard Foundation School	1	6
	Spiritan International Secondary School	1	5
	St Andrew Nursery And Primary School Ndiagu Amodu	1	7
	St Augustine Nursery And Primary School	1	13
	St Faith Nursery And Primary School Akagbe Ugwu	1	9
	St Joseph Comprehensive Sec. School	1	6
	St Marys Nursery And Primary School Amafo	1	5
	St. Pius Special Nursery And Primary School	1	8
	Star Child Academy Nurser And Primary Ozalla	1	8
	Stella Maris Comprehensive Secondary School Akpugo	1	10
	Succes Nursery And Primary School Akegbe, Ugwu	1	4
	Surban Comprehensive Secondary School Amurri	1	2
	The Lords Foundation Nursery Primary School Ozalla	1	6
	The Lord's Grace Nursery Primary Svchool Akegbe Ugwu	1	8
	Trinity International Schools	1	7
	Trinity Methodist Nursery And Primary School	1	4
	Wersley Nursery And Primary School	1	6
	Wesley Nursery And Primary School Agbani	1	21
	Wesley Nursery And Primary School Ndiagu Akpugo	1	9
	Wisdom Global Academy	1	8
	Wisdom Kids Nursery And Primary School Agbani	1	12
	Young Shall Grow Foundation School Agbani	1	9
	Yumac High Shool, Agbani	1	20
	Zion School, Amaguakegbe Ugwu	1	13
	Zion Rock International Nursery And Primary School	1	4

Nkanu West Total		67/78	528/622
Nsukka	All Saints Ceondary School	1	18
	All Saints Nursery And Primary School Okpaligbo Ogu	1	9
	All Saints Primary School Agbamere	1	7
	All Saints Secondary School Agbamere	1	5
	Amicus Primary Schooland Nursery School	1	15
	Assaabiqoon Academmy Nursery And Primary	1	4
	Avila Nursery And Orimary School Okutu	1	7
	Avilla Primary And Nursery School	1	27
	Awesome Academy Nursery And Primary School	1	3
	Beshesda Academy Nursery And Primary School	1	3
	Bethel Best Care Primary School	1	4
	Beulah Academy Primary School, Amundi, Eha-Alumona	1	4
	Bishop Michael Eneja Memorial College	1	5
	Bishop Michael Eneje	1	20
	Bishop Okoye Primary School	1	9
	Brain Field Academy Nursery And Primary School Nsukka	1	5
	Busy Brain Academy	1	8
	Calvary Primary School, Eha-Ndiagu	1	6
	Chidubem International Secondary School Nsukka	1	4
	Chidubem Nursery And Primary School, Nsukka	1	13
	Chidubem Nursery School	1	3
	Choice Nursery And Primary School Nsukka	1	6
	Christ Liveth Primary School Amaeze Nsukka	1	3
	Christ Satelite Nursery School	1	8
	Christ The Foundation Primary School	1	11
	Christ The King College	1	8
	Christ The King Primary School	1	4
	Chukwubuikem Nursery Primary School	1	1
	City Blossom Academy Nursery, Primary And Secondary School	1	8
	City Comprehensive Secondary School, Nsukka	1	10
	City Of Grace Nursery And Primary School	1	9
	City Takers International College Nsukka	1	8
	Colvineks Prime School	1	13
	Confidence Primary School, Ugwuaji, Eha-Alumona	1	6
	Cordis Mariae Nursery And Primary School	1	11

	Daughters Of Charity Nursery And Primary School Okpaligbo	1	1
	Deo Gratias Montessori Nursery And Primary School Opi	1	6
	Deo Gratias Primary School	1	14
	Deo Gratias Secondary School	1	8
	Destiny Primary School	1	8
	Divine Academy Nursery And Primary School, Ibagwa-Ani	1	7
	Divine Grace Nursery And Primary School Edem Ani	1	1
	Divine Grace Nursery And Primary School Opi Uno	1	5
	Divine Grace Nursery And Primary School, Azuebor, Eha-Ndiagu	1	12
	Divine Grace Primary School	1	2
	Divine Mercy Nursery And Primary School	1	1
	Divine Mission Academy Primary School Nsukka	1	5
	Divine Primary School, Umu-Aleagu, Eha-Alumona	1	3
	Divine Success Primary School Nsukka	1	8
	Divine Wisdom Academy Nursery School	1	3
	Elshaddai Mighty Seeds Academy Nsukka	1	10
	Elshaddai Mighty Seeds Academy Odenigbo Nsukka	1	8
	Eltabera International Nursery And Primary	1	19
	Enyiduru International Academy	1	9
	Enyiduru International Academy Nursery School Nsukka	1	6
	Equilex Primary School	1	9
	Excellent Wisdom College Ede Oballa	1	9
	Faith Foundation Primary School Obukpa	1	9
	Favour International Academy, Amangwu, Eha-Uno	1	2
	Field Of Learning Nursery And Primary School Nsukka	1	5
	Genuine Nursery And Primary School Obimo	1	8
	Glorious Children Academy Eburumiri	1	10
	Godly Seed Academy Nursery And Primary Edem Ani	1	2
	God's Own Academy Nursery And Primary School	1	11
	God's Time Foundation Nursery And Primary School	1	15
	God's Time Nursery And Primary School	1	6
	Good News Nursery School	1	1

	Good Shephard Nursery And Primary School Ede Oballa	1	6
	Good Shephard Nursery School Eha Alumona	1	2
	Good Shephard Nursery School Opi Camps Ii	1	2
	Good Shephard Primary School	1	6
	Good Shepherd Primary School	1	7
	Goodhope Academy Nursery And Primary Alor Uno	1	4
	Goodhope Foundation Nursery And Primary Akpa-Edem	1	3
	Goshen World Academy Primary School	1	9
	Graceland Academy	1	8
	Graceville Elementary School	1	24
	Greater Tomorrow Nursery School, Opi-Uno	1	9

	Havillah Nursery School Nsukka	1	3
	Herald College Odoru, Water Side, Nsukka	1	8
	High Way Of Excellence Nursery And Primary School Eha Alumona	1	4
	Hill Crest Preparatory School	1	39
	Hill-View Unique Secondary School	1	18
	Holy Child Nursery And Primary School Ede Ani	1	9
	Holy Infant Nursery School	1	14
	Holy Redeemer Primary School	1	11
	Holychild International College Umabor	1	5
	Hope Excellent Academy	1	5
	Hope Primary School	1	8
	Icon Contemporary Special School	1	11
	Ideal Foundation Academy Eha Alumona	1	7
	Ideal Primary School	1	6
	Ideals International School Nsukka	1	15
	Igwe C. N. Ezea Mem. Primary School	1	8
	Immaculate Heart Nursery And Primary School Eha Alumona	1	6
	Inland Nursery School	1	7
	Inland Secondary School	1	14
	Iry International Nursery And Primary School Amenu Edem	1	2
	Jesus Foundation Nursery School	1	5

	Jesus Friend Nursery School Agu Udele Obukpa	1	3
	Jesus Liveth Nursery And Primary School	1	3
	Jesus Liveth Primary School Alor Uno	1	6
	Jesus Saves Primary School	1	6
	Jesus The Saviour Primary School	1	8
	King David Comprehensive College Eha Alumona	1	11
	Kingdom College Okpuje	1	7
	Kings Academy Nsukka	1	21
	Kings International Nursery And Primary Didi Opi Campus	1	6
	Kings International Primary School	1	8
	Lily White Elementary School Alor Uno	1	6
	Little Flower Of Jesus Primary School	1	6
	Living God Nursery And Primary School	1	9
	Madonna Primary School	1	12
	Madonna Primary School Eha Alumona	1	5
	Maranatha Nursery And Primary School, Opi-Uno	1	8
	Maryland Nursery And Primary School, Ede-Oballa	1	9
	Mission Field Academy Eha Alumona	1	3
	Modern Comprehensive Secondary School	1	9
	Mustard Seed Nursery And Primary School Alor Uno	1	6
	New Creation Secondary School, Agbani, Nsukka	1	12
	New Era Nursery And Primary School	1	7
	New Era Nursery And Primary School, Okpuje-Ani	1	4
	Nuella Academy Nursery And Primary School	1	2
	Odinaka Nursery School	1	1
	Onward International Nursery And Priamry	1	8
	Onward International Secondary School	1	12
	Our Lady Of Perpetual Isiakpu Nsukka	1	9
	Our Lady Seat Of Wisdom Academy	1	8
	Our Lord's International School, Okpaligbo, Ibagwa-Ani	1	1
	Our Saviour The King College, Umabor, Eha-Alumona	1	11
	Paraclete Primary School	1	10
	Pax Vobis Nursery School	1	30
	Peace Nursery And Primary School Nsukka Obukpa	1	8
	Peace Primary School	1	7
	Peace Primary School, Agbugwu, Eha-Ndiagu	1	6

	Peculair Goodnews International Nur. & Pry. School Nsukka	1	7
	Potter House International Academy, Okpuje	1	2
	Potters House Academy Okpuje	1	5
	Potter's House International Academy	1	8
	Predestinationa Nursery And Primary School Opi	1	7
	Preservative Primary School	1	3
	Profams Trinity Secondary School	1	4
	Profound Nursery And Primary School Nsukka	1	4
	Progressive Nursery And Primary School Nsukka	1	4
	Providence Comprehensive School Obukpa	1	11
	Quality National Academy, Opi-Uno	1	3
	Queen Of Peace Nursery And Primary School Nsukka	1	5
	Queen Of Virgins Nursery And Primary School, Amundi-Agu, Eha-Ndiagu	1	4
	Real Diamond Special Scince Acadeny Nsukka	1	3
	Redeemer Comprehensive College	1	3
	Redemption Nursery School	1	8
	Regina Caeli Nursery School	1	7
	Royal Crown Academy, Nsukka	1	11
	Royal Kids Academy	1	15
	Royal Kids Academy Amaeze Nsukka	1	22
	Royal Kids Academy Behind Zennith Bank Nsukka	1	9
	Royal Kids Academy Odenigwe Nsukka	1	11
	Saint Augustine Nursery Primary School	1	8
	Saint John's College	1	21
	Saint Paul's Nursery And Primary School	1	12
	Sancta Maria Nursery School	1	48
	Santity School Of Sciences	1	9
	Seat Of Wisdom Nursery And Primary School	1	4
	Seat Of Wisdom Nursery Primary School	1	0
	Shalom Academy	1	49
	Shalom International Amaogbo Nsukka	1	7
	Shalom International Primary School	1	0
	Soilid Foundation Nursery Primary School	1	7
	St Charles College Ehandiagu	1	5
	St Charles College Nguru Nsukka	1	9

	St John The Apostle Nursery And Primary School	1	10
	St Marcellus Nursery And Primary School Ede Oballa	1	9
	St Mary Nursery And Primary School Opi Uno	1	7
	St Micheal Nursery And Primary School Okutu	1	8
	St Pauls Nursery And Primary School Obukpa Nsukka	1	9
	St Peters Nursery And Primary School Idi	1	3
	St. Adndrew's Secondary School, Ibagwa-Ani	1	2
	St. Boniface College, Okpaligbo-Ogu	1	8
	St. Catherine's Comprehensive Secondary School	1	130
	St. Charles College	1	21
	St. Cyprain's Nursery And Primary School, Nsukka	1	13
	St. Joseph,S Nursery And Primary School, Army Barack	1	10
	St. Joseph's College, Okpuje	1	4
	St. Luke's College, Nsukka	1	10
	St. Luke's Nursery School, Isiakpu, Nsukka	1	7
	St. Luke's Primary School, Eha-Alumona	1	8
	St. Marcelus Primary School	1	9
	St. Mary's Primary School	1	6
	St. Mary's Secondary School, Opi Uno	1	20
	St. Michael's Secondary School, Ibagwa-Ani	1	5
	St. Micheal Primary School	1	8
	St. Paul's Encyclopedic College Ede-Oballa	1	9
	St. Paul's Primary School	1	11
	St. Peter's Primary School	1	7
	St. Thomas Interantional School	1	12
	Success Group Of Schools Alor Uno	1	6
	Success International Nursery And Primary School Idi Opi	1	6
	Success Missionary Nursery And Primary	1	9
	Sunrise Primary School	1	13
	Sunshine Nursery Primary School	1	8
	Sunshine Nursery Primary School Ibagwa Ani	1	6
	Tenderfield Academy School	1	10
	The Eagles Academy Nsukka	1	16
	The Grace School Nsukka	1	6
	The Paraclete College Obukpa Nsukki	1	11
	Topmost Nursery And Primary School	1	9
	Treasure House Nursery And Primary School	1	11

	Unique Prisoms Schhols Nsukka	1	7
	Wisdom Secondary School	1	16
	Wisdom International School	1	4
	Wisdom International Nursery School Alor Uno	1	2
	Wisdom Nursery And Primary School Edem Ani	1	6
	Wisdom Nursery And Primary School Nsukka	1	11
	Wisdom Nursery And Primary School Opi-Uno	1	4
	Wisdom Uplift Academy	1	7

	Wise King Nursery Primary School Eburumiri	1	4
	World Changers International Nursery And Primary School	1	10
	World Changers International Primary School	1	4
Nsukka Total		183/218	1458/1948
Uzo-Uwani	Adventist High School	1	0
	Adventist Hope Preparatory Nursery/Pri School	1	2
	Adventist Primary School	1	8
	Aglican Missionary Academy Nkpologu	1	4
	All Saint's Nursery / Primary School Adaba	1	3
	Ambassador Model Academy Nrobo	1	6
	Balm Of Gilead Nursery And Primary Schools	1	5
	Bright Future Primary School Adani	1	8
	Bright Primary School Adani	1	5
	Canan Land Nursery /Primary School	1	7
	Christ Church Nursery & Primary Schools	1	6
	Christ The King Primary School Nkpologu	1	6
	Destiny Nursery And Primary School Opanda	1	6
	Divine Glorious School	1	2
	El-Shadai Computer Academy Ugbene Ajima	1	1
	Emmanuel Model Nursary/Pri School	1	5
	Evangel Primary School Abbi	1	2
	Favour Primary School Adani	1	6
	Global Nursery Primary Sec. School Umulokpa	1	12
	God's Will Primary School, Mkpologu.	1	2
	Godswill Nursery School	1	2
	Goodwill Nursery Primary School Ojor	1	2
	Graceland Academy Secondary School Nimbo	1	3

	Happy Home Nursery And Primary School Ukpabi	1	5
	Holy Child Nursery Primary School Ojor	1	2
	Holy Child Nursery School	1	4
	Holy Child Primary School	1	8
	Holy Cross Nursery, Primary And Secondary School, Akiyi Umulokpa	1	6
	Immaculate Heart Of Mary Nursery & Primary School, Adaba	1	20
	Immaculate Heart Of Mary Nursery School	1	0
	Madonna Secondary School	1	4
	Mater Amabilis Comprehensive Secondary School	1	4
	Model Professional College	1	1
	New Foundation Primary School Ogurugu	1	3
	Peace Primary School Ogurugu	1	4
	Precious International Schools Opanda	1	5
	Precious School International Opanda	1	2
	Royal Comprehensive College	1	13
	Sancta Maria Schools	1	8
	Sinai Comp. College, Adani	1	6
	Solid Rock International Academy	1	10
	St Andrew Primary School	1	8
	St' Maryy's College Ukpata	1	3
	St Theresa's Primary School Iggah	1	5
	St. Joseph Secondary School	1	8
	St. Mark's Academy Abbi	1	4
	St. Mary's Nursery & Primary Schools Nimbo	1	1
	St. Paul's Nursery & Primary Schools Nrobo	1	8
	St.Stephen's Nursery & Primary Schools	1	5
	Testimony Primary & Secondary School	1	8
	Testimony Primary School Apani	1	6
	Wisdom Nursery Primary School	1	2
	Wisdom Primary School	1	1
Uzo-Uwani Total		44/53	225/267