

WORK - LIFE BALANCE AND TEACHERS' PRODUCTIVITY IN THE NEW NORMAL

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Abstract

This research focused primarily on determining the work-life balance and productivity of teachers in the new normal that will be implemented in the Municipality of Magpet for the school year 2021-2022. It definitively identified the amount of work-life balance that the instructors had, in addition to the level of productivity that the teachers had. In addition, it identified the strong association between the work-life balance and the productivity of the instructors, as well as the major effect that this relationship has. The study used a descriptive methodology and collected data from 178 respondents using a comprehensive enumeration. The instrument that was used was a questionnaire developed by the researcher, and the results of a validity and reliability test using Cronbach's Alpha were .962. The technique for collecting data involves sending communications to the superintendent of the schools in the division, as well as making use of the statistical instruments of mean and percentage. During the process of identifying the association of the research, Pearson's correlation coefficient was used, and multiple linear regression was utilised to identify the key influences. They were satisfied and proud to work with co-teachers who are more getting involved with each other and learning to decide what things to do for good in the school where they spend most time for the development of the learners. The work-life balance and the productivity of the teachers caused them to be satisfied and productive. According to the findings, the highly significant relationships that exist between work-life balance and teachers' productivity have made a significant contribution to the accomplishment of the research project. This is especially true when taking into account the fact that the findings have a high degree of significance. In addition, because there was a significant influence between work-life balance and teachers' productivity, this indicated that work-life balance was one of the best practises for increasing teachers' productivity. This is because all of the variables mentioned in the study were the best predictors.

Keywords: work-life balance, teachers' productivity, new normal, descriptive-correlation, Philippines.

1. INTRODUCTION

Uzoechi and Babatunde (2012). This research looked at the work-life balance of teachers, which included stress in the workplace, role overload, and conflicts between work and home, as well as their productivity, which included job satisfaction, job dedication, teachers' health, and collaboration. Work-life balance (WLB) is the ability of an individual to maintain a healthy balance between their personal and professional lives, including their health, social lives, and family responsibilities. Many people consider having a job to be an essential part of living their lives. Both of these concepts are realised at the same point in time and location, despite the fact that they are geographically, psychologically, and temporally distinct from one another. Researchers are reaching out to provide additional information about the challenges that teachers face in their work-life balances, such as job stress, role overload, and work-family conflict. They are also seeking information about teacher productivity, which is linked to job satisfaction, commitment, teachers' health, and teamwork. The findings, which have a significant impact

on as well as a link between the variables in the paradigm, provide the answers to the outcomes.

2. STATEMENT OF THE PROBLEM

1. What is the level of work-life balance of the teachers in terms of job stress, role overload and work family conflict?
2. What is the level of teachers' productivity in terms of job satisfaction, job commitment, teachers' health, and team work?
3. Is there significant relationship between work - life balance and the teachers' productivity?
4. Is there significant influence of the work - life balance and the teachers' productivity?

3. THEORETICAL FRAMEWORK

The facilitation theory explains what takes place when the involvement of one domain promotes and increases the engagement of participants in another area. Examples of things that may enhance one's ability include skills,

experiences, resources, and information (Edwards & Rothbard, 2000). According to Grzywacz's explanation, facilitation occurs when social systems automatically employ existing resources to ameliorate issues without concern for domain constraints (2002).

There is a lot of pressure on teachers to be more responsible at work as a result of globalisation as well as changes that have occurred in the educational system. In addition, as a teacher's family and social connections develop, this notion sheds light on how a teacher may organise their time in such a way that no one is overlooked in terms of the other. The purpose of this research is to investigate how one's capacity to balance their personal and professional lives might influence their level of job satisfaction and productivity. This link may be understood in light of the facilitation hypothesis. According to this theory, the degree to which an individual's engagement in one aspect of life may generate resources, experiences that are joyful and instructive, and experiences that are beneficial to another position (Barnett & Hyde, 2001).

In addition to this, it was acknowledged that their participation in a new sector helped facilitate work-family balance (Frone, 2003; Grzywacz, 2002). Work-family facilitation is a two-way process that involves facilitating communication in both directions, from the workplace to the family and from the family to the workplace. People have been able to help with family concerns and be more productive as a result of their employment, which has provided them with the money and other resources necessary to do so.

The concept of facilitation serves as the foundation for this kind of relationship. The emphasis of this theoretical framework is on the extent to which an individual's participation in one element of their life may give resources, experiences that are entertaining and instructive, and other experiences that benefit another component of that individual's life (Barnett & Hyde, 2001).

In addition to this, their involvement in a different profession was perceived as helpful to promote a good work-family balance, which was very important to them (Frone, 2003; Grzywacz, 2002). The term "work-family facilitation" refers to a two-way procedure that combines "work-to-family facilitation" with "family-to-workplace facilitation," where the former refers to the workplace and the latter refers to the family. People's employment has made it feasible for individuals to offer aid to their families and has made it easier for them to do so successfully. This assistance may take the form of cash support or other resources. On the other hand, the emotional support offered by members of one's family is useful in alleviating the stress brought on by problems relating to one's place of employment.

On the other side, the emotional support offered by members of one's family is helpful in that it contributes to the reduction of stress that is brought on by one's employment. The phenomenon that takes place when participation in one area supports and inspires participation in another area is referred to as facilitation and is conceptualised as the theory of facilitation. Acquiring more knowledge, experiences, resources, and

talents, as well as honing one's existing ones, might help one develop the ability to improve their existing capabilities (Edwards & Rothbard, 2000). According to Grzywacz (2002), facilitation is the process that takes place when social systems automatically use available resources to handle challenges without taking into consideration the constraints of the domain.

4. METHODS

Research Design

In this study, a quantitative research design, also known as descriptive-correlational approaches, was applied. It did this by describing the independent and dependent variables, as well as determining the linkages and impacts that occurred naturally between and among them. In particular, it focused on the work-life balance and the instructors' job productivity.

The researcher used a descriptive method to describe both the level of work productivity in terms of job satisfaction, job commitment, teachers' health, and team work, as well as the level of work-life balance in terms of fulfilled with job stress, roles overload, and work family conflict; and the level of work productivity in terms of fulfilled with job stress, roles overload, and work family conflict.

In the meanwhile, the correlation approach was used in the research to explain the link between the levels of work-life balance and the levels of work productivity shown by the instructors.

Research Instrument

The study tool was a self-made questionnaire, pattern and created by the researcher and was based on Ahmed Kehinde Oluwasola (2014) questionnaire on the Work - life balance and employee productivity. It examined teachers' levels of work-life balance, including contentment with of job stress, role overload and work family conflict. The survey questionnaire on the level of work-life balance was a 15-item close - ended statement, which used the 5-point Likert - scale ranging from 5 - Highly Satisfied, 4 - Satisfied, 3 - Moderately Satisfied, 2 - Slightly Satisfied, and 1 - Very Slightly Satisfied.

Participants of the Study

One hundred seventy-eight (178) public elementary teachers from Magpet East District in the Municipality of Magpet, Cotabato Division, served as the respondents of this study.

Statistical Tools and Data Analysis

In light of the fact that the research was meant to be descriptive rather than prescriptive, the analysis of the data followed a quantitative line of thought (Patton, 2014). The data, which were totaled with the help of a coding sheet, are then processed, analysed, and interpreted with the aid of statistical tools, with the help of the statistician.

The amount of instructional leadership provided by the school heads and the teachers' level of work motivation were both described using mean and weighted mean statistics respectively. The Pearson Product Moment Correlation Coefficient was used in order to determine whether or not there is a significant association between

the degree of instructional leadership shown by school heads and the amount of job motivation exhibited by instructors. In this research, the significant effect of the independent factors and the dependent variables was determined by using the technique of multiple linear regression.

5. RESULTS

Work life Balance

Stress. Teachers are content with their work-life balance in regard to the amount of stress that is involved in their jobs, such as on putting things in place that assists them in deciding which are to be done in each day for the whole week, the level of fatigue they experienced at works were enormous, and they report feeling healthy and stress-free despite the fact that they have overloaded. Other team members contribute to making the work easier, and their co-teachers assist teachers in relieving the stress that is involved in their jobs. This suggests that on the work-life balance of the instructors who state job stress they have huge weariness in their profession, but they are able to handle it very well despite this fact.

Role Overload. In terms of role overload, teachers were content with the fact that making a work schedule helped them organise their work more easily, that they only needed a few adjustments to fit into their work environment, that scheduling their work with overload helped them finish their work on time, and that doing work on time made it easier for them to complete their work in school within the allotted amount of official time. It is implied that creating a work schedule assists one in organising their job in a more manageable manner on a day-to-day basis. Conflict between Work and Family They always shared their limited time with work and family responsibilities, and their organisation understands the necessity of being on good terms with their family members. Teachers, in terms of work and family, were satisfied on having a work-life balance that enables them to work better. Having a work-life balance enables them to work better. Because working with enthusiasm and pressure are two sides of the same coin, their jobs often come into conflict with the expectations that their families place on them at home. Finding suggests that on the work-life balance of the teacher having a balance encourages them to work better and always shared their limited time with both their job duties and their family obligations.

Teachers' Productivity

Job Satisfaction. In terms of job satisfaction, teachers were satisfied of being proud to work for this school. Work in this new learning system is challenging, the work is giving a feeling of personal accomplishment, and the school is a good working company to work for having a feeling of satisfaction at the teaching profession. It implies that on the level of teachers' productivity particularly in dealing with job satisfaction, as a teacher you are being proud to work as a teacher, and in working in this new learning system considering as challenging task in doing many things for the good of the school.

Job Commitment. Teachers were satisfied in their productivity in terms of job commitment on their job making good using of the skills and abilities of teachers,

giving all their best to their job that given to them in the organization was taught to believe in the value of remaining loyal to the one whom they go along in a certain group. It would be very hard for them to leave their job and organization right now because they enjoyed discussing about the job and organization with people outside it. This implies that teachers' productivity in terms of job commitment concerning that they were satisfied in their work in making good use of the skills and abilities of teachers, giving all their best to the task given to them in the organization to commit themselves until they are connected in particular institution.

Teachers' Health. Teachers were satisfied on their productivity in terms of teachers' health such as on their wellbeing is as a result of balance between work and family demands. The life and work contribute in having more time in relaxing and improving one's skills, experience a high level of anxiety at work, seldom breakdown due to work and family demands and they feel lazy to carry out home chores due to a stressful day at work. This implies that teachers' productivity in terms of teachers' health and their well-being is a result of their balance between work and family demands.

Team Work. On teachers' productivity in terms of team work, teachers were satisfied in their work, teachers are getting involved in deciding how the work gets done, expecting to find new and better ways to get the job done. Feeling of being encouraged to come up with new and better ways of doing things, the school is caring about the teachers' ideas, and the co-teachers are looking for ways to change processes to improve productivity. It implies that teachers' productivity in team work they were always satisfied in their daily work activities, teachers are getting involved in deciding how the work gets done on time.

Correlation Matrix Showing the Relationship between Work - Life

Balance and Teachers' Productivity

Contentment with One's Work. The sense of pride that the instructors had in being employed by this institution contributed to their high levels of job satisfaction. The job in this new learning system is difficult, but it also gives a sense of personal success, and the school is a wonderful functioning firm to work for if you want to feel satisfied in the teaching profession. It suggests that on the level of teachers' productivity, particularly in dealing with job satisfaction, as a teacher you are being proud to work as a teacher, and in working in this new learning system considering as challenging task in doing many things for the good of the school. In addition, it suggests that on the level of teachers' productivity, particularly in dealing with job security, it is likely that you are proud to work in this new learning system.

Commitment to One's Job Teachers were happy with their productivity in terms of job commitment on their job, making good use of the skills and abilities of teachers, giving all their best to their job that given to them in the organisation was taught to believe in the value of remaining loyal to the one whom they go along with in a certain group was taught to believe in the value of remaining loyal to the one whom they go along in a certain

group was taught to believe in the value of remaining loyal to the one whom they go along in a certain group. It would be extremely difficult for them to quit their work and organisation right now since they loved talking to individuals who were not affiliated with the job or organisation about the job and organisation. This indicates that teachers' productivity in terms of job commitment concerning that they were satisfied in their work in making good use of the skills and abilities of teachers, giving their utmost to the task given to them in the organisation to commit themselves until they are connected in particular institution. This is significant because it suggests that teachers' productivity in terms of job commitment concerning that they were satisfied in their work in making good use of the skills and abilities of teachers.

Health of the Instructors The instructors were pleased with their output in terms of their health, such as on their welfare, which comes as a consequence of striking a balance between the demands of work and those of their families. They experience a high level of anxiety at work, rarely breakdown as a result of work and family demands, and they feel lazy to carry out home chores due to a stressful day at work. The life and work both contribute to having more time in which to relax and improve one's skills; they also experience a high level of anxiety at work. This suggests that the productivity of teachers in terms of their health and their well-being is a function of the balance that teachers maintain between the demands of their profession and those of their families.

Cooperation in a Group. In terms of the productivity of instructors with terms of team work, teachers were happy in their work, teachers are becoming engaged in choosing how the work gets done, and teachers anticipate discovering new and better methods to complete the task. The feeling of being encouraged to come up with new and better ways of doing things, the school caring about the teachers' ideas, and the co-teachers looking for ways to change processes in order to improve productivity are all things that contribute to the feeling of being encouraged to come up with new and better ways of doing things. It suggests that teachers' productivity in team work they were always pleased in their daily work activities, teachers are becoming engaged in choosing how the job gets done on time, and it suggests that teachers were always happy in their daily work activities.

a matrix of correlation Bringing to Light the Connection Between Work-Life Balance and the Level of Productivity Achieved by Teachers

Job Stress Productivity of the Instructors

In Table 1, we illustrate the combined impact that having a healthy work-life balance and being productive has on teachers. The correlation matrix demonstrates that the relationship between work-life balance and teachers' productivity has a high degree of significance among the variables mentioned that deal with job stress and job satisfaction ($r=0.504^{**}$ with a p-value of 0.000), job commitment ($r=0.463^{**}$, with a p-value of 0.000), teachers' health ($r=0.348^{**}$, with a p-value of 0.000), and team work ($r=0.529^{**}$ with a p-value of 0.000).

As a consequence of this finding, there is a strong correlation between work-life balance and instructors' overall productivity. The fact that the provided probability values are lower than the predetermined threshold of significance of 1% indicates that the hypothesis being tested cannot be accepted.

This suggests that work-life balance and the productivity of instructors constantly placing things in their proper place helps them select which tasks are to be completed in each day for the whole week.

The Effect of Too Many Responsibilities on Teachers' Performance

The connection between maintaining a healthy work-life balance and increasing teachers' overall productivity. The correlation demonstrates that role overload has a very significant influence on job satisfaction ($r=0.541^{**}$ with a p-value of 0.000), job commitment ($r=0.567^{**}$ with a p-value of 0.000), teachers' health ($r=0.362^{**}$ with a p-value of 0.000), and team collaboration ($r=0.603^{**}$ with a p-value of 0.000).

According to the findings, the relationship between teachers' workload and their ability to maintain a healthy work-life balance has a high degree of significance to the role overload. The fact that the supplied probability values are lower than the predetermined threshold of significance of 1% indicates that the hypothesis that was offered should be disregarded.

This suggests that the greater the amount of work-life balance that a teacher maintains, the higher the level of role overload that is constantly connected with it. According to Omar (2013), people who are regularly tied to their jobs show signs of tension and burnout, or are overworked employees. Not only are these people more likely to have health problems, but they are also more likely to be absent, inefficient, and generally difficult to work with. This result is consistent with Omar's findings.

Work Family Conflict and Teachers' Productivity

The work-life balance and teachers' productivity have a high degree of relationship with all parameters measured in work family conflict that states in job satisfaction ($r=0.596^{**}$ with a p-value of 0.000), job commitment ($r=0.602^{**}$ with a p-value of 0.000), teachers' health ($r=0.426^{**}$ with a p-value of 0.000), and teamwork ($r=0.603^{**}$ with a p-value of 0.000).

It means that work-life balance and teachers' productivity have a high degree of significant to the work family conflict. This implies that work-life and teachers' productivity on work family conflict have a few adjustments to fit into the work environment and scheduling their work with overload helps them to finish their work on time.

This conforms to the statements of the authors that elements such as one's family background and personality must be considered in order to achieve work-life balance. (Delina & Raya, 2013). Thus, work-family conflict can lead to stress, health problems, and dissatisfaction, whereas a balanced work-family life influences the quality and satisfaction of both family and work life.

Table 1 Correlation Matrix Showing the Relationship between work - life balance and teachers' productivity

Work-Life Balance		Job Satisfaction	Job Commitment	Teachers' Health	Team Work
Job Stress	Pearson r	0.504**	0.463**	0.348**	0.529**
	Probability	0.000	0.000	0.000	0.000
	N	178	178	178	178
Role Overload	Pearson r	0.541**	0.567**	0.362**	0.603**
	Probability	0.000	0.000	0.000	0.000
	N	178	178	178	178
Work Family Conflict	Pearson r	0.596**	0.602**	0.426**	0.657**
	Probability	0.000	0.000	0.000	0.000
	N	178	178	178	178

** Correlation is significant at the 0.01 level (2-tailed).

Influence of the Work - Life Balance and Teachers' Productivity in terms of Job Satisfaction

Work - Life Balance on Job Satisfaction

On table 2, the result reveals that the combined effect of the work - life balance and teachers' productivity in terms of job satisfaction is significantly influenced the teachers' (F - value = 40.601, Probability = 0.000**). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.001 level of significance. In fact, 41.2% of the variation of work - life balance in terms of job satisfaction was accounted by teachers' productivity. The remaining 58.8% was belonging to some other factors not involved in the context of the study. Among the work - life balance involved in the study teachers' productivity was found having significant influence particularly on job satisfaction. It implies that work-life balance was having a feeling of satisfaction at the teaching profession and new learning system is a challenging role.

Table 2 Influence of the work - life balance and teachers' productivity in terms of Job Satisfaction

	Coef. β	Std. Error	t - value	Probability
Work-Life Balance				
(Constant)	1.460	0.267	5.479	0.000
Job stress	0.174	0.075	2.326	0.021*
Role Overload	0.186	0.075	2.475	0.014*
Work Family conflict	0.368	0.085	4.346	0.000**

$R^2 = 0.412$; ** = highly significant; Probability = 0.000; * = significant; F - Value = 40.601

Work - Life Balance on Job Commitment

Table 3, the result reveals that the combined effect of the work - life balance has a **high degree of significant** in teachers' productivity in terms of job commitment (t-value = 41.579, probability = 0.000**). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.001 level of significance.

In fact, 41.8% of the variation of work - life balance in terms of job commitment was accounted by teachers' productivity. The remaining 58.2% was belong to several factors not involved in the model of the study.

On the work - life balance involved in the study teachers' productivity was found out having significant influence particularly on job commitment. It implies that work-life balance was giving all the best to the job that given to them

in the organization and believing in the value of remaining loyal to one organization in general.

Table 3 Influence of the work - life balance and teachers' productivity in terms of Job Commitment

	Coef. β	Std. Error	t - value	Probability
Work-Life Balance				
(Constant)	1.452	0.266	5.461	0.000
Job stress	0.088	0.074	1.183	0.238ns
Role Overload	0.251	0.075	3.345	0.001**
Work Family Conflict	0.380	0.084	4.497	0.000**

$R^2 = 0.418$; ** = highly significant; Probability = 0.000; ns = not significant; F - Value = 41.579

Work - Life Balance on Teachers' Health

Table 4, the result reveals that the combined effect of the work - life balance is significantly influenced the teachers' productivity in terms of teachers' health (t-value = 14.605, probability = 0.003**). Therefore, due to the reason that the probability value if lesser than the set level of significance, hypothesis of the study is rejected.

In fact, 20.1% of the variation of work - life balance in terms teachers' health was accounted by teachers' productivity. The remaining 79.9% was accounted to some other predictor not involved in the context of the study.

Among the work - life balance involved in the study teachers' productivity was found having significant influence particularly on teachers' health. It implies that work-life balance was having an experience of a high level of anxiety at work, and seldom breakdown due to work and family demands.

Table 4 Influence of the work - life balance and teachers' productivity in terms of Teachers' Health

	Coef. β	Std. Error	t - value	Probability
Work-Life Balance				
(Constant)	1.175	0.390	3.013	0.003
Job stress	0.148	0.109	1.354	0.177ns
Role Overload	0.118	0.110	1.073	0.285ns
Work Family conflict	0.371	0.124	2.994	0.003**

$R^2 = 0.201$; ** = highly significant; Probability = 0.000; ns = not significant; F - Value = 14.605

Work - Life Balance on Team Work

Table 5, the result reveals that the combined effect of the work - life balance has a **highly significant influence** on teachers' productivity in terms of team work (t-value = 56.763, probability = 0.000*). Hence, the probability

value is lesser than 5% and 1% level of significance, therefore, hypothesis of the study is rejected.

In fact, 49.5% of the variation of work - life balance in terms team work was accounted by teachers' productivity. The remaining 50.5% was accounted to some other factors not found in the study.

Table 5 Influence of the work - life balance and teachers' productivity in terms of Team Work

	Coef. β	Std. Error	t - value	Probability
Work-Life Balance				
(Constant)	1.104	0.241	4.585	0.000
Job stress	0.140	0.067	2.074	0.040*
Role Overload	0.226	0.068	3.330	0.001**
Work Family conflict	0.404	0.076	5.287	0.000**

$R^2 = 0.495$; ** = highly significant; Probability = 0.000

* = significant; F - Value = 56.763

Among the work - life balance involved in the study teachers' productivity was found having significant influence particularly on team work. It implies that work-life balance was having a feeling of being encouraged to come up with new and better ways of doing things, and expecting to find new and better ways to get the job well done. Further, the people involved in an organization's activities require a tremendous lot of interaction and communication. (Femi, 2014). And it is added, that the capacity of a cross-functional team to develop a shared understanding of the task, the process, and the members' specific roles is typically required for good activity.

6. CONCLUSIONS AND RECOMMENDATIONS

That, the work-life balance of teachers was satisfied to work for the school, making good, working and family demands, getting more involved with others in deciding how the work getting well.

The teachers' productivity they were satisfied being proud to work with co- teachers are more getting involved with each other and learn to decide what things to do for good.

On the significant relationship between the work-balance and teachers' productivity, all stated variables having a response of high degree of relationship between the indicators stated in the study.

Therefore, based on the results there is a significant influence of the work-balance and teachers' productivity. It meant that work-life balance were best practices to teachers' productivity considering that all variables stated were the best predictors of the study.

Recommendations

1. On the work-life balance of teachers it should be that other team members contribute to make the work easy and feeling healthy and stress free although they give heavy task to perform.
2. The teacher productivity it should be given awards and recognition in every task accomplished by the teachers to have a feeling of compensation and to be proud to work for the school, in spite of all the challenging activities given to them.

3. Future researchers are encouraged to conduct similar studies including other variables and indicators to validate the findings of this study.

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