Influence of Work Family Conflict on Organizational Citizenship Behavior among Secondary School Science Subjects Teachers in Ikeja Metropolis, Lagos State

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ABSTRACT

The research study investigated the influence of work- family conflict on organizational citizenship behavior among secondary school science subject's teachers in Ikeja metropolis, The study was a survey which employed ex-post facto design. A total of 195 respondents were selected for the study in which 84 (43.1%) were male while 111 (56.1%) were female. The Questionnaire format was used for data collection and it was made up of three (3) sections namely: Section A (Socio Demographic variable scale), Section B measured Work-Family Conflict Scale while Section C measured Organizational Citizenship behaviour Scale. The collected data were subjected computerized data and analysis, using the Statistical Package for Social Sciences (SPSS) version 21.0 was use.

The result revealed work-family Significantly Influenced Organizational Citizenship behavior among Secondary School Science Subject Teachers in Ikeja metropolis [t(193)=-7.03, P<.01

The study concluded that work-family conflict significantly influenced Organizational citizenship behavior among secondary school science subjects teachers, teachers, school managers should attend more closely to the behavior of their teachers with a view of developing appropriate intervention strategies that will influence their attitudinal change towards their job, the organization should develop a culture that promotes going extra mile for customers, colleagues or the organization itself

Keywords: *Influence, Work- Family Conflict, Organizational Citizenship Behavior*

INTRODUCTION

Organizational citizenship behaviors become important as they assist to achieve organizational goals and contribute to its effectiveness (Allen & Rush, 1998). Many empirical studies have found that organizations receive benefits from Organizational citizenship behaviors in many ways. They are customer satisfaction, quality of the product, quantity of the product and services, performance in sales, and returns (Koys, 2001). There are many significant benefits of OCB for the individual as well as organization. Based on the conceptual work of Organ (1988), Podsakoff (2000) found five dimensions of organizational citizenship behavior: They are "*Altruism*: Discretionary behavior on the part of employees that have the effect of helping a specific other with an organizationally relevant problem. Conscientiousness*:* Discretionary behaviors on the part of the employee that go well beyond the

minimum role requirements of the organization in the areas of attendance, obeying rules and regulations, taking breaks, and so forth. *Sportsmanship*: Willingness of the employee to tolerate less than ideal circumstances without complaining to avoid complaining, petty grievances, railing against real or imagined slights, and making federal cases out of small potatoes *Courtesy*: Discretionary behavior on the part of an individual aimed at preventing work related problems with others from occurring. *Civic virtue*: Behavior on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concerned about the life of the company" (Podsakoff, 2000).

On the other hand researchers and scholars in the area of organizational psychology, human resource management and organizational behavior have more often paid much attention on organizational justice perceptions (Koys,

2001). Elovainio, (2005) have defined organizational justice as fairness and honest treatment to employees in the organization. Some other scholars Hubbel & Assad (2005) said that it is about the process of this outcome are fair or not. Cremer (2005) described that organizational justice is the important controlling aspect in all activities of any organizations.

Work-family conflicts are common among workers in the United States and other industrialized nations. Among U.S. men and women, 70 percent report some interference between work and non-work responsibilities (Stoddart, 2007). These conflicts are manifested as time strains, missed work or family activities, and the spillover of stress from work to home or vice versa. Individuals and couples employ a variety of adaptive strategies to reduce work-family conflicts - including one spouse exiting the labour force, one spouse reducing work hours, or spouses working different shifts -but these strategies often reinforce gender inequality because women are more likely to leave jobs or cut back at work (Ammons & Edgell, 2007). Changes in work conditions and workplace policies would arguably do more than these individual strategies to reduce work-family conflicts and the inequality associated with these gendered responses to work-family dilemmas (Moen and Roehling 2005). Reducing work-family conflict is an important goal which would benefit all working parents (American Association of University Women, "Women at Work", 2003). According to a report by the American Association of University Women, survey results found that a majority of both men (74%) and women (83%) would choose a job that had lower pay but provided benefits such as family leave, flexible hours, and help with family care (Steiner, 1997).

Having multiple roles has been associated with positive outcomes like higher self-esteem and life satisfaction (Barnett & Baruch, 1985). However, perceptions of insufficient time and energy to successfully perform work and family roles (work-family conflict) have been associated with job and family dissatisfaction, work and family tension, depression, and life stress (Frone, Russell, & Cooper, 1991). There is ongoing evidence suggesting that a lack of work and family balance leads to work-family conflict (Grzywacz & Bass, 2003). Hence, researchers have focused on the negative aspects of simultaneously participating in work and family roles (Stoddart, 2007).

Work-family researchers have made three recommendations for studying this source of stress. First, they recommend that both work and family domain stress (i.e., work role conflict and family role conflict) be included in models of how work and family interfere with each other (Burke, 1988). Second, they recommend that researchers measure both directions of work—family conflict: how work interferes with family (WFC) and how family interferes with work (Cooper, 1997). Third, they recommend longitudinal prospective studies because stress research has been limited by cross-sectional data (Kahn & Byosiere, 1991). The present study follows all of these recommendations. In addition to these recommendations, previous researchers have suggested specific additions to the work—family literature. Frone (1992) requested that more outcome variables be considered by work - family researchers. Individual difference variables affecting the relationship between work - family conflict and strain are another necessary area of study. Last, very few work - family researchers have merged qualitative findings into empirical works (Ganster & Schaubroeck, 1991).

There are many evidences available on organizational citizenship behavior's positive effect on organizational effectiveness, performance and its outcome (Khalid, 2010). When looking at organizational manager's perception about these sets of behaviors, studies have highlighted that managers perceive organizational citizenship behaviors' as beneficial for the organization and also view those who demonstrate these behaviors as an asset (Newland, 2012). In school settings, organizational citizenship behaviors have been proven to improve school effectiveness, teacher's performance and students' outcome in various studies (Somech and Oplatka, 2015). Looking specifically into students' achievements, DiPaola and Hoy (2005) found out that there is a strong correlation between organizational citizenship behavior and student achievement in high school settings and this is also supported by Khalid (2010), whereby employees OCB; altruism, courtesy and conscientiousness were all found to be directly related to student's achievement.

However, the reality is far from ideal. The term organizational citizenship behavior itself is very alien to most teachers in developed nations, let alone teachers in developing country like Nigeria and specifically Lagos State Secondary School. As argued by Burns and Carpenter

(2008), the individual teacher, is without a doubt the most significant resource in the classroom for students' learning. Without the curriculum knowledge and instructional expertise of the classroom teacher, learning would be an impossible enterprise. However, the pro-social behaviors of the teachers should never be overlooked, it can be a powerful tool in promoting student achievement and positive change initiatives, in addition to their curriculum knowledge and instructional expertise (Khalid, 2010). When the organizational citizenship behavior, an important pro-social behavior, is not actively observed, this could mean that an important key enabler of their students' outcome and overall school achievement and performance could have gone unnoticed (Somech and Oplatka, 2015). The lack of awareness and knowledge on Organizational Citizenship Behavior is a loss to the community (Khalid, 2010). By actively recognizing and developing Organizational Citizenship Behavior, employee's performance could be elevated, schools effectiveness can be improved and students outcome can be enhanced which can eventually contribute positively to our community and nation.

As pointed out by Somech and Oplatka (2015), research on organizational citizenship behavior in the context of schools to date, is not well established but definitely indicating high value and promises crucial implications for the study of school effectiveness. They added that school has an evolving environment; hence teachers' efforts beyond their formal job requirements are becoming very crucial (Somech and Oplatka, 2015). Furthermore, the literature of teacher's organizational citizenship behavior is limited, relying mainly on the existing studies in non-educational organisations, accumulated over time. To date, not many studies have been conducted to compare the dynamics between the categories of organizational citizenship behavior. Findings on the interaction and difference between OCB and work conflict will add further knowledge on this field. This adds further to the need to establish more studies on organizational citizenship behavior, its' dimensions, particularly in the educational setting to further add to the limited body of evidence currently available in academic setting. This research is aimed to address some of the issues and gaps stated

STATEMENT OF THE PROBLEM

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effect on organizational effectiveness, performance and its outcome (Khalid, 2010). When looking at organizational manager's perception about this sets of behaviors, studies have highlighted that managers perceive organizational citizenship behaviors' as beneficial for the organization and also view those who demonstrate these behaviors as an asset (Newland, 2012). In school settings, organizational citizenship behaviors' have been proven to improve school effectiveness, teachers performance and students' outcome in various studies (Somech and Oplatka, 2015). Looking specifically into students' achievements, DiPaola and Hoy (2005) found out that there is a strong correlation between organizational citizenship behavior and student achievement in high school settings and this is also supported by Khalid (2010), whereby employees OCB; altruism, courtesy and conscientiousness were all found to be directly related to student's achievement.

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OBJECTIVES OF THE STUDY

The broad objective of this study is to examine the influence of work- family conflict on organizational citizenship behavior among secondary school science subject's teachers in Ikeja metropolis, Lagos State

Research Hypothesis

Based on the objectives of the study the following hypothesis has been developed for testing:

$H_1 1$: Work-family conflict would significantly influence organizational citizenship behavior among secondary school science subject's teachers in Ikeja metropolis, Lagos State

Significance of the Study

The result of this study is of tremendous importance to researchers and practitioners of management. It will educate them on the influence of work-family conflict on organizational citizenship behavior. It also contributes to the existing body of knowledge on personality traits and organizational citizenship behavior and it also a basis for further research.

Practically the study will be of benefit to managers, policy makers in the organization. It will demonstrate to managers, the importance of creating an enabling structure that would facilities employee participation and involvement in the decision making process and functioning of the

organization. The research would also be an invaluable tool for students and researchers that want to know more about the influence of work-family conflict on organizational citizenship behavior of secondary school science subjects teachers.

Finally to policy makers like government agencies, the finding and results of this study will provide invaluable insights and a more reliable guide to monitoring the influence of work- family conflict on organizational citizenship behavior of secondary school science subjects teachers. It could also serve as a yardstick for measuring partly their respective policy goals and objectives.

LITERATURE REVIEW

Theoretical Framework

Theories of Work-Family Conflict

Separate Spheres Pattern - Roles Theory

Role is defined as expected behaviors come from some social status as the separate spheres pattern; it sees family and work as a distinctive system that come from sex role difference, domestic area for women and public area for men (Ling Xu, 2009), role segmentation from different expectations on men and women. Sex role has psychology and social dimension. *Women* are expected to be good wife and mother. Men are expected to work for family. Such social expectation is not changed much as society development. Further, family and work should remain separate in order to function properly and the division of labour by sex should be maintained in order to avoid conflict, work and family are separated, absolutely from each other and not effected each other (Lambert, 1990).

America shows *75%* of married men answer "my work" and women answer "my family" same as China's traditional culture, family gives a much influence on women. From the role theory, two spheres do not affect each other; work and family treat as independent issues, however at present women are not only housewife but also businesswoman, police, politician etc. So this pattern is rarely used by social scientists (Lambert,1990). Additionally, this pattern assumes role can separate the two spheres in terms of time, physical location, emotions, attitudes, and behavior .But this segmentation is not absolutely. Work and family are in another correlative pattern (Lambert 1990).

Mutual Pattern - Spillover Theory and Compensation Theory

From the 1970s, some researchers came to study the mutual effects between work and family Ling Xu, 2009). Spillover theory recognizes that systems may have spillover effects on the Dther, as experiences gained from family area may have effects on work (ibid.). At the same :ime membership in the two systems often cause strain and overload for individuals, families, and work units. Spillover can be positive or negative:

- Positive spillover refers to fact that satisfaction and achievement in one field may bring both satisfaction and achievement in another field.

- Negative spillover refers to the fact that difficulties and depression in one field may bring the same emotion in another field (Mayer & Salovey, 1997).

Generally, the spillover effects pattern shifts attention from the effects of social institutions on each other to the effects of family members on each other, ignoring the social and political consequences of the context in which family and work are located (Mayer & Salovey, 1997).

Compensation theory is contrast with spillover (Zedeck, 1992). It shows what is provided by one makes up for what is missing in the other (Ling Xu, 2009). The theory also views workers as actively seeking greater satisfaction from their work or family life as a result of being dissatisfied with each other (ibid.). So there is an inverse relationship between work and family such that work and non-work experiences tend to be contradicted. It further proposes that individuals make differential investments of themselves in the two settings (ibid.), as denial experienced in work are made up or compensated for in non-work activities (Mayer & Salovey, 1997).

Theories of Organizational Citizenship Behavior

Social Exchange Theory

Social Exchange Theory (SET) is among the most influential conceptual paradigms for understanding workplace behavior. Its venerable roots can be traced back to the 1920s (Malinowski, 1922), bridging such disciplines as anthropology (Firth, 1967), and sociology. Social exchange involves a series of interactions that generate obligations (Emerson, 1976). These interactions are usually seen as interdependent and contingent on the actions of another person. One of the basic tenets of SET is that relationships evolve over time into trusting, loyal, and mutual commitments. To do so, parties must abide by certain "rules" of exchange (Firth, 1967). Rules of exchange form a "normative definition of the situation that forms among or is adopted by the participants in an exchange relation" (Emerson, 1976). The study borrows from contemporary management research; the aspect of SET that has garnered by far the most research attention has been the notion of workplace relationships (Shore, 2004). Social exchange relationships evolve when employers "take care of employees," which thereby creating beneficial consequences. This implies that the social exchange relationship is a mediator or intervening variable; advantageous and fair transactions between strong relationships and these relationships produce effective work behavior and positive employee attitudes (Shore, 2004).

The general presumption is that workers can form distinguish-able social exchange relationships, however operational zed, with their immediate supervisor (Shore, 2004), employing organizations (Moorman, 1998) these relationships have an impact on employee behavior. Individuals (employees) return the benefits they receive; they are likely to match goodwill and helpfulness toward the party with whom they have a social exchange relationship (Shore, 2004). Literature reviewed exhibits different models used in reference to the social exchange theory but for the scope of the study the researcher adopts the perceived organizational support and leader member exchange model and the supervisory support model. The social exchange therefore is relevant for the study as it provide a basis for the work environment influence to employee job performance, productivity while reducing instance of absenteeism. The models described below provide a theoretical guidance and understanding of the study phenomenon (Shore, 2004).

Equity Theory

Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person. Considered one of the justice theories, equity theory was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist, who asserted that employees seek

to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1963). According to Equity theory, in order to maximize individuals' rewards, we tend to create systems where resources can be fairly divided amongst members of a group. Inequalities in relationships will cause those within it to be unhappy to a degree proportional to the amount of inequality (Adams, 1963). The belief is that people value fair treatment which causes them to be motivated to keep the <u>fairness</u> maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization (Adams, 1963).

METHODOLOGY

Research Design

This study was a survey which employed Ex Post Facto design. The independent variable, majorly for the study was work family conflict. The dependent variable was organizational citizenship behavior.

Population of the study

The population comprised of both male and female employees who are secondary school science subjects teachers in Ikeja metropolis, Lagos State with reference to Ikeja Senior High School Ikeja (73), Maryland Comprehensive Ikeja (42), Sam Ethnan Air force Secondary School Ikeja (36), Wasimi High Secondary School Ikeja (30) and Command Secondary Maryland Ikeja, (37). Making a total population of 218 in the five selected secondary science school in Lagos State

Sampling and sampling Techniques

Due to the large population size, the simple random techniques were taken to reduce the volume of data to manageable proportion. This sample size can be derived mathematically using Yaro-Yeme's formula as stated below:

$$n = \frac{p}{1 + \left[P(S)^2\right]}$$

Where; n=Sample size sought

P=Population size of the study

I=Constant figure

S=Level of significance (5% or 0.05)

Solving for the sample size for science subject teachers in Ikeja Senior High School Ikeja, n: where 69 is the population size of the study therefore:

$$n = \frac{73}{1 + [73(0.05)^2]}$$

$$n = \frac{73}{1 + [73(0.0025)]}$$

$$n = \frac{73}{1 + 0.115}$$

$$n = \frac{73}{1.115}$$

n=62

Solving for the sample size for science subject teachers in Maryland Comprehensive High School Ikeja, n: where 42 is the population size of the study therefore:

$$n = \frac{42}{1 + [42(0.05)^2]}$$

$$n = \frac{42}{1 + [42(0.0025)]}$$

$$n = \frac{42}{1 + 0.105}$$

$$n = \frac{42}{1.105}$$

n= 38

Solving for the sample size for science subject teachers in Sam Ethnan Air force Secondary School Ikeja, n: where 36 is the population size of the study therefore:

$$n = \frac{36}{1 + [36(0.05)^2]}$$

$$n = \frac{36}{1 + [36(0.0025)]}$$

$$n = \frac{36}{1 + 0.09}$$

$$n = \frac{36}{1.09}$$

n= 33

Solving for the sample size for science subject teachers in Wasimi Senior High School Ikeja, n: where 30 is the population size of the study therefore:

$$n = \frac{30}{1 + [30(0.05)^2]}$$

$$n = \frac{30}{1 + [30(0.0025)]}$$

$$n = \frac{30}{1 + 0.075}$$

$$n = \frac{30}{1.075}$$

n= 28

Solving for the sample size for science subject teachers in Command Day Secondary School Ikeja, n: where 37 is the population size of the study therefore:

$$n = \frac{37}{1 + [37(0.05)^2]}$$

$$n = \frac{37}{1 + [37(0.0025)]}$$

$$n = \frac{37}{1 + 0.0925}$$

$$n = \frac{37}{1.0925}$$

n=34

Therefore the sample size for (n) of the study is 62 + 38 + 33 + 28 + 34 = 195

N=195

Research Instrument

The instrument that was used for this study was a questionnaire format. The questionnaire will comprise of three (3) sections, namely Section A, Section B, and Section C

Section A: The scale contained the socio-demographic information of the respondents which include the name of the organization, age, gender, marital status, highest educational qualification, working experience (in years), current position in the organization etc.

Section B: This measured Work-Family Conflict Scale. (WFCS) The scale was developed by Haslam, Morawska, Sanders (2010). And it a 10-item scale, examples of the scale items are; My work me spending sufficient quality time with my family; there is no time left at the end of the day to do the things I'd like at home (e.g., chores and leisure activities); My family misses out because of my work commitments. The measure was assessed on a five-point likert-type scale, ranging from (1= Very Strongly Disagree, 2= Strongly Disagree, 3= Disagree, 4= Undecided, 5= Agree, 6= Strongly Agree, 7= Very Strongly Agree). The internal consistency reliability of this scale was α=0.60 as reported by Haslam, Morawska, Sanders (2010).

Section C was used to assess Organizational Citizenship Behaviour Scale. This scale was developed by Lee & Allen (2002). The scale consists of 8 items. Examples of which are. "Willingly give your time to help others who have work-related problems". take action to protect the organization from potential problems. The measure was assessed on a five-point likert-type scale, ranging from (1= "Strongly Disagree" 2= "Disagree" 3= "Undecided" 4= "Agree" 5= "Strongly Agree"). The internal consistency reliability of this scale was α=0.73 as reported by (Lee & Allen, 2002).

Administration of Research Instrument

195 copies of questionnaire were administered by the authors with the help of principals and vice principal of each school. The authors explained all aspects of the questionnaire to the respondents. The researcher also interpreted all the aspects of the questionnaire to the respondents. And also, the respondents were assured of the confidentiality of the information supplied. 195 questionnaires were administered and all the 195 were collected. The questionnaire were distributed to science subject teachers in the five schools in Ikeja Metropolis, Lagos state

Method of Data Analysis

The collected data in the study were subjected to computerized statistical data analysis. The statistical package for social sciences (SPSS) version 21.0 was utilized in analyzing the collected data. Both the descriptive and inferential statistics were used. Specifically, the statistical test of T-test for independent measures and multiple regressions were employed in testing the stated hypotheses.

RESULTS

The results of the study are shown in this chapter. The study utilized both the descriptive and inferential statistics to analyze the data collected in the study. The results are clearly presented in different tables in different two sections as shown below:

The frequency distribution of the socio-demographic characteristics of the respondents is presented in this section below:

Table1. *Distribution of Respondents by Gender*

Sex	N	%
Male	84	43.1
Female	111	56.9
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in table 1 above revealed that 84(43.1 %) of the respondents were male while 111(56.9 %) were female.

Table2. *Distribution of Respondents by Age Group*

Age Group	N	%
20-30 yrs	54	27.7
31-40 yrs	63	32.3
41-50 yrs	48	24.6
51 yrs and above	30	15.4
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in table 2 above revealed that 54 (27.7%) of the respondents were within age bracket 20-30 yrs; 63 (32.3%) were within age bracket 30-40 yrs; 48 (24.6%) of the respondents were within age bracket 41-50 yrs while 30 (15.4%) were within age bracket above 51 yrs and above

Table3. *Distribution of Respondents by Marital Status*

Marital Status	N	%
Single	52	26.7
Married	11 5	59.0
Separated	16	8.2
Divorced	5	2.6
Widow/Widower	7	3.6
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in the table 3 above revealed that 52 (26.7%) of the respondents were single; 115 (59%) were married; 16 (8.2%) were of the respondents were separated; 5 (2.6%) of the respondents were divorced, while 7 (3.65) of the respondents were widowers/widows.

Table4. *Distribution of Respondents by Highest Educational Qualification*

Education Qualification	N	%
SSCE/NECO/GCE/WAEC	15	7.7
NCE/OND/A LEVEL/DIPLOMA	41	21.0
First Degree/HND	78	40
Post Graduate Diploma	31	15.9
Masters Degree	20	10.3
Others	10	5.1
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in table 4 above showed that 15 (7.7%) of the respondents were holders of SSCE/NECO/WAEC/GCE; 41 (21%) of the respondents were holders of NCE/OND/A' Level/Diploma; 78 (40%) were holders of First Degree/Higher National Diploma; 31 (15.9%) of the respondents were holders of Postgraduate Diploma; 20 (10.3%) were holders of Masters Degree while only 10(5.1%) of the respondents were holders of other educational qualifications not specified in the study

Table5. *Distribution of Respondents by Length of Work Experience*

Working Experience	N	%
0-5 yrs	44	22.6
6-10 yrs	63	32.3
11-15 yrs	37	19.0
16-20 yrs	29	14.9
21 yrs and above	22	11.3
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in table 5 above showed that 44 (22.6%) of the respondents had worked between 0-5yrs; 63 (32.3%) of the respondents had worked between 6-10 yrs; 37 (19.0%) of the respondents had worked between 11-15 yrs; 29 (14.9%) of the respondents had worked for 16-20 yrs while 22 (11.3%) of the respondents had worked between 21 yrs and above.

Table6. *Distribution of Respondents by Types of Employment*

Type of Employment	N	%
Permanent Staff	98	50.3
Temporary Staff	43	22.1
Contract Staff	36	18.5
Casual Staff	18	9.2
Total	195	100

Source: *Author's Fieldwork, 2019*

The result in table 6 above showed that 98 (50.3%) of the respondents were Permanent Staff; 43 (22.1%) of the respondents were Temporary Staff; 36 (18.5%) of the respondents were Contract Staff while 18 (9.2%) of the respondents were casual staff.

Hypothesis Testing

This stated that work family conflict significantly influence organizational citizenship behavior among Secondary School Science

Subjects Teachers in Ikeja metropolis. The hypothesis was tested by T-test for independent measures. The result is stated in table 7 below:

Table7. *A Summary Table of T-test for independent measures showing the influence of Work-Family Conflict on Organizational Citizenship Behavior among Secondary School Science Subjects Teachers in Ikeja metropolis.*

Work-Family Conflict	N	$\overline{X}$	SD	Df	t	P
High	124	34.68	12.61			
Low	71	38.13	13.82	193	-7.03	<.01

Source: *Author's Fieldwork, 2019*

The result in table 7 above revealed that work-family significantly influenced organizational citizenship behavior among Secondary School Sciences Subjects Teachers in Ikeja metropolis [t(193)=-7.03, P<.01].The findings showed that secondary school science subjects teachers with lower work-family conflict (x=38.13) experienced more organizational citizenship behavior than secondary school science subjects teachers (x=34.68)

Therefore, the hypothesis one was supported by the result of the study.

DISCUSSION OF FINDINGS

The research work bordered the influence of work- family conflict on organizational citizenship behavior among secondary school science subject's teachers in Ikeja, Lagos State. The hypothesis stated that work-family conflict significantly influence organizational citizenship behavior among secondary school science subjects teachers in Ikeja metropolis, was supported by the findings of the study. The purpose of this study is to investigate the effect of work family conflict on organizational citizenship behavior (OCB) of employees. This indicated that secondary school science subject s teachers who were lower on work-family conflict reported more organizational citizenship behavior than secondary school science subjects teachers who were higher on work-family conflict. This is a pointer to the impact of work-family conflict in the display of organizational citizenship behavior among secondary school science subjects teachers..The findings was supported was supported by Aurangzeb (2017).The study was conducted on the banks employees of Peshawar and data collected from the employees of the banks. Results of the study showed the significant effects work family conflict has on organizational citizenship behavior (OCB).

CONCLUSION

In view of the obtained findings, it hereby concluded that, Work-family conflict significantly influenced organizational citizenship behaviour among secondary school science subjects teachers in Ikeja metropolis, Lagos State

RECOMMENDATIONS

From the findings and various discussions, some recommendations are here offered:

- Ministry of education should organize intervention programmes that would enable the teachers balance work and family needs so as to resolve any ensuing work-family conflict in order to encourage them to perform better in their contextual performance, offerings that may assist include flexible work schedules and family leave can be incorporated.

- The organization should develop a culture that promotes going the extra mile for customers, colleagues or the organization itself.

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