



Managing School Incentive Plans and Work–Life Balance Measures for Teacher Retention in Secondary Schools in Rivers State

Jennifer N. Igbuduⁱ

Department of Educational Management
Faculty of Education
University of Port Harcourt, Nigeria
igbudujenny@gmail.com

Nath M. Abrahamⁱⁱ

Department of Educational Management
Faculty of Education
University of Port Harcourt, Nigeria
nath.abraham@uniport.edu.ng

Abstract

This study investigated the management of school incentive plans and work-life balance measures for teacher retention in secondary schools in Rivers State. Two (2) research questions and two (2) hypotheses were answered and tested respectively in the study. The population of the study was all the 268 public senior secondary schools in Rivers State, with 268 principals (218 males and 50 females), from which a sample of 215 (80%) was drawn, using the proportionate stratified random sampling technique. Respondents of the study responded to a validated 12 item instrument titled ‘Managing School Incentive Plans and Work-life Balance Measures for Teacher Retention Scale’ (SIPWLBMTRS), designed by the researchers, in the modified 4-point likert scale model, with a reliability index of about 0.76, obtained using Cronbach Alpha statistics. In all, 215 copies of instruments were administered to the respondents in their various schools, 214 (99%) were retrieved, but 213 (99%) survived, after coding and were used in the statistical procedures. Mean and standard deviation, were used in answering the research questions, while z-test was used in testing the hypotheses at 0.05 alpha level. Results from analysis of data show that, school incentive plans and school climate are necessary criteria of teacher retention. It was thus, concluded that, the use of school incentive plans, and work-life balance measures to a very high extent, determine teacher retention in secondary schools. Recommendations were that school principals, government and stakeholders in education, should provide school incentive plans and a balance struck between work and life activities in schools.

Keywords: Managing, School Incentive Plans, Work-Life Balance Measures, Teacher Retention.

Reference to this paper should be made as follows:

Igbudu, J. N., & Abraham, N. M. (2018). Managing School Incentive Plans and Work-Life Balance Measures for Teacher Retention in Secondary Schools in Rivers State. *International Journal of Scientific Research in Education*, 11(5), 847-858. Retrieved [DATE] from <http://www.ijrsre.com>.

INTRODUCTION

The school is overtly an institution on which the society has bestowed its confidence, for the preservation and transmission of knowledge, to desiring members of the society. The expectation thus, is that societal pedigree is safe and attainable, with the continuous existence of the school system. As a social system though, there is the existence of interaction with symbiotic relationship, existing between it and its immediate environment. This collaboration if effective, should bring about change, in the direction that is of immediate importance and need to the society.

It is the human and material resources, within the reach of the school, that helps it to be result oriented. Worthy of mention however, is that there is much expectation on the human resource, to drive the material resource, towards the achievement of predetermined goal. These human resource, so required, fall into two major categories. These categories are student and staff personnel (Nosiri, 1985), while the student personnel refers to the desiring learners, the staff personnel refers to teachers, non-teaching personnel and administrators. It is the place of the teaching personnel, to introduce the students into the learning experience, for societal transformation. The non-teaching staff who include clerical officers, cleaners, security guards, among others, are support staff and as such assist the teachers and school administrators in the discharge of their duties.

The material resources referred to above, include school buildings, instructional materials, classrooms and furniture (Osaigbovo, 2007; Ebong, 2004). It is also worthy of mention that schools have fiscal resources for financing school programmes and projects. Emphatically, material resources need the human resource to be result oriented. It is also common knowledge that the human resource needs some factors or variables to be result oriented, towards the desirous need for retention. Some of these variables include school incentive plans, and work-life balance measures.

Apart from school incentive plans, and work-life balance measures, there are other variables that aid the control of staff turnover, to enhance teacher-retention. However, for these variables to enhance teacher retention, certain indicators, such as proportion of teachers whose evaluations distinguish them from basic standard, using measures of their contributions to student achievement and their professional practice, teachers with mastery-level and current knowledge of content they are teaching, teachers with mastery-level and contemporary knowledge of child and adolescent development, teacher – student interactions that demonstrate high levels and qualities of involvement, stimulation, and expansion of thinking, cognitive and sensitivity to students perspectives, individual experiences and backgrounds, teacher – student interactions that foster relationships with and among students and teachers providing challenging opportunities to learn in the classroom.

In the quest to ensure the retention of teachers, administrators engage the use of variables of staff turnover such as school incentive plans and work-life balance measures. Subsequently, presentations in this review will centre on these variables for the achievement of teacher-retention.

Managing overtly in the view of the researchers, is an act. The practice of this act, is management. Drucker in Akrani (2011), sees management as a multi-purpose organ that manages business and manages managers and manages workers and work. In the same instance, Follet in Akrani (2011) defines it as the art of getting things done through people. The scholar

however, align themselves with the believe that it is the harnessing of human and material resources, in the most rational manner, towards the achievement of pre-determined goals.

School Incentive Plans for Teacher Retention

School incentive plan is one variable of staff turnover needed for teacher retention. Organizational incentive is the inducement or supplemental reward that serves as motivational device for a desired action or behaviour (Business Dictionary, 2018). Obviously, organizational incentives do not only come inform of money. A step further, Cambridge English Dictionary (2018), defined incentive as something that encourages a person to do something. In another dimension, Oxford Dictionary (2018), defines incentive as a thing that encourages someone to do something; a payment or concession to stimulate greater output or investment. A further search on the meaning of incentive, reveals the definition put forward by Your Dictionary.com (2018), which defines incentive as something that makes someone want to do something, to work harder. It further defines it in another perspective, as something such as the fear of punishment or the expectation of reward that induces action or motivates effort. In the view of Obasi (2013), incentives are interventions that are utilized to motivate a workforce to be encouraged more committed to their specific work tasks.

Considering the definition of incentive, three things stand out. These are reward, motivation and performance. This is in agreement with the view of Business Dictionary.com (2018), which defines incentive as inducement or supplemental reward that serves as a motivational device for a desired action or behaviour. Reward thus, motivates the worker to perform. Incentive could thus be said to be that reward or perceived reward that motivates the worker, to perform. Reward which is something given as compensation or in recognition for service, is said to be such that recognizes a person's contribution (Armstrong, 2012). Incentive therefore, is a motivation.

Since organizational incentives do not only come in the form of money, it is also not new that money plays significant roles. Realistically, as recognized in our society, money is most of time considered the basis of status, power and even respect. It however, ceases to be a motivator, once it helps in the satisfaction of certain needs. An example of this could be cited using the Maslow's hierarchy of needs theory. Money can satisfy the physiological needs of sleep, food, shelter, clothing and even security needs. It may not satisfy the needs for belongingness, esteem needs, and self-actualization needs. It is therefore necessary thus, to understand what could constitute incentive to the workers, to achieve expected and commensurate results, towards motivating the worker for improved performance and retention.

Different scholars have come up with different types of incentive plans. Among these scholars is Kappel (2012), who offers on the spot bonuses, suggestion programmes, profit sharing, and stock options as types of incentive plans. In another entry, Root (2018), lists the types of incentive plans to include stock options, profit sharing, performance units, and bonus pay. In another perspective, Bizfluent (2018), offers six types of incentive plans. They include profit or gain-sharing, cash bonuses, retention bonuses, long-term stock-based incentives, training and recognition.

An understanding of the benefits of incentives, brings to lime light, its importance towards teacher-retention. Some advantages of incentive plans offered by McQuerry (2018), are motivation, increased earnings, loyalty reduced turnover, and collaborative efforts. From another perspective, Taylor (2016) presents incentives and benefits for greater employee engagement to include paid and unpaid time off, company ownership and profit sharing, retirement savings

plans, training and development, flexible scheduling and remote work arrangements, mentorship coaching and advanced business skill building; wellness benefits and programmes, improved working environment, financial wellness benefits, company celebrations and events, employee survey and brainstorming sessions, and special spot light projects and community causes. In another view by Your Article Library (2018), the advantages of incentive plan include that, it induces workers for higher efficiency and more output; increases the earnings of employees and sometimes even more than wages, leads to minimum per unit cost of product, as there is an increased efficiency and greater output; increase in production capacity of the plants, and it saves managers time for supervision because employees are motivated for better performance.

The foregoing insights show that a school incentive plan is a variable for employee retention. However, in the course of this study, the incentive plans by Bizfluent (2018) were used for further analysis. This does not mean a rejection of the opinions expressed by other scholars.

Work-Life Balance Measures for Teacher Retention

Another variable for consideration in this study is work-life balance measures. The concept of work-life balance which actually tries to strike a balance between the activities and responsibilities of the employee at work and his responsibilities outside work, does not actually aim at the equality of both activities. The equality of both activities can obviously not be struck. What is of importance is the engagement or involvement in one, not being detrimental to the other. Thus, both work and life outside work, should be given adequate attention for man to live his life, having really lived. Wikipedia (2018), reports that the concept work-life balance was first expressed in the United Kingdom, in late 1970's, to describe the balance between an individual's work and personal life.

According to Cambridge Dictionary.com (2018), work-life balance is the amount of time one spends, doing ones job, compared with the amount of time spent with family and doing what one enjoys. Specifically, the concept of work-life balance is a combination of work and life. Work could be defined as a place or premises where one is employed or engaged, while life is the existence of an individual or animal; it could also represent that period, between an individual's birth and death. In the view of Armstrong (2012), the concept of work-life balance is concerned with the achievement by employees of a satisfactory equilibrium, between work and non-work activities, such as parenting responsibilities and wider caring duties as well as other activities of interests. For Wikipedia (2018), work-life balance is referred to as a concept including the proper prioritization between work (career and ambition) and lifestyle (health, pleasure, leisure and family). Work-life balance, as Business Dictionary (2018) defines is a comfortable state of equilibrium, achieved between the primary priorities of employees of their employment position and their private lifestyle. It is of the opinion that, the demands of an employee's career should not overwhelm the ability of the individual to enjoy a satisfying personal life outside the business environment. For Heathfield (2018), work-life balance is a concept that supports the efforts of employees to split their time and energy between work and the other aspects of their lives. Work-life balance therefore, is a concept that advocates the proper management of employee work activities along, with other life activities, in such a way that none suffers.

The work-leisure dichotomy as work-life balance could be referred to, as established by Wikipedia (2018), was invented in the mid-1800s. It was identified that an American Journalist, Paul Krassner, observed that, anthropologists defined happiness as having as little separation as possible between work and play. Job satisfaction and personal life satisfaction however, should

be done in such a way that none suffers. A close watch would reveal that the basic elements, required to strike a balance, between work and life, are sufficient time off and an appropriate workload. This balance, obviously gives the employee reasons to stay back on the job, since his personal life does not suffer and as such, retention is considered. The teacher goes to school, discharges his/her duties, and his/her workload is such that gives time for other personal issues, he/she would obviously have reason to stay on the job.

Work-life balance, definitely has benefits to the organizations and the individual workers. South-Eastern Oklahoma State University (2018), confesses that one of the biggest employer benefits of work-life balance is improved work place moral and staff retention. Their benefit to individual workers is what we are actually concerned with as it has implications for staff retention.

Five benefits of work-life balance listed by Rolfe (2018) include your health and wellbeing will improve, more productive, actually enjoy work, more time for yourself, you'll stop missing out. Some other benefits of work-life balance listed by nibusiness.info.co.uk (2018) as they concern employees are increased productivities lower absenteeism, a happier less stressed workforce, improvements in employee health and well-being, a more positive perception of the employer, greater employee loyalty, commitment and motivation, and a reduction in staff turnover and recruitment costs. In the view of another scholar Half (2017), the best employee benefits for achieving work-life balance are alternative work schedules, flexitime, telecommunicating and child care options. Another scholar Chris (2017), offers benefits of work-life balance to employees to include better time management, autonomy and personal employee growth; increase focus, employee engagement, and personal wellbeing. However, Armstrong (2012), identifies that work-life balance can be enhanced by what are sometimes called 'family-friendly' policies that facilitate flexible working, which cover home working, part-time working, compressed working weeks, annualized hours, job sharing, term-time only working, and flexitime.

For the purpose of this study, the work-life balance measures as offered by Armstrong (2012), were used for further analysis. This does not however, mean a rejection of the benefits of work-life balance to employee, as offered by other scholars.

Statement of the Problem

The use of the variables of staff turnover is believed to enhance teacher retention in secondary schools. It is therefore, expected that government, school administrators and other stakeholders in the school system will put in place school incentive plans and work-life balance measures for teacher-retention. Surprisingly, research findings, general observations, comments from opinion leaders and other scholarly position reveal that teacher-retention is not enhanced in schools. This view is substantiated by poor educational leadership, non-conduct of staff training programmes, unconducive school climate, irregular conducts of promotion exercises, non-implementation of promotion arrears, unconducive school environment, lack of incentive plans, posting teachers without following laid down procedures and insecurity among others that have characterized our schools.

Schools with these threats, may find it difficult to retain their teachers and as such, call to question the use of school incentive plans and work-life balance measures by school administrators, government and other educational stakeholders, in the face of their perceived failures. This study thus, was contemplated to examine school incentive plans and work-life

balance measures as instrumentalities for the enhancement of teacher-retention in secondary schools.

Aim and Objectives of the Study

This study examined school incentive plans and work-life balance measures for teacher retention in secondary schools in Rivers State. Specifically, the study sought to:

- Examine the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State.
- Investigate the extent to which work-life balance measures determine teacher-retention in secondary schools in Rivers State.

Research Questions

- To what extent do school incentive plans determine teacher-retention in secondary schools in Rivers State?
- To what extent do work-life balance measures determine teacher-retention in secondary schools in Rivers State?

Hypotheses

- **H₀₁:** There is no significant difference between the mean ratings of male and female principals on the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State.
- **H₀₂:** There is no significant difference between the mean ratings of principals from rural and urban school on the extent to which work-life balance measures determine teacher-retention in secondary schools in Rivers State.

METHODOLOGY

The design for the study was the analytic descriptive survey. The population was all the 268 public senior secondary schools in Rivers State. These schools have a population of 268 principals (Planning, Research and Statistics Department, RSSSSB, Port Harcourt, Rivers State, 2017) from which 215 representing 80% (165 males 50 females, 180 rural school principals 35 urban school principals) were selected as sample of the study, using the proportionate stratified random sampling technique. The instrument for data collection was a validated 12-item instrument titled 'School Incentive Plans and Work-Life Balance Measures for Teacher-Retention Scale' (SIPWLBMTRS), with a reliability index of 0.76, designed by the researchers, in the modified 4-point likert scale model. A total of 215 copies of instrument were administered, 214 were retrieved but 413 survived after coding. Thus, 213 (163 and 50 male and female principals; 178 and 35 rural and urban secondary school principals) were used in the analysis of data. Mean scores and standard deviations were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance.

RESULTS

The results of the study were extracted from the answers to the research questions and results to the test of hypotheses as presented in the proceeding section:

Research Question 1

To what extent do school incentive plans determine teacher-retention in secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on the Ratings of Male and Female Secondary School Principals on the Extent to which School Incentive Plans Determine Teacher -Retention in Secondary Schools in Rivers State

S/N	Item	Male		Female		W \bar{x}	Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
1	School administrators who operate profit-gain sharing, give the teacher reason for retention.	2.92	0.87	2.94	0.84	2.93	HE
2	Cash bonus is another way of motivating the teacher to improve on the system rather than leave it.	3.52	0.57	3.4	0.73	3.46	VHE
3	Retention bonuses given to the employee for staying on the job encourages him to stay much longer.	3.26	0.60	3.4	0.50	3.33	VHE
4	Offering specialized training in areas of interest to teacher is an incentive that encourages him to stay.	3.36	0.68	3.3	0.76	3.33	VHE
5	Recognizing a teacher in the presence of his peers, boosts his ego towards more commitment and staying with the job.	3.11	0.86	3.34	0.66	3.23	VHE
Grand mean = 3.07		3.23	0.72	3.28	0.70	3.26	VHE
Legend		Scale					
\bar{x}_1 = Mean: Male Principals		0.01 – 1.00 Very Low Extent (VLE)					
\bar{x}_2 = Mean: Female Principals		1.01 – 2.00 Low Extent (LE)					
SD ₁ = Standard Deviation of \bar{x}_1		2.01 – 3.00 High Extent (HE)					
SD ₂ = Standard Deviation of \bar{x}_2		3.01 – 4.00 Very High Extent (VHE)					
W \bar{x} = Weighted Mean							
W \bar{x}/N = Grand Mean							

Data on table 1 show that, item 1, had a weighted mean score between 2.01 and 3.00 and therefore, fell under High Extent (HE). Differently, items 2, 3, 4 and 5 had mean scores between 3.01 and 4.00 and fell under Very High Extent (VHE). In summary, with a grand mean of 3.26 (VHE), male and female secondary school principals to a very high extent, agreed that school incentive plans determine teacher-retention in secondary schools in Rivers State.

Research Question 2

To what extent do work-life balance measures determine teacher-retention in secondary schools in Rivers State?

Table 2: Mean and Standard Deviation on the Ratings of Principals from Rural and Urban Secondary Schools on the Extent to which Work-Life Balance Measures Determine Teacher - Retention in Secondary Schools in Rivers State

S/N	Item	Male		Female		W \bar{x}	Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
6	Home working will give the teacher work-life balance for more commitment that would encourage him to stay.	2.83	0.86	3.0	0.64	2.92	HE
7	A teacher who engages in part-time working will discharge his duties diligently as he wouldn't want to leave.	2.60	0.93	3.0	0.91	2.8	HE
8	Compressed work weeks will give the teacher a work-life balance job commitment that encourages him to stay with the job.	2.60	0.95	2.63	0.81	2.62	HE
9	Annualized hours if introduced in the school system, will make an employee ready to stay.	2.80	0.79	2.86	0.85	2.83	HE
10	Job-sharing reduces work load which could encourage retention.	3.20	0.69	2.89	0.72	3.05	VHE
11	Term-time only working alots time within the term to the teacher as it makes him willingly productive for possible consideration given to retention.	2.98	0.78	3.09	0.78	3.04	VHE
12	Flexitime consideration given to a teacher will make him remain with the job.	3.10	0.81	2.69	0.76	2.90	HE
Grand mean = 2.88		2.87	0.83	2.88	0.78	2.88	HE

Legend

\bar{x}_1 = Mean: Rural Principals
 \bar{x}_2 = Mean: Urban Principals
SD₁ = Standard Deviation of \bar{x}_1
SD₂ = Standard Deviation of \bar{x}_2
W \bar{x} = Weighted Mean
W \bar{x}/N = Grand Mean

Scale

0.01 – 1.00 Very Low Extent (VLE)
1.01 – 2.00 Low Extent (LE)
2.01 – 3.00 High Extent (HE)
3.01 – 4.00 Very High Extent (VHE)

Data on table 2 show that items 6, 7, 8, 9 and 12 had weighted mean scores between 2.01 and 3.00 and therefore, fell under High Extent (HE). Differently, items 10 and 11 had weighed mean scores between 3.01 and 4.00 and fell under Very High Extent (VHE). In summary, with a grand mean score of 2.88 (HE), principals from rural and urban secondary school to a high extent agreed that work-life balance measures determine teacher-retention in secondary schools in Rivers State.

Hypothesis 1

There is no significant difference between the mean ratings of male and female principals on the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State.

Table 3: Summary of z-test Analysis of the Difference Between the Mean Ratings of Male and Female Secondary School Principals on the Extent to which School Incentive Plans Determine Teacher Retention in Secondary Schools in Rivers State

Gender	N	\bar{x}	SD	df	z-Cal	z-Crit	Results
Male	163	3.23	0.72				
Female	50	3.28	0.70	211	0.44	1.96	Not Significant (failed to reject)

Data on table 3 above, show summary of gender, means, standard deviations and z-test of difference between the mean ratings of male and female secondary school principals, on the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State. The z-test value, calculated and used in testing the hypothesis stood at 0.44, while the z-critical value stood at 1.96, using 211 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 211 degrees of freedom, the calculated z-value of 0.44 is less than the critical z-value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers failed to reject the hypothesis and confirm that there is no significant difference between the mean ratings of male and female secondary school principals on the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State.

Hypothesis 2

There is no significant difference between the mean ratings of principals from rural and urban secondary schools on the extent to which work-life balance measures determine teacher-retention in secondary schools in Rivers State.

Table 4: Summary of z-test Analysis of the Difference Between the Mean Ratings of Principals from Rural and Urban Secondary Schools on the Extent to which Work-Life Balance Measures Determine Teacher - Retention in Secondary Schools in Rivers State

Subjects	N	\bar{x}	SD	df	z-Cal	z-Crit	Results
Rural Principals	178	2.87	0.88				
Urban Principals	35	2.88	0.78	211	0.07	1.96	Not Significant (failed to reject)

Data on table 4 above, show summary of subjects, means, standard deviations and z – test of the different between the mean ratings of principals from rural and urban secondary schools on the extent to which work-life balance measures determine teacher-retention in secondary schools in Rivers State. The z-test value, calculated and used in testing the hypothesis stood at 0.07, while the z-critical value stood at 1.96, using 211 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance and 211 degrees of freedom the calculated z-value of 0.07 is less than the critical z-value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers failed to reject the hypothesis and confirm that there is no significant different between the mean ratings of principals from rural and urban secondary schools on the extent to which work-life balance measures determine teacher-retention in secondary schools in Rivers State.

DISCUSSION FINDINGS AND IMPLICATIONS

School Incentive Plans for Teacher-Retention in Secondary Schools

The first finding of the study is that principals to a Very High Extent (VHE), agreed that school incentive plans determine teacher-retention in secondary schools in Rivers State. This finding agrees with Kappel (2012), Root (2018), Bizfluent (2018), among others, who in their scholarly researches and papers, worked on school incentive plans that determine teacher-retention in secondary schools. A corresponding hypothesis, resulted in no significant difference between the mean ratings of male and female secondary school principals on the extent to which school incentive plans determine teacher-retention in secondary schools in Rivers State. This implies that school incentive plans are motivators that have the ability of lifting the teacher's spirit as they spur him to action. However, care has to be taken just like in the Maslow's Hierarchy of Needs Theory, to understand the necessary incentive plans to put in place. This is because any need achieved, no longer constitutes need.

Work-Life Balance Measures for Teacher-Retention

The second finding of the study is that principals agree to a High Extent (HE), that work-life balance measures put in place in secondary schools would determine teacher-retention in Rivers State. This finding agrees with Armstrong (2012), Rolfe (2018), Chris (2017), Bizfluent (2018), Taylor, (2016), McQuerry (2018) and Your Article Library (2018) who in their scholarly papers and researches, worked on the work-life balance measures necessary for teacher-retention in secondary schools. A corresponding finding from a hypothesis resulted in no significant difference between the mean responses of principals from rural and urban secondary school on the extent to which work-life balance measures determine teacher retention in secondary schools in Rivers State. This further implies that although work and life activities cannot be balanced equally, workload should be such that allows a close balance between work and life activities. This can make the teacher more productive, even within a shorter time period, as he would not feel depressed and would be willing to work.

CONCLUSION

Based on the findings of the study, it is concluded that variables of staff turnover among them, school incentive plans and work-life balance measures are indispensable tools for enhancing teacher-retention in secondary schools in Rivers State.

Recommendations

In the light of the findings of the study, the discussions on them and the accompanying implications, the following were recommended for implementation:

- Appropriate school incentive plans should be put in place in the school system to motivate teachers, spur them to action and give thought to retention.

- Teachers workload should be such that a reasonable balance is struck between work and life's activities. This will make the teacher more productive within his working hours and appreciate his job.

REFERENCES

- Armstrong, M. (2012). *Armstrong's handbook of human resource management practice* (12th edition). London: Kegan page.
- Akrani, G. (2011). What is management? Definitions measuring and features. kalyan-city.blogspot.com/2011/04/what-is-management-definitions-meaning.html?m=1
- Bizfluent (2018). Six types of incentive plans. Retrieved from <https://bizfluent.com/list-6557258-six-types-incentive-plans.html>.
- Business dictionary.com (2018). What is incentive? Definition and meaning. Retrieved from www.businessdictionary.com/definition/incentive.html
- Business Dictionary.com (2018). What is incentive? Definition and meaning. Retrieved from www.businessdictionary.com/definition/incentive.html
- Business Dictionary.com (2018). Work-life balance. Retrieved from www.businessdictionary.com/definition/work-life-balance.html
- Cambridge English Dictionary (2018). Meaning of incentives. Retrieved from dictionary.cambridge.org/dictionary/English/incentive.
- Cambridge English Dictionary.com (2018). Meaning of work-life balance. Retrieved from <https://dictionary.cambridge.org/dictionary/english/work-life-balance>.
- Chris, J. (2017). Benefits of work-life balance for employees and employers. Retrieved from www.josephchris.com/benefits-of-work-life-balance-for-employees-and-employers
- Half, R. (2017). The best employee benefits for achieving work-life balance. Retrieved from <https://www.roberthalf.com/blog/salaries-and-skills/the-best-employee-benefits-for-achieving-work-life-balance>
- Heathfield, S.M. (2018). You can help you employees achieve work-life balance. Retrieved from <https://www.thebalance.com/work-life-balance-1918292>.
- Kappel, M. (2012). Types of incentive pay plans. Retrieved from <https://www.patriotsoftware.com/payroll/training/blog/types-of-incentive-pay-plans/>
- MacQuerry (2018). The advantages of incentive plans. Retrieved from smallbusiness.chron.com/advantages-incentive-plans-55858html
- NIBUSINESS INFO.CO.UK (2018). Advantages of improved work-life balance. Retrieved from <https://www.nibusinessinfo.co.uk/content/advantages-imrproved-worklife-balance>
- Nosiri, C. P. (1985). Staff personnel administrations. In B.S. Okeke, C.P. Nosiri, J.D. Elele, N.M. Ozurumba, & S.O. Igwe (Eds). *A handbook on educational administration* (182-199). Owerri: New Africa.
- Obasi, K.K. (2013). Teacher job motivation and satisfaction: The role of incentive. In J.D. Asodike, J.M. Ebong, S.O. Oluwuo, N.M. Abraham (Eds). *Contemporary administrative and teaching issues in Nigerian schools* (88-101). Owerri: Alphabet Nigerian Publishers.
- Osaigbovo, J.A. (2007). *School facility management*. Port Harcourt: Uni-Campus.
- Oxford Dictionary.com (2018). Definition of incentive in English. Retrieved from <https://en.oxforddictionaries.com/definition/incentive>
- Rolfe, A. (2018). Five benefits of work-life balance. Retrieved from <https://www.reed.co.uk/career/advice/five-benefits-of-work-life-balance/>

- Root, G.N. (2018). Types of incentive plans. Retrieved from smallbusiness.chron.com/types-incentive-plans-1307.html
- South Eastern Oklahoma State University (2018). Benefits of work-life balance. Retrieved from <https://online.se.ed/articles/mba/benefits-of-work-life-balance.aspx>
- Taylor, T. (2016). Incentives and benefits for greater employees engagement: 12 ways to increase employee engagement and productivity. Retrieved from <https://www.thebalance.com/incentives-and-benefits-for-greater-employee-engagement-4003007>
- Wikipedia (2018). Work-life balance. Retrieved from <https://en.m.wikipedia.org/wiki/work%E2%80%3E3life-balance>.
- Your Article Library (2018). Employee incentive plans: Features, advantages, disadvantages. Retrieved from www.yourarticlelibrary.com/html/incentive-plans/employee-incentive-plans-features-advantages-disadvantages/60372
- Your Dictionary.com (2018). Incentive defined. Retrieved from www.yourdictionary.com/incentive.

 © JSRE

ⁱ **Jennifer N. Igbudu** is a post graduate students in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria. She can be reached via email at igbudujenny@gmail.com.

ⁱⁱ **Nath M. Abraham** is a Professor in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria. He can be reached via email at nath.abraham@uniport.edu.ng.