

## **Effect of Family Responsibilities on Job Performance of Female Lecturers in Alex Ekwueme Federal University Ndufu-Alike Ikwo**

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**Abstract:** Twenty first century women academics have not only changed some of their traditional roles, but have also acquired requisite skills for their massive involvement in the formal sector. One would expect that since women have continuously engaged in socio-economic roles outside the home, there would be corresponding relief on some of their traditional family responsibilities, but thus has not been the case. This study examined the effect of family responsibilities on job performance of female lecturers in Alex Ekwueme Federal University, Ndufu-Alike Ikwo (AE-FUNAI). Descriptive survey design was adopted in this study while utilizing primary and secondary data sources. T-test and Chi-square was used to test the hypotheses. The study was also anchored on the expectations of role conflict theory. The findings of the study show that family responsibilities negatively affect job performance of female lecturers in AE-FUNAI. Furthermore, the study revealed that knowledge and experiences in the household positively affect job performance of female lecturers in AE-FUNAI. The study recommends that governments, husbands whose wives are academics, university administrators and management alike, should consider work flexibility and gender mainstreaming through job sharing, compressed working hours, flexi time, child-care assistance, among others.

**Keywords:** family responsibilities, female lecturers, job performance.

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### **I. INTRODUCTION**

Universities in the globe strive to meet the challenges for sustainable development. The quests to meet upcoming challenges and the changing world scenario have led to changes in organizational structures and culture. In recent times, women engagement in wage employment has become much more than assistance to husbands but a reflection of women acquisition of requisite skills and high level education. Thus Livia, Richter and Kotowska (2014) contended that there exist to some degree, economic independence and support responsibilities that until quite recently belonged to the male domain. This has also promoted more equal distribution of responsibilities for the economic provision to families.

In recent years, there has been an increase in competitive pressures on AE-FUNAI lecturers to increase productivity and academic visibility. These have resulted to increase in time demands on the workforce and allows less time for the female lecturer to be with their families. Moreover, the workforce composition has changed, with an increase in women in the workplace while there has been little increase in men being involved in family or household chores. Dual income couples and single parenting are now becoming the norm of today's society.

Changes in the Nigerian university system have also led female lecturers into complex jobs to perform as they are expected to be more involved in their jobs compared to how they were in the last decades. The demanding jobs, long working hours, struggling job tasks, and work pressure have made it difficult for female lecturers in Alex Ekwueme Federal University Ndufu-Alike Ikwo (AE-FUNAI) to maintain balance between work and family responsibilities. The female lecturer begins her day with the family members, goes out to perform her professional and social duties and comes back to be with the family members. To these family members, she has a responsibility to perform as such imbalance in the relationship between the family and her professional life may be harmful to the work place or the family. Creating a balance with family and job responsibilities is a dilemma for the female lecturer and almost impossible due to turbulent work environment which has resulted to high demanding jobs and long working hours. This state of affairs leads to a great challenge for human resource management and development in AE-FUNAI.

The combination of career and motherhood, unpaid domestic roles and other economic roles outside the home have given rise to role conflicts on the side of the women. This to a large extent impinges on the time,

energy, concentration needed in other economic roles performed by the women outside the household, and invariably affects negatively on the promotion, income and the general wellbeing of the woman in her place of work.

Female lecturers in AE-FUNAI experience work pressure due largely to the demands of their families. For the female academic (lecturer), she has to be in class whenever duty calls. In most cases, female lecturers do have morning lectures (as early as 8 a.m.) with their students. In addition to teaching, they attend to other responsibilities such as research, assessing students' term papers or assignments and examinations, invigilating examinations, marking and grading scripts, counseling and guiding students among others. Evidently, the operational framework of the academic sector is enough to create intra-role conflict, dissatisfaction, tension, anxiety and other physiological consequences.

## **Conceptual Clarifications**

### **Family Responsibilities**

The International Labour Organisation (ILO) Convention on Workers with Family Responsibilities [No.156](1981), defined family responsibilities as "responsibilities in relation to dependent children and other members of a workers immediate family who clearly need their care or support". The notions of 'family' and 'family responsibilities' can be interpreted differently depending on the national context and local conditions. Nonetheless, ILO Convention No.156 clearly applies to children, the sick and the old who depend on the worker (female lecturer in this study). Household tasks are also seen as part of family responsibilities.

Responsibilities within families and expectations attached to these responsibilities vary socially, culturally and through time. Traditionally, cultures have imposed gendered expectations on the roles played out in the family domain, with caring and domestic tasks assigned to the mother, wife and daughter roles. In contrast, men are commonly assigned the public role of breadwinner/financial support (McDonald 1995). Presently, women now comprise around half of the paid workforce, but studies of the division of labour within the home indicate that women are still responsible for most domestic labour, especially child care (Bittman et al. 2000).

### **Job Performance**

Although job performance is commonly used in business and education fields of studies, the concept is still poorly defined. Different definitions of the concept were given by different scholars in different fields. For instance, in education, technical engineering and business, we find different definitions of job performance.

According to Glavan (2011) job performance is the accomplishment of a specific task which is measured against present known standards of accuracy, completeness, cost, and speed. It could also be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. The progress of any organization or establishment can obviously be measured by the performance of workers in such an establishment particularly in the education sector. Job performance therefore, is of paramount importance in maintaining an enviable position in any organization (Olorunsola, 2013).

Job performance is a significant factor affecting organizational performance. In an educational setting, lecturer performance has a strategic role and is the main factor determining student performance and hence university performance (Sukirno and Siengthai, 2010). Kingdon and Teal (2003) mentioned that teachers (lecturers in this case) are central actor in the learning process that takes place in schools. To Sukirno and Siengthai (2010) studying factors affecting lecturers' performance in higher educational institutions from different settings is very useful for not only enriching and refining theory but also for developing reasonable recommendations to increase quality of higher educational institutions.

### **Theoretical Framework**

The theory upon which this study was anchored on is the role conflict theory. Based on Ralph Linton's "The study of Man"(1936), he used the terms *status*, which means "a position in a social system occupied by designated individuals" and *role*, which stand for the "behavioural enacting of the patterned expectations attributed to that position"(Merton, 1968, p. 423) for developing his theory. He suggested that one can have different statuses, like being a lecturer and a mother. The combination of different social positions, like being a lecturer, a spouse and a mother, which the female lecturer is holding is called *status set* and the "complement of role relationships which she have by virtue of occupying a particular status"(Merton, 1968, p. 424)is called role set. This implies that the female lecturer has a specific role set in the work domain with her superior, colleagues and students. Therefore, responding to the various social roles, with different "values and moral expectations" (Merton, 1968, p. 425), structural instabilities in the role set can occur. These conflicts can occur on two different levels (Merton, 1957, p. 112). If the female lecturer should solve different expectations connected with one role, an intra-role conflict can be the result. For example a mother who has problems with her son must be strict to bring her son up properly, but should also be relaxed to keep a good relationship. The second sort of

conflict is an inter-role conflict. This kind of conflict is caused by different expectations on female lecturer in different roles. The female lecturer, who wants to go home to share leisure time with her family, but also feels the need to research for her publications, can face an inter-role conflict. At this point the problem arises that different mechanisms are needed, to remove the conflicts and keep the status and role structure working.

### **Research Objectives**

1. To determine the relationship between Family responsibilities and job performance of female lecturers in AE-FUNAI.
2. To examine the impact of household knowledge and experiences on female lecturers' job performance in AE-FUNAI.

## **II. EMPIRICAL REVIEW**

A study by Patel (2006) on the effect of working mother's responsibilities on job performance in a large retail organization in Durban, South Africa reveals that family responsibilities affect the job performance of working women. In the study, married women reported significantly higher conflict between their family roles and job performance than unmarried women, while women in the highest work category gained the highest job performance rating. More than half of the sample indicated that paid work was more important than their housework.

Ogbogu (2013) advanced the study in inter-role conflict between family responsibilities and job performance in 3 purposively selected Public Universities in Southern Nigeria. The study identified that role pressures from work and family responsibilities are obstacles to employees' job performance.

Oludeyi and Olajide (2016) argued that family roles interface significantly, correlates with, and influences job performance and the general wellbeing of female lecturers. The study was conducted in two (2) tertiary institutions in Ibadan, Nigeria using a stratified random sampling technique in selecting 220 participants out of which 181 were used for data analysis. The study recommended that efforts should be made towards making policies that ensure work-family responsibility balance (such as job sharing, compressed working hours, telecommuting, flexi time, child-care assistance, and so forth) are made for women academics. The correlation that exists in Oludeyi and Olajide (2016) study of family responsibilities and job performance of working women corresponds with Anane and Dankwa (2017), who indicated that factors such as family responsibilities, teaching large classes, lack of teaching/learning materials, and demanding Deans and Heads of Departments, affected female lecturers' job performance. The results also suggest that female academics involved in the study were least bothered about issues on their promotion and personal goals.

Sikes (1998) in a life history study entitled 'Parent Teachers: reconciling the roles' posits that some of the knowledge, skills and understandings which can accrue from being a parent cannot but help to have a positive impact upon how mothers and fathers who are teachers, teach. He also suggested that working with and relating to children in a nurturing manner is seen as being natural for women/mother lecturers, as is assuming an authoritative, disciplinary role for male/father lecturers.

Sikes (1998) also suggested that experiences and knowledge of mothers makes a major difference on lecturing, especially in the relationship with students; relationship with students' parents; managerial and organisational decisions; and career development of the students. Furthermore, Biklen (1985) was of the opinion that becoming parents have made teachers (lectures here) quite different in all areas of life, as their priorities have been altered and their own children now come first. This primarily had consequences on the amount of time they were prepared to put into school work but did not mean that their commitment to being a good teacher had lessened. Also that their commitment could be said to have increased in that, seeing their own children in the children they taught, they were even more determined to do the best that they could. To some of his respondents who referred to a sort of superstitious notion that if they were as good as they could be then their own children's teachers would be too! These views were also supported by Gitlin & Myers, (1993: 66) who showed a fundamental connection between educating and rearing children.

## **III. RESEARCH METHODOLOGY**

The study was carried out in Alex Ekwueme Federal University Ndufu-Alike, Ikwo (AE-FUNAI), Ebonyi State. The university was founded on 26th day of February, 2011. It is one of the nine (9) new universities that the Federal Government of Nigeria established in the educational disadvantaged areas of the country (Funai.edu.ng/about-us). Descriptive survey design was adopted because of its convenience and reliability in collecting data. The study population was drawn from female lecturers in the university. The total population of AE-FUNAI female lecturers as obtained from the school registry was 128. The sample size was 51 female lecturers of the university. Questionnaire was used as data collection instrument. The sampling technique

was simple random sampling. The descriptive statistics such as frequencies, tables, percentages, Chi square inferential statistics and T-test were used for data analysis.

**IV. RESULTS**

**Table 1: Socio-Demographic Distribution of Respondents (N = 51)**

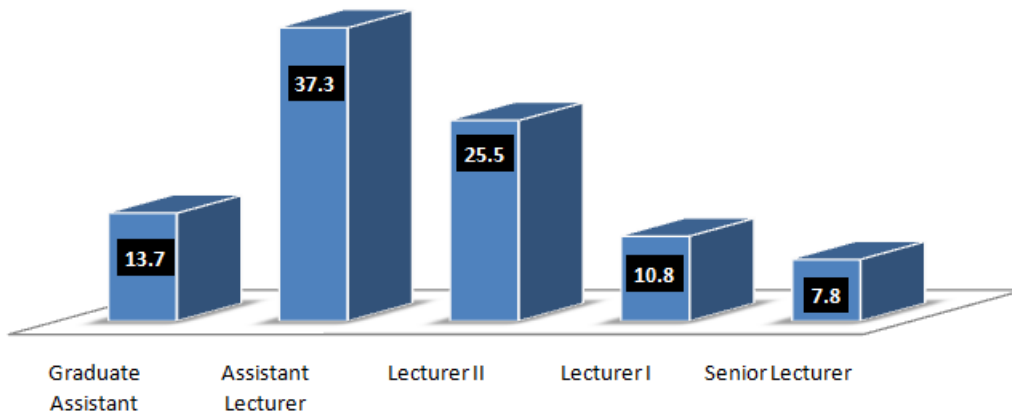
Demographic Characteristics	No of Respondents	Percentage (%)	Mean
<b>Marital Status</b>			
Single	10	19.6	
Married	40	78.4	
Widowed	1	2.0	
<b>Religion</b>			
Christianity	50	98.0	
Islam	1	2.0	
<b>Education Qualification Attained</b>			
B.Sc.	9	17.6	
PGD	1	2.0	
M.Sc.	26	51.0	
Ph.D.	15	29.4	
<b>Age group</b>			
20 - 29years	11	21.6	38
30 - 39years	23	45.1	
40 - 49years	2	3.9	
50years and above	3	5.9	
<b>Number of Children</b>			
0	9	17.6	3
1-2	20	39.2	
3-4	17	33.3	
5 and above	5	9.8	
<b>Monthly Income</b>			
50,000 – 90,000	5	9.8	183,137
100,000-190,000	31	60.8	
200,000-290,000	13	25.5	
300,000-above	2	3.9	
<b>Working Experience</b>			
1-4	20	39.2	8
5-9	13	25.5	
10-14	9	17.6	
15 and above	9	17.6	

**Source:** Field Survey, 2018.

Table 1 shows that out of the 51 respondents, 20% are single, 78% married and 2% widowed. This implies that there is high preponderance of married female lecturers in AE-FUNAI. With respect to their age group, the data collected show that most of the respondents are within 30-39 age bracket (45%) followed by those aged 20-29 years (22%). Moreso, greater percent of the respondents (98%) are Christians while 2% of the respondents are Moslems.

The table also shows that 39% of the respondents have between 1- 2 children, 33% of the respondents have 3 – 4 children, while 10% of the respondents have 5 or more children. Also 18% who are married do not have any children. On monthly income of the respondents, greater percentage (61%) of the respondents receive ₦100,000 – ₦190,000 as salaries, 26% earn between ₦200,000 – ₦290, 000, 4% receive ₦300,000 and above while 10% of the respondents earn ₦90,000 and below. Majority of the respondents (51%) have only M.Sc, followed by respondents (29%) who have the highest educational qualification (Ph.D.). In respect to work experiences, there is mean working experience of 8 years, this implies that majority of the respondents have working experiences before they assumed duty in AE-FUNAI, while 39% have AE-FUNAI as their first working experience.

**Rank of the Respondents**

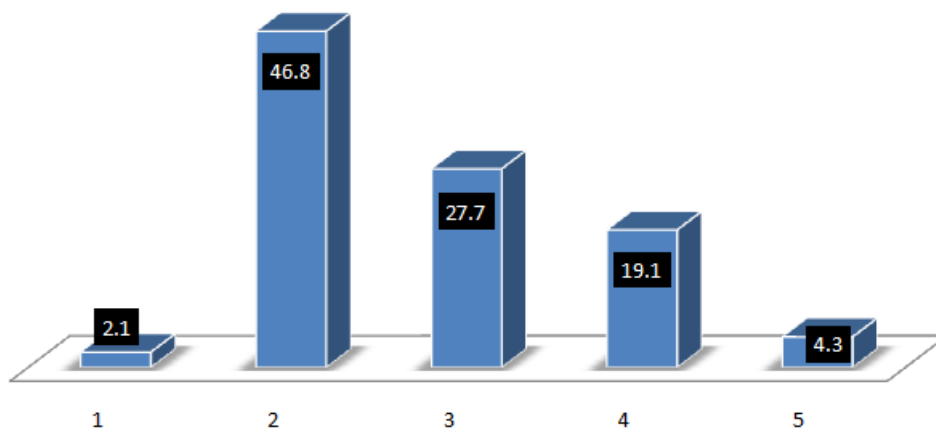


Source: Field Survey, 2018.

**Fig. 1: Bar Chart Showing Rank of the Respondents.**

Fig. 1 shows greater percentage (37%) of the respondents working as Assistant Lecturer, followed by respondents in the rank of Lecturer II with 26%. Fourteen percent (14%) of the respondents are Graduate Assistants while 11% are in Lecturer I position. Meanwhile the rest of the respondents (8%) are in the rank of Senior Lecturer.

**Number of Courses Taught in a Semester**

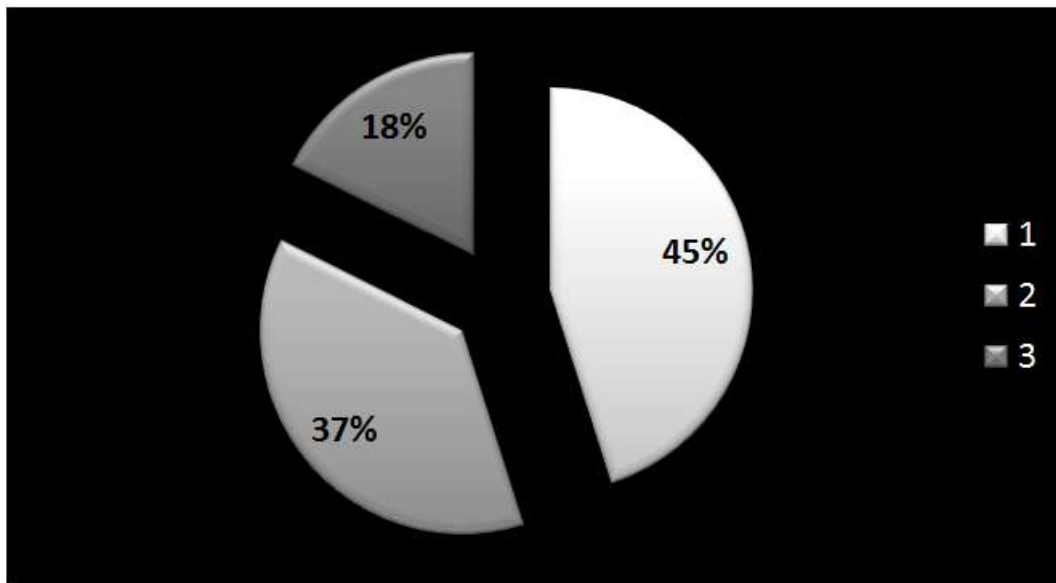


Source: Field Survey, 2018.

**Fig. 2: Bar Chart Showing Number of Courses Taught by respondents in a Semester.**

Fig. 2 shows that there is greater percentage of respondents (47%) who teach two (2) courses in a semester, this is followed by 28% of the respondents who teach three (3) courses in a semester. Also, 19% of the respondents teach four (4) courses, whereas 4% teach five (5) courses in a semester and 2% teach only a course in a semester.

**Number of Economic Activities of the Respondents.**



Source: Field Survey, 2018.

**Fig 3: Pie Chart showing Number of Economic Activities of the Respondents**

Fig 3 shows that 45% of the respondents are involved in lecturing work in AE-FUNAI only, while 37% of the respondents are involved in another economic activity outside their job in AE-FUNAI. The remaining, 18% of the respondents are engaged in more than two (2) economic activities.

**Table 2: Computation of Independent Sample Test between family responsibilities and female lecturers' job performance.**

Parameters	Family responsibility		df	t	P-value
	Yes	No			
	Mean±SD	Mean±SD			
Have you presented a paper in any academic conference since you assumed duty at AE-FUNAI	1.47±0.51	1.63±0.52	49	-1.72	0.004
Do you have journal publications?	1.50±0.54	1.16±0.37	49	-0.95	0.034
Are you a national or international academic awardee?	1.75±0.46	1.85±0.36	47	-0.714	0.047

Source: Field Survey, 2018.

Table 2 shows that family responsibilities negatively affect female lecturers' job performance.

**Table 3: Chi-square (X<sup>2</sup>) Computation of knowledge and Experiences in the Household and Job Performance.**

Parameters	Work commitment and job performance				df	Chi-Square	P-value
	Yes	No	Total				
Knowledge of motherhood helps in understanding students attitude	Yes	40(78.4%)	2(3.9%)	42(82.3%)	1	0.57	0.48
	No	9(17.6%)	0(0.1%)	7(17.7%)			
Household experiences aids my stress management	Yes	45(88.2%)	3(5.9%)	48(94.0%)	1	0.471	0.426
	No	3(5.9%)	0(0%)	3(5.9%)			
Parenting experiences aid student/lecturer	Yes	40(78.4%)	3(5.9%)	44(84.4%)	1	0.506	0.476
	No	11(20.5%)	0(0.1%)	7(20.6%)			

relationship							
Parenting experiences help in counseling the students	Yes	48(94.1%)	0(0.1%)	48(94.2%)	1	0.607	0.467
	No	2(3.9%)	1(1.9%)	3(5.8%)			

**Source:** Field Survey, 2018.

Table 3 shows that there is significant relationship between knowledge and experiences in the household on the respondents' work commitment and job performance.

### V. DISCUSSION OF FINDINGS

The results of the study showed that family responsibilities negatively affect job performance of female lecturers in AE-FUNAI. This corroborates the findings of Patel (2006), Ogbogu (2013), Oludeyi and Olajide (2016), and Anane and Dankwa (2017), which found significant negative relationship between job performance and family responsibilities.

The result of this study also showed that knowledge and experiences of the household positively affect job performance. This finding agrees with Sikes (1998) and Biklen (1985) which showed that some of the knowledge, skills and understandings which accrue from being a parent cannot but help to have a positive impact upon how parents who are teachers deliver. The finding was also in keeping with Gitlin & Myers, (1993) which found a fundamental connection between educating and rearing children. This means that lecturing and motherhood have similar underlining values and moral expectations as against Merton (1968 p.425) who opined that this two roles will lead to role conflict. By implication, this shows that respondents on these two roles are agents of primary and secondary socialization (Haralambos and Holborn, 2013; p.728).

#### Recommendations and Conclusion

Based on the findings of the study, the following recommendations were made; which the government, university (AE-FUNAI) management, husbands' whose wives are academics should consider in order to improve the job performance of female lecturers in AE-FUNAI.

- ❖ Family-work balance policy should be seriously considered and utilized in reducing the negative effect of family responsibilities on job performance of female lecturers in AE-FUNAI.
- ❖ Work-life balance options like job sharing, compressed working hours, flexi time, child-care assistance should be used by the University management (AE-FUNAI) to improve job performance.
- ❖ In drafting lecture timetables female lecturers (especially married female lecturers) should not be allotted or assigned to 8 O'clock lectures. This is to allow for better preparations and to minimize female lecturer's lateness to classes.
- ❖ Husbands whose wives are academic should employ housemaid(s) to assist the female lecturer in the house chores. This will provide more time and energy to the female lecturer for academic works.
- ❖ Job incentives, such as; increased wages, allowances and salaries, promotion as at when due, provision for retirement benefits and other fringe benefits should be adequately provided by the authorities. This will definitely motivate the female lecturers towards coping and adjusting to work environment and effective management of family and work responsibilities vis-a-vis increasing their job performance with corresponding effect on organizational goal achievement.

It is therefore necessary to improve female lecturers' job performance in AE-FUNAI, favorable policies, gender mainstreaming, administrative motivation, improved allowances, and regular trainings/ workshops on how to manage work-family role conflict should be considered.

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