

# ENHANCING DEVELOPMENT THROUGH PUBLIC INVESTMENT IN HIGHER EDUCATION IN POST-COLONIAL NIGERIA

*Helen Ngozi Elems-Ikwegbu, Ph.D*  
*Department of Educational Foundations*  
*Faculty of Education*  
*Rivers State University, Nkpolu-Oroworukwo,*  
*Port Harcourt*

## **Abstract**

*This paper explores the pivotal role of public investment in higher education as a catalyst for development in post-independence Nigeria. By examining the historical context and socio-economic challenges faced by the nation after gaining independence, this paper highlights the importance of investing in education as a means to drive sustainable development. Drawing upon various scholarly sources, it underscores how targeted funding towards higher education institutions can foster innovation, human capital development and societal advancement. Furthermore, it discusses the potential obstacles and policy implications associated with increasing public investment in the education sector, while also proposing strategies for effective implementation and monitoring. This paper argues that prioritizing education through public investment is essential for Nigeria's journey towards inclusive growth, economic prosperity and social progress in the post-independence era. It therefore recommends among others that government should allocate a higher proportion of the national budget to higher education institutions to improve infrastructure, faculty development, research facilities and student support services.*

**Keywords:** Development, Higher Education, Post-Colonial Nigeria, Public Investment.

## **Introduction**

In the wake of colonial rule, Nigeria, like every other country in Africa embarked on a journey of nation building and development, seeking to overcome the legacies of its colonial past. Central to this endeavour is the investment in higher education as a catalyst for societal advancement and economic growth. Many independent countries were freed from shackles of colonialism and economic downturn by investing hugely in education. For example, Tan et al in

Elems-Ikwegbu (2022) reveal that Singapore, having passed through the horror experience of colonialism with the British in the 19<sup>th</sup> century and being surrounded by poor underdeveloped Island and lack of natural resources coupled with rapid population growth and tension among its various ethnic groups decided to make human resources the most precious asset.

The post-independence era in Nigeria witnessed burgeoning demand for skilled professionals, technological innovations and socio-economic transformation, underscoring the critical need for investment in higher education. Throughout history, education has been recognized as a corner stone of national development, empowering individuals, driving innovation and fostering social mobility. In the Nigerian context, the colonial legacy left a stark educational disparity, with limited access to quality higher education opportunities for the majority of the populace. However, the attainment of independence prompted Nigerian government to recognize the pivotal role of education in nation building and social change (FRN, 2014). As a result, it became necessary to embark on initiatives to expand access to higher education.

Despite these efforts, challenges persist in the Nigerian higher education landscape ranging from inadequate infrastructure and funding constraints to issues quality and relevance. It is worthy to say that the post-independence era has been marked by demographic shifts, technological advancements and globalization, necessitating a re-evaluation of higher education policies and investment strategies. Against this background, investment in education, especially at the higher level emerges as a linchpin to foster human capital development, promote research and innovation and equip individuals with the skills needed to navigate an increasing complex and inter-connected world.

## **Explanation of Concepts Development**

Experience has shown that there are various perceptions of development. A common feature is that it involves changes, growth and deviation from what is considered normal or abnormal. Generally, development is a change in manner or character of an individual or a system. It can be measured in form of quality or quantity. Rodney in Elems-Ikwegbu (2019) defines development from different perspectives; at the individual, societal and economic level. At the individual level, he defines development as an increase in skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being which leads the individual to greater freedom. At the societal level, he sees it as the ability of a society to move from individual members of the society. It is the

improvement of all round well-being of the people. In agreement, Amadi and Igbokwe (2017) define development as the process of economic and social transformation that is based on complex cultural and environmental factors and their interactions. It is the general improvement in the society and the living conditions of individuals.

### **Higher Education**

Higher education is any form of deliberate training in an organised manner after post-basic education. FRN (2014) refers to higher education as “Tertiary Education”. It is the education given after post-basic education in institutions such as universities and inter-university centers such as National Institute of Nigerian Languages, Colleges of education, Monotechnics, Polytechnics and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers’ Institute (NTI). In the same vein, UNESCO in Okebukola (2011) defines higher education as all types of studies; training at the post-secondary level, provided by the universities or other higher educational establishments that have the approval of the state authorities. It is the process of imparting advance knowledge and skills to individuals after senior secondary education.

### **Post-Colonial Nigeria**

Colonialism is the policy of a group of people with collective identity seeking to extend their authority over other people or territories with the aim of exploiting them for their own benefits. In agreement, Garba (2012) defines colonialism as a situation where a powerful country takes over a less powerful country’s political, economic, social, cultural and religious identity and rule the nation as a subordinate nation. Colonialism leads to dominance and dependency. Post-colonialism on the other hand refers to a situation where “ the colonizers decolonized the colonized and left them free to rule and determine for themselves in every aspect – economic, social, political, cultural and religious” (Arora, 2007: 30). Arora goes further to say that post-colonialism is the chronological phase of the beginning of a new period at the demise of colonialism. Post-colonial Nigeria refers to Nigeria’s systematic transition from colonial influence to a complete freedom in all aspect – economic, social, cultural and religious.

### **Public Investment**

Investment is the act of putting ideas and resources together, building and nurturing it with the aim to make a profit and achieve a desirable result. Andrew in Elems-Ikwegbu (2019) provides the dictionary meaning of investment as something that is purchased with money that is expected to produce additional income or profit. Investment in education is the process of spending money to

improve the quality of human and material resources needed to build a functional education for job creation, poverty reduction and national development. From the foregoing, public investment refers to a situation where the government in collaboration with developmental partners spend money to improve the quality of the education of the country.

### **Overview of the Colonial Legacy in Nigeria**

It is no longer a news or far-fetched information in the world history of colonialism that Europeans exerted their authorities on African citizens in the name of colonialism. A number of scholars clearly state that Europeans considered that exploiting the weaknesses and some glaring deficiencies of Africans would be to their own advantages having discovered that Africa was blessed with abundant human and material resources. This conception about Africans formed one of the bases for the abolition of slave trade in all the British territories in 1833 and the eventual liberation in 1838. This activated the revival movement of the various Missionaries to rebrand the mind-set of the freed slaves and African citizens through evangelization (Osokoya,2017 andAbdulrahman, 2014). It is important to note that prior to the evangelical movement of the Missionaries, a number of Missionary Societies were formed in the following order: Baptist Missionary Society,1792; London Missionary Society, 1795 and Church Missionary Society, 1799. Eventually, Christian Missionaries'evangelism began in all the British West African territories through Sierra-Leone where the freed slaves were kept (Abdulrahman, 2014)

### **Impact of Colonial Education Policies on Education**

Provision of education became inevitable for the Missionaries to succeed in their evangelical business. The reason was to make the natives understand the Bible and the rudiments of Christianity. The focus was for the natives to be able to sing hymns, recite the catechisms and communicate both orally and in simple writing, have basic knowledge of Christian religion and solve simple arithmetic. Even with the establishment of secondary grammar schools, the curriculum was of British in outlook; the Bible dominated the stage (Osokoya, 2017). From the foregoing, it was obvious that the Missionaries in the real sense had no intention of educating African natives. This went on for many decades until the appointment of Phelps-Stroke's Commission in 1920 and the visitation of the commission to some British African Colonies, including Nigeria between September, 1920 and August, 1921. The Commission published its reports in 1922. The recommendation which was made by the advisory committee formed

by the secretary of the state for colonies on native education in British Tropical African dependencies became the bases for the 1925 Memorandum on Education (Osokoya, 2017).

The 1925 Education Memorandum was considered the first deliberate policy addressing the educational needs of Nigerian citizens. The Memorandum suggested among others that there should be complete education system to consist of:

1. Elementary education for boys and girls, beginning with the education of young children
2. Secondary or intermediary education
3. Technical and vocational schools
4. Higher education to reach university rank
5. Adult education (Osokoya, 2017).

The translation of the 1925 Memorandum on Education into reality fell on Sir Hugh Clifford the then governor. He enacted the 1926 Education Ordinance to curb some of the abnormalities in the educational provision of the various Missionaries (Abdulrahman, 2014). After Sir Clifford's tenure in the office, Mr Eric Hussey emerged as the first Director of Education in 1929. Notable among the reforms made By Mr Hussey as related to this paper was the establishment of Yaba Higher College in 1932 following his proposal to Nigerian Parliament in 1930 for the need to structure Nigerian education into three levels; primary, secondary and higher education (Abdulrahman, 2014 and Osokoya, 2017).

### **Transition to Post-Colonial Era and Educational Reforms in Nigeria**

It was not quite long after the establishment of Yaba Higher College that Nigerian citizens, through the help of the nationalists realised that although education has been provided up to higher level as demanded and embedded in the 1925 Education Memorandum, it lacked what it takesto achieve the desired social reform. According to Okorosaye-Orubite (2022: 271), “the best approach to achieve education aim is to render the individual more efficient and to promote the advancement of the community as a whole is through what he/she is taught and how it is taught”. So long as the Missions in collaboration with the colonial administration have provided education and established schools in every nook and cranny of the country, social change continues to their own advantage and not for the interest of the natives.

The abnormalities spotted in the Yaba Higher College which include: stringent admission policy, narrow curriculum, inferior certificate, placement of the college graduates as junior staff or assistants in the colonial civil service with little salary

pushed Nigerians in action demanding for the establishment of a university equivalent to Cambridge and other universities in Great Britain. Eventually, University College, Ibadan was established in 1948 (Abdulrahman, 2014, Ogbonda, 2016, Okoli, 2016 and Okorosaye-Orubite, 2022). According to the scholars, the defects of the university also played out ranging from unequal allocation of priorities to certain faculties at the expense of others and emphasis placed on courses which would only benefit the colonial administration coupled with the high level of inequality in students' enrolments. Very few were from the Northern part of the country, while the majority were from other parts of the country. The staffing was more of the Europeans – ratio 7: 1 (Kosemani and Okorosaye-Orubite in Elems-Ikwegbu, 2019).

### **Nigeria's Journey to Independence**

Taking into consideration the dire need for intermediate and high level manpower and in anticipation of full independence and the consequent and subsequent full Nigerianization of the country's public and private services, the federal government of Nigeria in 1959 set up commission on Post-School Certificate and Higher Education in Nigeria popularly referred to as Ashby commission, named after its chairman – Sir Eric Ashby. The term of reference was to investigate into Nigeria's needs for Post-School Certificate and Higher Education over the next twenty years (FME in Okorosaye-Orubite, 2022). The vision and the report of Ashby Commission which according to Okorosaye-Orubite (2007) was submitted on October, 1960 brought a turnaround in the establishment of higher education in Nigeria. Instantly, at independence, the government flung into action with the establishment of four universities adding to the existing University College Ibadan of 1948. They were established as follows: University College Ibadan, 1948; University of Nigeria Nsukka, 1960; Ahmadu Bello University, Zaria, 1960; University of Ife, 1962 and University of Lagos, 1962. These universities were regarded as first generation universities (Abdulrahman in Elems-Ikwegbu, 2019).

### **Challenges in Higher Education in Post-Colonial Nigeria**

The role of higher education in socio-economic and national development cannot be over emphasised. Prior to independence, Nigerian citizens realised this pivotal role and immediately swung into action in ensuring the establishment of higher educational institutions of learning capable of producing professionals and high skilled workers to move the nation to its desirable developmental status. Unfortunately, the challenges Nigeria is facing today, especially in its education

system emanated from the hidden agenda of the colonizers. At the demise of colonial administration, Nigerian government has continued to struggle to build a befitting higher education system for the citizens. Unfortunately, a number of the challenges keep plaguing government's effort in achieving this great task. The challenges are as follows:

1. **Creation of many States:** The cankerworm gained its entrance to the universities as early as the 1970s with the creation of new states by the then federal government. The existing federal universities at the time could not serve the number of aspirants seeking admission into the universities. So, with the creation of new states, each new state demanded for and got its own university. Gradually, government got involved in the admission standard and procedure by establishing the Joint Admission and Matriculation Board, JAMB, introducing federal character, catchment areas and so on without monitoring the standard (Otonko, 2012).

2. **Unmerited Access to the University by Prospective Candidates:** Prospective candidates of higher educational institutions could simply get letters from the leaders in power without passing through the admission processes. It is always good to extend helping hands to individuals, but it is very important to ensure that such help does not turn out to bastardize the system, some of them end up constituting nuisance in the higher institution of learning and graduating half-baked

3. **Uncontrollable Population:** One of the major issues in Nigerian education system is population explosion. At a time it became difficult for Nigerian government to provide access to its citizens. Despite its collaboration with development partners – individuals, religious organization, group of persons to provide education especially at the higher level, the number of aspiring candidates seeking admission keep outweighing the number of higher educational institutions in the country. Continuous increase in population and high demand for higher education, especially the public higher educational institutions of learning has made it difficult to provide quality education.

4. **Infrastructure Deficiencies:** A good number of public universities in Nigeria lack reliable amenities, facilities or equipment. Environmental state is very important when it comes to institutions of learning; be it basic, post-basic or higher level. Higher educational institutions have the basic role of training professionals in various disciplines. Therefore, it is expected that adequate infrastructure should be put in place; even when facilities are provided, misuse and negligence of maintenance becomes an issue. This is one of the reasons Owoye (2013) commends the government for its effort to welcome

collaboration with developmental partners in the establishment of higher educational institutions and offer of admission in line with the available facilities/infrastructure for the institutional operations.

5. **Funding Constraints:** Education is cost intensive, it demands adequate funding. It is no longer news that from the time education was introduced in Nigeria by the various Missionaries; inadequate fund has been a major disabling factor in for educational development in Nigeria (Okorosaye-Orubite, 2022). Due to fund constraints, most public schools are characterised by poorly equipped libraries, laboratories, technical workshops, art studios and so on. Elems-Ikwegbu (2019) concludes by saying that fund constraint has deposited some ruins in the education sector and rubbed the system major things that would have enhanced scholarly productivity. Qualitative education is the right of every Nigerian citizen. Unfortunately, our economy is doomed.

6. **Political Instability:** Politics and education is regarded by Elems-Ikwegbu (2019) as “disunity inside unity”. According to Okorosaye-Orubite (2022), the Ashby commission recommendation which was expected to lead Nigeria to its promise land was hampered by political inferno that engulfed the Western region between 1963 and 1965, followed by 1966 coup d’etat, counter coup d’etat in January 1970. Rivalry and bitterness among political leaders has kept us where we are; education has always been the simplest instrument used to legitimize the political regime. In other to float the political glory in the air, political leaders gamble in and out of education policies formulation and implementation.

#### **Possible Strategies to Enhance Investment in Higher Education**

There is no doubt that Nigerian government has invested hugely in education, especially at the higher level due to the increasing number of aspirants seeking admission. The question is how far has the investment brought us? Here are possible strategies that can aid the government to achieve adequate investment in higher education:

1. **Long term vision:** Government can invest in higher education by developing a comprehensive long-term plan for higher education infrastructure. Projects can be prioritized based on urgency, impact and flexibility. A strategic vision will guide investment decisions over time. A good example is the setting up of Ashby Commission as explained earlier in this paper.

2. **Community Engagement:** Government can involve local communities in infrastructural planning and development. Their input will make possible impact in promoting sustainability.



3. Capacity Building: There is need for government to invest in training and capacity building for university administrators, project managers and staff maintenance. Properly trained personnel can manage infrastructure projects effectively and ensure long-term sustainability.

4. Public-Private partnerships (PPPs): There should be collaboration with private investors through PPPs to fund infrastructure projects. Joint ventures can facilitate timely and completion of projects.

5. Research and Innovation Centres. Investment in research facilities, technology hubs and innovation centres within universities will not only enhance infrastructure, it will also contribute to knowledge creation and economic development.

### **The Effects of Inadequate or Poor Public Investment on Higher Education in Nigeria**

From independence, higher education has witnessed a significant growth in terms of expansion of access through the establishment of additional higher institutions of learning and enrolment. However, it is saddening that many indices that can guarantee quantitative learning are neglected in the quest to meet quantitative target (Afolayan, 2015). These indices as discussed earlier in this paper have left accumulated by-effect in the quality of higher education in Nigeria. They are noted by Akintoye in Afolayan (2015:67) as follows, among others:

1. Curtailment of laboratory/practical classes
2. Limited number of field trips
3. Curtailment in the attendance of academic conferences
4. Curtailment in the purchase of library books, chemicals and laboratory equipment
5. Freezing of new appointments
6. Virtual embargo on study fellowships, and
7. Reduction in research grants.

### **The Impact of Public Investment in Higher Education to National Development**

Public investment in higher education can enhance national development in the following ways as explained by Omotosho (2020) and Adetula, D., Owolabi, F. and Ojeka, S. (n.d). as follows:

1. It leads to improvement in infrastructure and enhances intellectual capacity
2. It serves as a critical factor and a catalyst to human innovation capacity

3. Adequate provision of facilities such as libraries, laboratories and technical workshops will enhance human capital development in terms of STEAM education
4. It links education to labour force and enhances economic growth
5. Adequate investment for creation of access into higher educational institutions will in no small measure impact positively on the economic growth of Nigeria.

### **Conclusion**

Investing in higher education in Nigeria is crucial for fostering sustainable development and overcoming historical imbalances. Through targeted Public investment, the nation can address socio-economic disparities, promote innovation and empower its youth to become active participants in nation building. By prioritizing education, Nigeria can pave way for a more prosperous and equitable future, ultimately propelling the nation towards greater socio-economic advancement and global competitiveness.

### **Recommendations**

Based on the foregoing, the paper therefore recommends the following:

1. Government should allocate a higher proportion of the national budget to higher education to improve infrastructure, faculty development, research facilities and student's support services.
2. Implement policies to expand access to higher education, especially for the marginalized groups, through scholarship programmes, distance learning initiatives and campus expansion
3. Adopt strategic partnership through collaboration with private organizations, both local and international to contribute to building facilities in host communities of higher institutions of learning
4. Presidential executive orders can be issued mandating private companies to allocate a portion of their profits towards building facilities in universities and colleges
5. Sitting government should ensure transparency and accountability in the allocation and utilization of funds. Establish guidelines for projects and monitor progress and hold responsible parties accountable for efficient execution.

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# AN EVALUATION OF THE INFLUENCE OF FAMILY STRUCTURE ON EMPLOYEES' PRODUCTIVITY

*Dr. Jude Akaba*

*Department of Sociology and Anthropology,  
University of Benin  
Edo State, Nigeria  
Jude.akaba@uniben.edu*

## **Abstract**

*This study delves into the intricate relationship between family structure and job productivity among non-teaching professionals at the University of Benin. As workplaces embrace diversity, understanding how personal factors impact performance becomes paramount. The research explores the influence of family structure, including marital status, family size, and parenthood, on employees' productivity. An exploratory research designed was used with a sample size of 338, and a stratified random sampling technique. The majority of respondents perceive their job performance as unaffected by marital status or family size, showcasing a diverse range of perspectives. Quantitative data analysis reveals that while 72.2% believe marital status has no bearing on job performance, a significant 24.5% assert the opposite. Family size's impact on job productivity is similarly nuanced, with 63% dismissing any correlation. The study incorporates qualitative insights, highlighting motivational aspects and challenges in balancing family demands. Chi-Square tests establish a significant association between employees' job productivity and the belief that single status would enhance performance. The findings underscore the need for tailored organizational support, acknowledging the varied ways family structures influence job performance. A call for nuanced policies and a supportive work environment that respects diverse perspectives emerges, aiming to enhance overall productivity among non-teaching staff at the University of Benin.*

**Keywords:** Family structure, employees, productivity, performance, non-teaching staff, marital status

## **Introduction**

The increasing diversity of the workforce, stemming from improved economic and political systems and a global recognition of human rights, compels enterprises to embrace workplace diversity. Recognizing and nurturing

this heterogeneity is crucial for organizational performance. Workforce diversity encompasses variations in age, gender, race, education, and ethnicity, influencing tasks and relationships within an organization (Odhiambo, Gachoka, & Rambo, 2018). The traditional perception of socio-cultural diversity as a legal obligation has evolved, with organizations now recognizing it as an opportunity to build a stronger, more competitive entity (Mutegi, 2016). Sociocultural diversity goes beyond legal compliance, emphasizing acceptance and respect for individual differences. These differences encompass race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, education, geography, family structure, marital and parental status, work experiences, and other ideologies (Mutegi, 2016). Fostering a safe, positive, and nurturing environment for exploring these differences is integral to the concept of employees' productivity (Owen, 2010).

The changing demographics of the workforce, the fact that virtually every employee is from and affiliated to families, and the increase in the number of married persons who work as employees have pushed the conflict between work and family life to the work place. Daily strains, such as childcare breakdown, emergency caused by illness, and marital related emotional issues could lead to increased employee absence and job motivation (Riekert & Taute, 2009). Impromptu leave or absenteeism could have bearing on the productivity of the employee, as well as having adverse effect on employees' productivity and by extension the financial bottom line of virtually any organization. Against this backdrop, the question is asked: How does family structure affect employees' productivity? Therefore, this study aimed to determine the influence of family structure on employees' productivity.

### **Employees' Productivity**

Employee productivity is typically described in the context of an organisation as the level to which a member of that organisation helps to achieving the organization's goals. Employee productivity as a measure of the quantity and quality of work done, considering the cost of the resources used; results are usually the final and specific outputs desired from the employee (Zayum, Aule & Teslim, 2018). Products or services for internal or external customers are common ways to express results. They may be measured in terms of monetary gains or community effect, and their outcomes are quantified in terms of price, value, quantity, or time. Employee productivity could include: quantity of output, quality of output, timelines of output, presence at work and cooperativeness (Bernardin, 2007). A worker's productivity may be simply

described as the connected tasks they were expected to complete and how successfully they were carried out. According to Bond and Fox as cited in Zayum, Aule and Teslim (2018), metrics of employees performance include: the volume of work completed, the timeliness of the work, the quality of the work produced in terms of standards, the efficient use of resources, the impact and value added by customers (internal and external), self-reliance, productive work habits, alignment, and compliance. Employee productivity also takes into account how well tasks are completed, whether they adhere to specified standards, how much it costs, and how long it takes to complete them.

Employee productivity is a record of the results obtained from the specific job functions for a certain period of an employee (Bernardin and Russel in Nwakoby, Okoye, and Anugwu, 2019), and the employee's performance is something that has been done and not done by an employee. Initially, productivity reviews were based on an individual-centric approach, but later shifted to a job-centric approach. Ultimately, the focus of performance reviews became objective-centered, with an emphasis on meeting targets. An individual-centered approach involves assessing a person's personality or character traits. The behavioural approach is more prioritised in the job-centered approach. Eventually, the strategy changed to output orientation, where a person's productivity ratings are based on results (outputs). When performed correctly and in accordance with their purpose, employee productivity reviews are advantageous to the business since they can boost output.

According to Nwakoby, Okoye, and Anugwu (2019), Dessler identified five dimensions that encompass an employee's job productivity. These dimensions include: 1) Quality of work, which reflects the extent to which a job meets an individual's needs and expectations; 2) Quantity of work, which refers to the amount of work an employee completes within a specified timeframe and in accordance with the job description; 3) Supervision, which concerns how superiors delegate tasks to subordinates who may lack knowledge or skills; 4) Attendance, which pertains to the level of an employee's presence in the workplace; and 5) Creativity, which encompasses the attitude and actions an employee takes to maintain and allocate resources. Nwakoby, Okoye, and Anugwu (2019) noted that Bernardin and Russel identified six dimensions of employee productivity. These dimensions include: 1) Quality, which refers to the level of work accomplished or the work process involved in a job; 2) Quantity, which represents the amount of product produced and can be measured in terms of currency, production units, or completed cycles of activity; 3) Timeliness, which denotes the speed at which work is completed within a specified

timeframe; 4) Cost-effectiveness, which pertains to the maximum utilization of available resources in performing a particular job; 5) Supervision, which indicates the degree to which an employee can complete work without the need for supervision; and 6) Interpersonal impact, which encompasses the level of comfort, confidence, collaboration, and positive relationships an employee can establish in the workplace.

### **Family Structure and Employees' Productivity**

In the pursuit of understanding the intricate dynamics of families as crucial factors in all human endeavours, Sharma (2013) addresses the imperative need to redefine the concept of "family." The existing plethora of definitions and the evolving realities of the current era propel Sharma to advocate for a more inclusive and nuanced understanding of familial relationships. Accordingly, Sharma's (2013) proposed definition of "family" reflects the contemporary complexities of relationships. The term encompasses individuals related by marriage, birth, consanguinity, or legal adoption, who regularly share a common kitchen and financial resources. This definition acknowledges the multifaceted nature of familial ties, emphasizing the practical aspects of shared living and economic interdependence. Furthermore, recognizing the inadequacies of traditional classification schemes, Sharma introduces a novel framework which embodies a classification scheme for family structure that aligned with the redefined concept of family. The scheme borrows nomenclature from the field of physics to create analogies for different family types. Key classifications include Proton (Single individual), Electron (No married couple), Nuclear (Single married couple with/without unmarried children), Atom (Nuclear family with any other family member(s) but no other married couple), Molecular (Exactly two married couples of different generations), Joint (Two or more married couples of a single generation or three or more couples if multiple generations), and Quasi- (Couples sharing kitchen and financial resources without legal marriage). This systematic approach aims to encompass the myriad variations in family structures prevalent in contemporary society.

To enhance clarity and facilitate recall, Sharma draws parallels between family structures and atomic elements. The term "nuclear" symbolizes a married couple forming the "nucleus" of a family, extending analogies to Protons, Electrons, Atoms, and Molecules. This unique use of physics-inspired terminology serves the dual purpose of providing a comprehensive classification system while aiding in the understanding and recall of various family types. The traditional term "joint family" is retained, but Sharma (2013) introduces a



redefined concept that adapts to the number of generations involved. He acknowledges cultural variations by considering the strength of obligations to siblings relative to parents. For instance, two married brothers (or sisters) living together with their respective families qualify as a joint family, reflecting the evolving nature of familial relationships.

One aspect of family structure in its likely impact on employees' productivity is family unity. Cohesion in the family is the positive spirit of the welfare of each of its members, which was identified, at the beginning of 1930's (Neziril and Kamberi, 2016). For the purpose of trying to comprehend how family members interact with one another, the cohesion was highlighted as a crucial factor. According to Green and Werner in Choi (2012), nurturing, compassion, spending time together, consistency, and physical intimacy should be features of families with good cohesion. Researchers as Juffer & Van Ijzendoorn (2005) and Koerner & Fitzpatrick (2006) have defined family cohesion as an important variable for the functioning of the family. The togetherness, love, values, warmth, loyalty, satisfaction, flexibility in handling conflicts or closeness of a family form the family cohesion (Uju, 2014).

Family cohesion, "is connected with several various activities at all times," so Williams (2011) pointed out that: "cohesion is manifested in the practical daily activities that families engage in such as eating meals, watching television, chatting, and expressing faith in one another. It is also demonstrated by the concerted efforts that family members make to show love, respect, kindness, be in harmony, and be satisfied with one another" (Uju, 2014). When all members of the family, make efforts to successfully implement the goals of the family, then we can say that cohesion in the family is satisfactory, it is through cohesion that families face the life events (Uju, 2014). So, the degree of family cohesion or of a particular equilibrium is established between two opposing forces identified by Olson, Sprenkle, and Russell in Neziril and Kamberi (2016), and it is based on how a family responds to the "three types of needs of the family members: emotional, social, and material." They also came to the conclusion that the performance of family activities reflects the degree of performance, and to support this, they created three indicators for these activities that aligns with the three categories of demands. According to Olson in Neziril and Kamberi (2016) "Cohesion family is defined as the emotional bonding that family members have toward one another."

The Circumplex model of family systems was developed to overcome the gap between research, theory and practice (Olson, Russell and Sprenkle in Neziril & Kamberi, 2016). Three key factors that are significant in many different

family theory models are the focus of this model. The three components of this model—family cohesion, adaptability, and communication—were drawn from the top 50 theories on family dynamics. The four levels of family cohesion which are part of this study include: disengaged, separated, connected and very connected families (Olson, in Neziri1& Kamberi, 2016). Members of a disengaged family are independent, and emotional ties between them are poor. There is a lack of communication among family members. In contrast to disengaged families, members of split families demonstrate a high degree of economic independence. In a connected family, there is less economic autonomy and there are more emotional ties. Everyone in the household communicates well with one another. In very connected families, there is an economic independence and emotional bonds are very strong and communication is high in one direction of cohesion (Neziri1& Kamberi 2016), Individuals who live in families with high family cohesion constitute warmth, autonomy and their members have interpersonal skills and stronger emotional bond within the family. Aside from this, building a bond with family members is a crucial experience for a person's future social engagement and people skills.

Neziri1 and Kamberi (2016) found a ‘statistically significant positive correlation’ between the scale of employees' efficacy at work and family cohesion. This correlation was intended to shed light on the relationship between employees' effectiveness in the workplace and the cohesion in their families. Based on four types of cohesion in the family, the results showed that the difference of disengaged, separated, connected and very connected families on the employees efficacy was statistically acceptable, where employees of connected and very connected families showed more efficacy at work in better mobilization in recognition resources and handling courses required for events at work (Neziri1& Kamberi, 2016).

Additionally, in a study by Neziri1 and Kamberi (2016), it was found that employees belonging to disengaged families, which are characterized by a low level of emotional bonding among family members, exhibited lower levels of work effectiveness and significant differences in cohesion compared to other family types. Even employees belonging to separated families, with a relatively higher level of emotional bonding compared to disengaged families, reported significant differences with other family types. Overall, there was a positive linear correlation between increasing family cohesion and rising work effectiveness.

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Also in the study conducted by Neziri and Kamberi (2016), employees who declared they come from more cohesive families, showed a more emphasized level of efficacy at work, related to specific fields of work, the skill to manage interpersonal relationships with colleagues and the supervisor, working with colleagues, to changed and effectively implement different situations at work, the tendency to enrich new working methods (Avallone et al. 2007). The study indicates that individuals who grow up in a cohesive family environment with authoritative parents who balance autonomy and control tend to be competent at work, psychologically healthy, possess good interpersonal skills, and have a high sense of self-worth. Interactions among family members contribute to exceptional experiences in individual development and enhance social relationships.

Laode, Nofal, Taufik, Gusli, Rosmawaty, Kartini and Mirad (2017) elected to look at the influence family structure may have employees' productivity from the work-family conflict perspective. The productivity of employees at a company might be impacted by work-family conflict. Conflict is unequal rivalry based on emotional motivations and ambition to win, which can lead to tension, conflict, disagreements, stress, and frustration if their issues cannot be resolved. It undoubtedly will affect the business because of a decline in performance brought on by stress and disagreements at work. Conflict negatively relate to employees' performance, as well as family-work conflict is negatively related to employee performance (Laode et al, 2017). Employees whose employment does not conflict with their home life may have low levels of performance in connection to their performance in a certain position when they frequently fail to fulfil that duty. Higher levels of work-family conflict among employees were associated with lower performance because they felt more overwhelmed by their jobs, which made it difficult for them to meet their obligations to their families and diminished the quality of their family life.

In the actual study, Laode et al (2017) found that work-family conflict partially significantly had negative effect on the performance of employees. In other words, an employee's performance decreased in direct proportion to the degree of work-family conflict that they experienced. Not only does it affect workers, but it also creates a conflict for those who must balance spending time with their families and working in the office. This is because the company's time-consuming work schedules and restrictions make it challenging for employees to divide their time effectively. However, workers who have had generally strong time management can reduce work-family conflict, allowing them to focus better without being disturbed by personal matters. These findings were in line with

those of Guitian (2009), who had antecedently noted that workfamily clash (also known as “conflict of work-family”) was associated with work absence, decreased productivity, absence of job satisfaction, a decrease in organisational commitment, a lack of personal fulfilment, “anxiety, fatigue, psychological distress, depression, physical illness,” alcohol use, and tension in marriages, all of which could affect performance.

### **Theoretical Framework**

The Social Identity Theory and Social Role Theory are use to provide the theoretical framework for this study.

**Social Identity Theory (SIT):** Social Identity Theory, proposed by Tajfel and Turner (1979), posits that individuals categorize themselves and others into social groups, deriving a sense of identity and self-esteem from their group memberships. The theory emphasizes the role of social categorization, social identification, and social comparison in shaping individual behavior. Applied to the study on employees' productivity in the context of family structure, SIT provides a lens through which to examine how family structures contribute to the formation of social identities among non-teaching staff at the University of Benin. Family structures can be viewed as in-groups, and employees may derive a significant portion of their social identity from their family roles. The study will explore how employees' identification with their family roles influences their perception of themselves within the university community. Different family structures may lead to the formation of subgroups within the workplace. The study will investigate how these subgroups, based on family structures, interact with each other and how these interactions impact overall productivity.

**Social Role Theory (SRT):** Social Role Theory, introduced by Eagly and Wood (2012), emphasizes the impact of societal expectations and norms associated with particular roles on individual behavior. It suggests that individuals tend to conform to the roles and expectations linked to their social positions. In the context of family structure and employee productivity, Social Role Theory provides insights into how family roles influence the expectations and behaviors of non-teaching staff. The study will explore how family roles, such as caregiver, breadwinner, or dual-role responsibilities, shape the expectations placed on employees. Understanding these expectations will help elucidate potential sources of stress or support derived from family roles. Social Role Theory posits that individuals may experience conflict or facilitation when juggling multiple roles. The study will investigate how conflicts arising from family roles may spill

over into work responsibilities and, conversely, how positive aspects of family roles may enhance work engagement and productivity.

The proposed study will synthesize elements of Social Identity Theory and Social Role Theory to provide a comprehensive understanding of the intricate interplay between family structure and employee productivity among the non-teaching staff at the University of Benin. By examining how family roles contribute to social identity and how role expectations influence workplace behavior, this theoretical framework aims to uncover nuanced insights into the relationship between family dynamics and professional performance in the university setting.

### **Methods**

To evaluate the influence of family structure on the productivity of non-teaching professionals at the University of Benin, the study used an exploratory approach, namely a one-shot or cross-sectional design. All such staff who had been at the institution for at least five years were included in the target group. The study included both quantitative (survey) and qualitative (in-depth interviews) methods, with a sample size of 338 chosen by Leslie Kish's survey sampling technique. To guarantee proportional representation among faculties, schools, offices, and institutions, stratified random sampling was used. A semi-structured questionnaire was used to obtain quantitative data, and in-depth interviews with carefully chosen participants were used to acquire qualitative data in narrative data. Research assistants administered questionnaires and conducted interviews in English as part of the data gathering procedure. The quantitative data was analysed using the Statistical Package for the Social Sciences (SPSS) version 24, which included the use of numerous statistical techniques such as frequencies, percentages, tables, charts, and chi-square tests. Manual content analysis was used to discover recurring themes in qualitative data transcribed from in-depth interviews. Through a pilot test to resolve faults, adjustments based on the pilot research, and review by subject matter experts, the study ensured the validity and reliability of its instruments. The use of quantitative and qualitative approaches, as well as a rigorous validation procedure, helped to provide a comprehensive knowledge of the impact of family structure on non-teaching personnel productivity at the University of Benin.

**Results**

**Table 1 Job performance would have been better if single or not married**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Job performance would have been better if single or not married</b>		
Yes	21	6.2
Somewhat	62	18.3
No	244	72.2
Don't know	11	3.3
<b>Total</b>	<b>338</b>	<b>100.0</b>

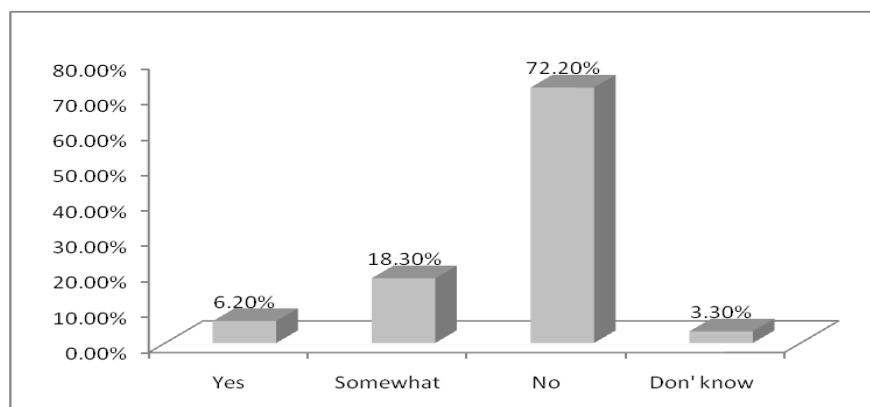
**Source:** Researcher's survey, 2022.

The data on respondents' responses on job performance shows that the majority of respondents (75.5%) did not believe that their job performance would have been better if they were single or not married (Table 1 and Figure 1). Only 6.2% strongly agreed with this statement, and 18.3% somewhat agreed. However, 3.3% of respondents were unsure. This finding implies that the majority of respondents do not believe that their marital status has a significant impact on their job performance. It could also suggest that respondents are able to effectively balance their personal and professional lives, despite being married. But, it is important to note that the small percentage of respondents who did believe that their job performance would have been better if they were single or not married may indicate that there may be some underlying issues related to balancing personal and professional responsibilities for a small group of employees. Employers may want to investigate this further to understand the reasons behind these perceptions and to see if there are any specific factors that may be impacting job performance for these employees.

**Figure 1**

**Job performance would have been better if single or not married**

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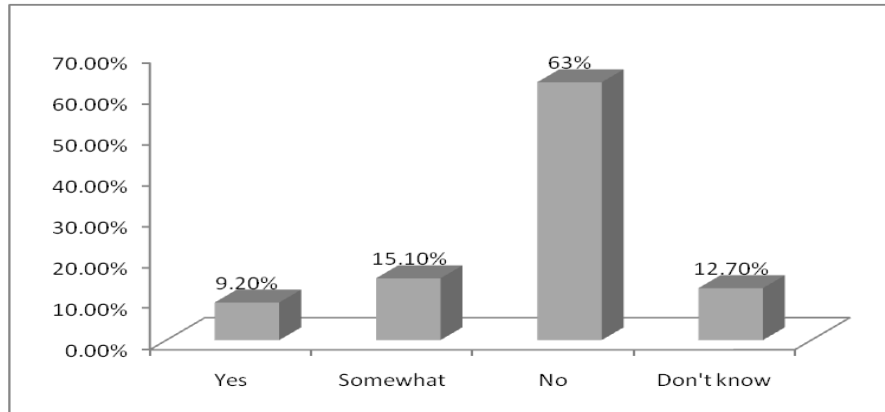
**Table 2** If family size was smaller than it is now, job productivity would have been more

Variable	Frequency	Percent
<b>If family size was smaller than it is now, job productive would have been more</b>		
Yes	31	9.2
Somewhat	51	15.1
No	213	63.0
Don't know	43	12.7
<b>Total</b>	<b>338</b>	<b>100.0</b>

**Source:** Researcher's survey, 2022.

The data in Table 2 and Figure 2 shows that the majority of respondents (63.0%) believe that having a smaller family size would not have any impact on job productivity. 15.1% of respondents believe that it would have a somewhat positive impact, while only 9.2% believe it would have a significant positive impact. 12.7% of respondents indicate that they don't know. The implication of this result is that the majority of respondents (63%) do not believe that a smaller family size would lead to increased job productivity. However, a significant portion of respondents (24.3%) believe that there may be some correlation between the two, with 15.1% answering "Somewhat" and 9.2% answering "Yes." The 12.7% who answered "Don't know" suggest that there is a lack of certainty or knowledge on the topic among some respondents.

**Figure 2** If family size was smaller than it is now, job productivity would have been more



**Table 3** Being the father/mother of my family does not affect job productivity

Variable	Frequency	Percent
<b>Being the father/mother of my family does not affect job productivity</b>		
Yes	189	55.9
Somewhat	43	12.7
No	106	31.4
<b>Total</b>	<b>338</b>	<b>100.0</b>

**Source:** Researcher’s survey, 2022.

The data in Table 3 suggests that the majority of respondents (55.9%) believed that being the father or mother of their family did not affect their job productivity. A smaller percentage of respondents (12.7%) believed that it somewhat affected their job productivity, while a minority (31.4%) believed that being a parent did affect their job productivity negatively. It's important to consider the context in which this data was collected. Factors such as the type of job, the company culture, and the support provided to working parents can all play a role in determining how being a parent affects an individual's job productivity. Additionally, this data may not reflect the experiences of all parents, as it only represents the opinions of the respondents.



**Table 4 Even if the home is not settled and lacks marital happiness, job productivity will not be affected**

Variable	Frequency	Percent
<b>Even if the home is not settled and lacks marital happiness, job productivity will not be affected</b>		
Yes	95	28.1
Somewhat	85	25.1
No	127	37.6
Don't know	31	9.2
<b>Total</b>	<b>338</b>	<b>100.0</b>

**Source:** Researcher's survey, 2022.

The data in Table 4 shows the responses of a group of respondents to the statement "Even if the home is not settled and lacks marital happiness, job productivity will not be affected." Thus, 28.1% of respondents said that they agree with the statement, while 25.1% said they somewhat agree with it. However, 37.6% of respondents said they disagree with the statement, and 9.2% said they don't know. This data suggests that a majority of respondents (28.1% + 25.1% = 53.2%) believe that a lack of marital happiness and a unsettled home will not affect job productivity, while a smaller majority (37.6%) believe that it will have an impact on job productivity. The remaining 9.2% are uncertain about the relationship between home life and job productivity. The implication of this result is that a significant portion of the respondents believe that their work and personal life can be separated and that their job performance would not be affected by any issues or problems in their personal life, specifically in their home and marital life. This could suggest that these respondents have a strong sense of professional boundaries and are able to compartmentalize their personal and professional lives.

**Table 5 Rating of the extent to which family structure has influenced job performance**

Variable	Frequency	Percent
<b>Rating score of the extent to which family structure has influenced job performance</b>		
1 point	86	25.4
2 points	54	16.0

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3 points	124	36.7
4 points	43	12.7
5 points	31	9.2
<b>Total</b>	<b>338</b>	<b>100.0</b>

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**Source:** Researcher's survey, 2022.

Table 4.12 holds the data which represents the responses of a group of respondents who were asked to rate the extent to which their family structure has influenced their job performance on a scale of 1-5 with 1 being the lowest and 5 being the highest. The results indicate that the majority of respondents (36.7%) rated the influence of their family structure on their job performance as "3", or "moderate." Additionally, 25.4% of respondents rated the influence as "1" (low), 16.0% rated it as "2" (slightly low), 12.7% rated it as "4" (high), and 9.2% rated it as "5" (very high). The implication of this result is that a significant portion of the respondents (36.7%) believe that their family structure has a moderate influence on their job performance. Furthermore, a notable percentage (25.4%) believe that their family structure has a low influence on their job performance, while others believe that their family structure has a slightly low (16%), high (12.7%) or very high (9.2%) influence on their job performance.

Alongside the above quantitative data, a set of qualitative data was collected. The in-depth interviewees were asked to fully comment on the influence of family structure on their job productivity. The responses of the interviewees are as presented below:

My family structure provides me with a go-getter attitude as it is necessary for me to provide for our financial needs. Hence, I am willing to climb the ladders of career success in order to always be able to improve the standard of living of my family members. This provides me with the motivation required to carry out the necessary task required of me **(38 Years Old Female, 10/01/2023)**.

Family being the first agent of socialization of an individual, there is every tendency of the actions of an individual to be affected by the family structure of the home where the individual is from. As a married woman with children my attention is usually centred on my family demands. Somehow this impinges on my focus in the office. **(40 Years Old Female, 10/01/2023)**.

There is no influence of my family structure on my job productivity. My family structure has no influence on my job productivity, because whether as a single man or as a married man, the nature of my job is fixed and does not change, hence does not influence job productivity **(42 Years Old Male, 21/01/2023)**.

Quite a fascinating question; family structure tends to influence our activities a lot. Considering the present day Nigeria economy and the increasing demand of one's resources by the family, it is quite a challenge because of the stipend we get as salary. These not only affect our job, but it also affects our attitude to work. Imagine the money I spend on fueling my car and generator in a month is way higher than my monthly salary. So due to the structure of my family and the attendant financial demand, one has to get involved in making money from other sources. In doing this, ones job productivity in his primary place of work will be affected. **(42 Years Old Male, 21/01/2023).**

The foregoing qualitative data was subjected to a content analysis. Content analysis involves systematically analyzing the content of textual data to identify patterns, themes, and insights. The key themes and insights that can be derived from the responses:

**Motivation and Career Success:** The first respondent, a 38-year-old female, highlights a positive influence of family structure. She expresses that her family serves as a motivation for her career success. The need to provide for the financial needs of her family acts as a driving force, giving her the determination to climb the career ladder.

**Family as a Socializing Agent:** The second respondent, a 40-year-old female, points out the role of family as the first agent of socialization. She notes that being a married woman with children, her attention is often centered on family demands. This, in turn, affects her focus in the office, suggesting a potential challenge in balancing family responsibilities with work commitments.

**Job Nature and Family Influence:** The third respondent, a 42-year-old male, provides a contrasting view, stating that his family structure has no influence on his job productivity. He argues that the nature of his job remains fixed whether he is single or married, implying that external factors, such as family structure, do not impact his work performance.

**Financial Demands and Work Attitude:** The fourth respondent, another 42-year-old male, highlights the financial challenges posed by family demands in the context of the Nigerian economy. He emphasizes that these financial pressures not only affect his job but also influence his overall attitude towards work. The need to meet additional financial demands forces him to seek alternative income sources, potentially affecting his primary job productivity.

**Economic Realities and Work-Related Expenses:** The fourth respondent further discusses the economic realities in Nigeria, pointing out how the demands on personal resources, such as fuel expenses for the car and generator, exceed the

monthly salary. This economic pressure drives individuals to seek supplementary income, impacting their dedication to their primary job.

**Challenges in Balancing Work and Family:** A recurring theme is the challenge of balancing work and family responsibilities. The second and fourth respondents specifically mention how family demands can divert attention and resources away from work, potentially affecting job productivity.

The qualitative data collected through in-depth interviews reveals that the participants have different perspectives on how their family structure impacts their job productivity. While some respondents see family as a source of motivation, others highlight challenges in balancing family demands with work commitments. Additionally, economic pressures emerge as a significant factor affecting job productivity in the context of family responsibilities.

**Test of Hypothesis**

**Hypothesis:** There is no association between employees’ job productivity, and better job performance if single or not married.

**Table 6 Contingency table on rating of satisfaction with job productivity and better job performance if single or not married**

Variables		Job performance would have been better if single or not married				Total
		Yes	Somewhat	No	Don't know	
Rating of satisfaction with job productivity	Low	0	11	3	0	44
		0.0%	25.0%	5.0%	0.0%	100.0%
	Average	11	51	5	0	157
		7.0%	32.5%	0.5%	0.0%	100.0%
High		10	0	16	11	137
		7.3%	0.0%	4.7%	8.0%	100.0%
<b>Total</b>		<b>21</b>	<b>62</b>	<b>44</b>	<b>11</b>	<b>338</b>
		<b>6.2%</b>	<b>18.3%</b>	<b>2.2%</b>	<b>3.3%</b>	<b>100.0%</b>

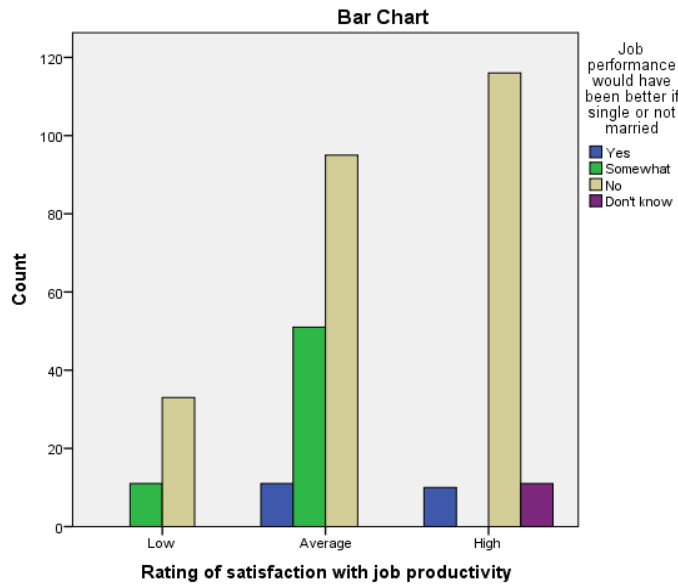
Chi-Square Tests = 68.572 df = 6 P-Value = 0.00

Source: Researcher’s survey, and SPSS Computation.

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Table 6 is a contingency table which crosstabulates the independent variable: better job performance if single or not married, and the dependent variable: employees' productivity. This was done to test the hypothesis that there is no association between employees' job productivity, and better job performance if single or not married. among non-teaching staff in the University of Benin. With a Chi-Square of 68.572, a df of 6, and a P-Value of 0.00, it was found that the there was a significant association between employees' job productivity, and better job performance if single or not married. among non-teaching staff in the University of Benin. This finding suggests that the marital status of an employee could impinge on the their productivity.

**Figure 3** Clustered bar chart on on rating of satisfaction with job productivity and better job performance if single or not married



**Discussion of Findings**

The majority of respondents (72.2%) stated that their job performance would not have improved if they had been single or unmarried. However, a significant 24.5% (6.2% definitely agree and 18.3% somewhat agree) disagreed. This reflects a wide range of viewpoints on the influence of marital status on job performance among non-teaching personnel at the University of Benin. While the

majority of respondents appear to successfully manage their personal and professional life, the minority who indicated a potential detrimental influence suggests that more research is needed. Employers should be aware of their workforce's various demands and issues and consider introducing helpful policies. According to the study's data, a sizable proportion (63%) did not feel that having a lower family size would improve job productivity. However, a favourable association was believed by 24.3% (9.2% considerably and 15.1% slightly). The 12.7% ambiguity indicates a lack of consensus or awareness among certain responders. Organisations may need to examine the impact of family size on productivity, since a quarter of respondents believe it has an impact. Initiatives that promote work-life balance may be advantageous to people who believe that family size has an impact on workplace productivity.

The majority (55.9%) stated that becoming a parent had no effect on their job productivity, whereas 12.7% thought it did, and 31.4% thought it did. This shows a variety of viewpoints on how parenting tasks overlap with professional responsibilities. Workplace regulations and support systems should be developed with the various perspectives of the influence of parental duties on job productivity in mind. Those who think that parenting interferes with their career may benefit from flexible arrangements or parental assistance programmes. The respondents were divided on the premise that job productivity will not be hindered if the home lacks marital happiness and stability. While 28.1% agreed, 25.1% agreed slightly, 37.6% disagreed, and 9.2% were unsure, indicating a range of views on the link between personal life and professional performance. Employers must recognise that workers see and handle the junction of their personal and professional lives in various ways. Employee well-being and emotional support strategies may be critical for individuals who feel home life influences job productivity.

On a scale of 1 to 5, respondents assessed how much their family structure affected their job performance. The majority (36.7%) assigned it a "3" (moderate) rating, suggesting a moderate effect. However, 25.4% evaluated it as "1" (low), indicating a minor influence, while 21.9% rated it as "4" or "5" (high to extremely high), indicating a significant impact for some. Employers should be aware that various employees interpret the influence of family structure differently, with a large majority recognising a moderate to high impact. Given this variability, customised support systems may improve overall employee happiness and productivity.

The qualitative comments emphasise the complexities of the link between family structure and job productivity even more. The impact ranges from

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motivation to difficulties in balancing financial needs. Understanding these many points of view is critical for developing targeted treatments and policies. The Chi-Square test findings show a substantial relationship between employees' job productivity and the perception that they would have performed better if they were single or not married. This finding did not tally with the finding of a study by Mehay and Bowman (2005) which follow the marital status and employment productivity of male naval officers in technical and management occupations, including performance evaluations and promotions. Married men obtain much higher performance scores and are more likely to be promoted than unmarried guys. However, it is implied that marital status may have an effect on employment productivity at the University of Benin. Thus, when developing human resource policy, organisations should consider the possible influence of marital status on job performance. Employees with specific marital statuses may benefit from tailored support systems.

### **Conclusion**

Employees have different perspectives on how their family structure impacts their job productivity. For some employees their family structure motivates them to work harder and improve their job productivity, some others express that their family demands affected their focus and productivity in the office. This study sheds light on the complex relationship between employees' family structure and their job productivity or performance. A considerable impact on employees productivity is associated with marital status, family size, or being a parent. A nuanced perspectives on how family structure can both motivate and impede job productivity is offered. Subtleties that give useful insights for organisational decision-making and policy creation relating to employees' productivity are captured. Employers should recognize the individuality of their workforce and strive to provide a supportive environment that accommodates various family structures. Understanding and addressing the concerns of employees who perceive a connection between marital status and job performance may contribute to enhanced job satisfaction and overall productivity. Additionally, fostering a workplace culture that promotes work-life balance and acknowledges the diverse challenges employees face in managing their personal and professional responsibilities can lead to a more engaged and productive workforce. The importance of organisations recognising and accommodating the range of viewpoints on the confluence of family structure and job productivity is emphasized. Employee well-being initiatives and flexible rules

might contribute to a more supportive work environment, ultimately increasing non-teaching staff productivity.

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