



Perceived Influence Of Work Overload On Academic Staff Job Performance In Universities In Rivers State

Dr. Ogunne T. Amie-Ogan & Fekarurhobo, Beatrice Esegboria

**Department of Educational Management
Faculty of Education
Rivers State University, Port Harcourt, Rivers State, Nigeria**

ABSTRACT

The study examined perceived influence of work overload on academic staff job performance in universities in Rivers State. The study was guided by three research objectives from which three research questions were posed and three hypotheses formulated. The study adopted a descriptive survey design with a population of 337 lecturers (189 males and 148 females) from the Faculties of Education in the three public universities in Rivers State (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education). The entire population was used for the study, hence the census sampling technique was adopted. The instrument for data collection was a structured questionnaire titled “Influence of Work Overload on Academic Staff Job Performance Questionnaire”. The instrument was validated by experts in the Departments of Educational Management and Measurement and Evaluation. The internal consistency of the instrument was determined using the Cronbach Alpha statistics. Reliability coefficients of 0.86, 0.81 and 0.84 were obtained for the various sections of the instrument respectively, which showed that the instrument was reliable. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The result of the analysed data revealed among others that teaching of many courses in a semester, supervision of large number of undergraduate projects and post-graduate theses influence job performance of academic staff in universities in Rivers State to a high extent. Based on the findings, it was recommended among others that the Federal and State Governments should employ more academic staff either as contract, adjunct, sabbatical or permanent staff in the universities as this will reduce the number of courses assigned to each lecturer per semester and eventually improve their efficiency on the job.

Keywords: Work Overload, Academic Staff, Job Performance

INTRODUCTION

The 21st century has been referred to as the information age characterized by a drift from the industrialized economy (that the industrial revolution brought) to an economy primarily driven by knowledge and information. This implies that almost everything is driven by the need to acquire knowledge or produce information. Universities are the apex institutions saddled with the responsibility of knowledge creation and knowledge transmission. This keeps them at the very heart of the knowledge sector. The need for universities to perform optimally at their role of knowledge creation becomes imperative if a society must survive in this knowledge driven age.

The roles of universities in Nigeria are enshrined in the National Policy of Education, FRN (2013). The policy identified the goals of tertiary education as follows: to contribute to national development through higher level manpower training; provide accessible and affordable quality learning opportunities in informal and formal education in response to the needs and interests of all Nigerians; provide higher quality career counseling and lifelong learning programmes and prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship,

entrepreneurship and community services; forge and cement natural unity and promote national and international understanding and interaction. (FRN, 2013).

In line with these goals, universities constantly introduce new courses and programmes in a bid to keep up with the dynamism that characterize knowledge. Knowledge becomes obsolete quickly and there is a need to constantly update knowledge. The university has the enormous task of ensuring that this is done. The academic staff of universities are the key actors in the knowledge theatre and this leaves them with the herculean task of ensuring knowledge is updated, created and transmitted. In agreement, Osaat and Ekechukwu (2017) posited that academic staff are the major stakeholders in the university industry. Their primary responsibilities are to teach and bring up the young generation of students to acquire skills and knowledge for growth and development. Furthermore, Usoro and Etuk (2016) observed that Nigeria has a fast-growing population of over 190 million people. A large proportion of this population are youths who view education in tertiary institutions as the gateway to a good job and bright future. Consequently, there is an increasing enrolment rate of these youths in the universities. Unfortunately, academic staff are not recruited to measure up with the increasing number of students' enrollment in the universities hence academic staff are observed to have heavy workload in most universities in Rivers State and Nigeria at large (Osaat & Ekechukwu, 2017).

Workload here refers to the responsibilities assigned to a worker as part of his job description at his place of work. It also means the set of statutory tasks and responsibilities that are assigned to a worker (an academic staff) which he/she must accomplish at a given time. Work overload on the other hand as defined by the Encyclopedia of Health (2008) is when a job demand exceeds an individual's ability to deal with, that is, exceeding the time and resources available. Work overload may be seen as having too much work to do in the time available. Relating it to academic staff in universities, workload are those academic and administrative duties carried out by lecturers in the course of performing their jobs in tertiary institutions and most especially universities.

Romainville as cited in Houston, Meyer and Paewai (2006) noted that universities have the dual function of knowledge creation and knowledge transmission through the process of research and teaching. Academic staff of universities are saddled with the responsibility of carrying out these functions. Teaching itself is a difficult task that requires commitment if one should be effective at it. It goes beyond what happens in the class as actual teaching. It also involves adequate preparation of what to teach through in-depth research, evaluation of students through tests, assignments and examinations, conducting of examinations, marking of scripts and production of students' results at the stipulated time earmarked by the senate of any university. Aside from these responsibilities, lecturers in universities in Rivers State and Nigeria at large also have other statutory duties such as supervision of students research work (undergraduate and postgraduate), coordinatorship of various programmes, examination officers, directors, deans, heads of departments, members of various committees in the university, conferences attendance and publication of journal papers and books.

This workload is further compounded by the fact that lecturers in universities have very large number of students to teach in each class which is against the National Universities Commission (NUC) Benchmark Minimum Academic Standard (BMAS) recommendation of 30 students to 1 lecturer (NUC, 2007). They teach as many as four to five courses or more to different categories of students (regular undergraduate, part time undergraduate, sandwich, postgraduate, pre-degree, open and distance education et cetera). This leaves them working all through the year with little or no break. It has been further argued that female lecturers are most affected by this workload than their male counterparts as most of them are married or get married and have added domestic responsibilities. They do this work in the university and still take care of their husbands and children and some domestic chores (Nayak, 2008).

Influence of Teaching Many Courses on Academic Staff Job Performance in Universities

Lecturers are the major stakeholders in the university sector. Their primary responsibility is to teach and bring up the young generation of students to acquire skills and knowledge for growth and development. Teaching is a difficult task and demands serious commitment to be effective. Teaching involves adequate preparation of what to be taught through researches, regularity and punctuality to the class to implement

what had been prepared. Teaching extends to evaluating the students through tests, assignments and examinations and particularly teaching extends to marking of examination scripts and production of results. (Osaat & Ekechukwu, 2017). Other than these, lecturers are also exposed to a variety of other duties some of which are complex and sometimes conflicting with their primary roles as teachers and academic staff. They are exposed to doing many duties almost at the same time with the teaching job. Some of such duties are, examination officers, seminar coordinators, directors, heads of departments, deans, provost, project supervisors at undergraduate and graduate levels, attending conferences and publication of papers, teach very large classes as against NUC recommendation of 30 students to 1 lecturer (NUC, 2007).

According to Adeolu and Arinze (2018) teachers' workload are measured by the class size, subject areas, condition of service, school policy, teaching staff strength and teachers' abilities among others. A study conducted by Scholastic and the Gates Foundation (2011) revealed that the average teacher works 53 hours a week. Another study found out that 78% of teachers feel they don't have enough planning time to properly plan and deliver their lessons because of the number of courses they have to teach in a particular term or semester. This situation is even worse in universities in Nigeria as most of them are under-staffed leaving those on duty with heavy workload. Richard (2012) noted that lecturers in most universities in Nigeria are made to teach up to five, six or more courses per week in the various programmes offered in the school (pre-degree, regular, part time, post-graduate and sandwich). Consequently, most lecturers in universities in Nigeria have reported stress levels high enough to interfere with their health, sleep and the quality of their work.

According to Martin (2012), the process of lecturing includes teaching, examining students' performance, laboratory supervision of experiments carried out by students, and supervision of student's research. Given all the activities involved in lecturing, one would expect that lecturers would be saddled with few courses to ensure efficiency in teaching. However, this is not the case as lecturers take several courses in programmes at a given time in the university. Participating in continuing education courses is also included when these are organized as part of the activities of the University.

Influence of Supervision of Large Number of Undergraduate and Post-Graduate Students on Academic Staff Job Performance in Universities

Since the emergence of universities from the 12th century, they have evolved in their primary functions and the way they are run based on the changing realities in society (Martin, 2012). For the last century and a half, there has been widespread ideas about the university's primary functions which are: (a) to increase current knowledge through research and (b) to spread it to the new generations through teaching. Supporting this, Houston, Meyer and Paewai (2006) noted that teaching and research remain the core university's functions everywhere in the world. The link between research and teaching are enshrined in legislation that describes universities as institutions concerned with advancing learning where research and teaching are closely interdependent and where most teaching is done by people active in advancing knowledge.

It is often assumed that research may have positive influence on teaching because it facilitates an up-to-date choice, a deeper understanding of topics and a more rigorous approach to the subjects taught. Furthermore, the time devoted by researchers to their students may have a higher quality than that devoted to them by non-researchers. Research on the true nature of this statement can be generally qualified as inconclusive. On one hand, a number of studies share this common aim but differ in "the variables investigated, their measurement, as well as the investigated population" as pointed by Verburgh, Elen and Lindblom-Ylänne (2007), thus lacking a common framework. On the other hand, despite this lack of consensus, most studies conclude that there is a very weak relationship between research and teaching can be found, or even no relationship at all (Gallego, Georgantzis, Montaner & Amaral).

In a bid to carry out this primary function, students at various levels of tertiary education programme (undergraduate and postgraduate) are expected to carry out research projects as a compulsory prerequisite for the award of degree (Gallego, Georgantzis, Montaner & Amaral, 2012). Students undergoing programmes at undergraduate and post graduate levels are assigned to supervisors who are academic staff

in the universities. These supervisors are expected to guide the students and supervise on their research work from start to finish. Many academics say supervision is one of the most challenging and fulfilling parts of their job in the university. Supervision can play a vital role in enabling students to fulfil their potential. Helping a student to become an independent researcher is a significant achievement and can enhance your own teaching and research. Supervision is also a critical element in achieving universities' strategic aim of integrating research and education. As research-intensive institutions, universities ensure all students, not just those working towards a PhD, to engage in research.

Influence of Administrative Duties on Academic Staff Job Performance in Universities

Lecturers are the major stakeholders in the university community as they are the ones who carry out the primary responsibilities of universities which is teaching and research. Teaching itself is a herculean task as it involves adequate preparation of what is to be taught through extensive research, teaching itself and evaluation of learning (Osaat & Ekechukwu, 2017). Aside from these, academic staff are expected to carry out other duties in the university some of which are complex and sometimes conflicting with their primary responsibility as lecturers. They are expected to carry out these duties alongside teaching and research. Some of these tasks include being an examination officer, chart coordinators, directors, heads of departments, deans, provost, project/thesis/dissertation supervisors at the undergraduate and post graduate levels, attending conferences and publication of papers among others. Most often these additional works tend to enlarge the workload of academic staff. Consequently, these administrative duties come with stress and its attendant health challenges which affects lecturers' performance on the job (Osaat & Ekechukwu, 2017).

According to Cambridge Dictionary (2016) administration refers to arrangements and tasks required to control the operation of a plan or organization. Academics globally have been faced with an increasingly heavy administrative workload in recent years. According to Kyakte as cited in Osaat and Ekechukwu (2017), there are two aspects of administrative or service duties which academic staff carry out alongside their teaching and research in universities. They are services rendered to the institution and areas of discipline.

Service to the institution reflects service or leadership roles held by academic staff at the Department, College, Cooperative Extension, Division, and Institute, Campus, or University level. It represents active participation in committees that focus on issues or directives of the institution, which include assuming a leadership role on one or more committees or actively participating on one or more committees per year. Senior faculty service encompasses formal mentoring of junior faculty. However, departmental and college citizenship is expected of all faculty.

Additionally, disciplinary service reflects service involving active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference programme. It also includes providing professional peer reviews, news releases, or other means for informing the popular media; jurying creative work; serving on external review teams; and speaking to local, regional, national, and professional agencies (Kyakte as cited in Osaat & Ekechukwu 2017).

Statement of the Problem

The strength of any organization lies in her workforce. In universities, the quality of students produced depends largely on how efficient and effective the lecturers who train these students are. In recent time it has been observed that most academic staff in universities are over-saddled with heavy workload which makes it difficult for them to perform at their best (Osaat & Ekechukwu, 2017). Lecturers teach many courses to very large classes with little time allotted to cover what is to be taught in a semester. They are made to supervise a large number of undergraduate and postgraduate students, attend several meetings, perform administrative duties, coordinate programmes and engage in continuous research and writing of books.

The workload is further compounded with population explosion in the universities as against the National Universities Commission (NUC) Benchmark Minimum Academic Standard (BMAS) recommendation of 30 students to 1 lecturer (NUC, 2007). Lecturers teach as many as four to five courses of different

programmes such as regular, part-time and sandwich undergraduate, pre-degree, postgraduate regular and sandwich programmes as well as open and distance education. With all these encumbrances the researchers hope to ascertain the extent work overload influence the performance of academic staff in universities. Hence, the study on perceived influence of workload on academic staff job performance in Universities in Rivers State.

Purpose of the Study

This study examined perceived influence of work overload on academic staff job performance in universities in Rivers State. Specifically, the objectives of the study are to:

1. Find out the extent teaching of many courses in a semester influence academic staff job performance in universities in Rivers State.
2. Determine the extent supervision of large number of undergraduate projects and post graduate theses influence academic staff job performance in universities in Rivers State.
3. Ascertain the extent addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does teaching of many courses in a semester influence academic staff job performance in universities in Rivers State?
2. To what extent does supervision of large number of undergraduate projects and post- graduate theses influence academic staff job performance in universities in Rivers State?
3. To what extent does the addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- Ho₁:** There is no significant difference in the mean ratings of male and female academic staff on the extent teaching of many courses in a semester influence academic staff job performance in universities in Rivers State.
- Ho₂:** There is no significant difference in the mean ratings of male and female academic staff on the extent supervision of large number of undergraduate projects and post- graduate theses influence academic staff job performance in universities in Rivers State.
- Ho₃:** There is no significant difference in the mean ratings of male and female academic staff on the extent the addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State.

METHODOLOGY

The research design used for the study was descriptive survey design. The population of the study was 337 lecturers (189 males and 148 females) in the Faculties of Education in the public universities in Rivers State (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education). The entire population was used as the sample which infers the use of census sampling technique. The instrument for data collection was a self-structured questionnaire titled "Influence of Work Overload on Academic Staff Job Performance Questionnaire (IWOASJTPQ)". The instrument was validated by experts in Departments of Educational Management and Measurement and Evaluation. The internal consistency of the instrument was determined using the Cronbach Alpha. By this method 30 copies of the questionnaire were administered to 15 male lecturers and 15 female lecturers in the Faculty of Education, Imo State University which was outside the study area. The Cronbach Alpha statistics was used to achieve reliability indexes of 0.86, 0.81 and 0.84, respectively, which showed that the instrument was reliable. The research questions were answered using mean and standard deviation, while the hypotheses were tested using z-test at 0.05 level of significance. A criterion mean of 2.50 was used to ascertain "High Extent" or "Low Extent". The decision rule therefore was that any mean score less than the criterion mean of 2.50 were tagged "Low Extent" while mean scores of 2.50 and above represented

“High Extent”. Analyzed data therefore, with calculated z-values above the z-critical value of ± 1.96 were rejected and below ± 1.96 were accepted.

RESULTS

Research Question 1. *To what extent does teaching many courses in a semester influence academic staff job performance in universities in Rivers State?*

Table 1: Mean Opinion Scores of Male and Female Academic Staff on the Extent Teaching of Many Courses Influence Academic Staff Job Performance

S/N	Statement	Male N=180			Female N=140		
		Mean	S.D	Remark	Mean	S.D	Remark
1	Teaching many courses affect adequate preparation for classes.	3.31	0.81	High Extent	3.40	0.70	High Extent
2	Teaching many courses cause stress among lecturers	3.31	0.63	High Extent	3.31	0.70	High Extent
3	Lecturers find it difficult to write journal papers for publication and books when they have many courses to teach.	3.39	0.74	High Extent	3.28	0.67	High Extent
4	Most lecturers fail to meet deadlines for submission of results when they are assigned many courses.	3.22	0.80	High Extent	3.08	0.79	High Extent
5	Teaching many courses affect lecturers' ability to cover up the course outlines before the end of the semester	3.31	0.78	High Extent	3.31	0.61	High Extent
6	Teaching many courses leave lecturers with little or no time for leisure.	3.22	0.77	High Extent	3.25	0.68	High Extent
7	The stress of teaching many courses affect lecturers' health condition	3.31	0.72	High Extent	3.34	0.58	High Extent
Grand Mean		3.30		High Extent	2.81		High Extent

The analyzed data on Table 1 above for questionnaire items 1-7 showed that to a high extent teaching of many courses influence academic staff job performance with mean values of 3.31, 3.31, 3.39, 3.22, 3.31, 3.22, 3.31 for male respondents and 3.40, 3.31, 3.28, 3.08, 3.31, 3.25 and 3.34 for female respondents respectively. From the fore-going it was established that to a high extent teaching many courses in a semester influence academic staff job performance in universities in Rivers State.

Research Question 2: *To what extent does Supervision of large number of undergraduate projects and post-graduate theses influence academic staff job performance in universities in Rivers State?*

Table 2: Mean Opinion Scores of Male and Female Academic Staff on the Extent Supervision of Large Number of Students Influence Academic Staff Job Performance

S/N	Statement	Male N=180			Female N=140		
		Mean	S.D	Remark	Mean	S.D	Remark
8	Research supervision of many students at a time makes it difficult for lecturers to critically look at each student's work.	3.28	0.95	High Extent	3.47	0.77	High Extent
9	Lecturers are unable to carry out face to face supervision with students when they are many.	3.16	0.95	High Extent	3.27	0.85	High Extent
10	Supervision of large number of students affect other teaching and non-teaching activities of the lecturer	3.22	0.98	High Extent	2.99	1.01	High Extent
11	The duration of students' programmes are prolonged when lecturers are assigned many students to supervise.	3.13	1.12	High Extent	3.30	0.97	High Extent
12	The progress of students' work is slowed down due to large number of supervisees.	3.46	0.85	High Extent	3.40	0.63	High Extent
13	Supervision of large number of undergraduate and postgraduate students lead to stress among lecturers.	3.17	1.04	High Extent	3.47	0.59	High Extent
14	Supervision of large number of students affect lecturers' ability to prepare for courses to teach.	3.45	0.85	High Extent	3.43	0.58	High Extent
Grand Mean		3.27		High Extent	3.33		High Extent

The analyzed data on Table 2 above for questionnaire items 8-14 revealed that to a high extent supervision of large number students influence job performance of academic staff with mean values of 3.28, 3.16, 3.22, 3.13, 3.46, 3.17, 3.45 for male respondents and 3.47, 3.27, 3.99, 3.30, 3.40, 3.47 and 3.43 for female respondent respectively. It was therefore concluded that to a high extent supervision of large number of undergraduate projects and postgraduate theses influence academic staff job performance in universities in Rivers State.

Research Question 3: *To what extent does the addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State?*

Table 3: Mean Opinion Scores of Male and Female Academic Staff on the Extent Addition of Administrative Duties to Teaching Influence Job Performance.

S/N	Statement	Male N= 180			Female N=140		
		Mean	S. D	Remark	Mean	S.D	Remark
15	Administrative duties most times interfere with teaching time table and make lecturers miss their classes.	3.31	0.81	High Extent	3.40	0.70	High Extent
16	Administrative duties affects lecturers' ability to cover course outline for a semester.	3.31	0.63	High Extent	3.31	0.70	High Extent
17	Lecturers with administrative duties are unable to carry out periodic continuous assessment exercises and mark them.	3.39	0.74	High Extent	3.28	0.67	High Extent
18	Administrative duties leave lecturers with little or no time for research and writing of books.	3.22	0.80	High Extent	3.08	0.79	High Extent
19	Lecturers have less time to prepare for classes due to administrative duties.	3.31	0.78	High Extent	3.31	0.61	High Extent
20	Adding administrative duties to academic responsibilities put lecturers under stress.	3.22	0.77	High Extent	3.25	0.64	High Extent
21	Administrative duties affects lecturers rest time as they work during long breaks	3.31	0.72	High Extent	3.34	0.58	High Extent
22	Combining administrative duties with academic work affects lecturer's health condition.	3.31	0.81	High Extent	3.40	0.70	High Extent
Grand Mean		3.30		High Extent	3.29		High Extent

The analyzed data on Table 3 above for questionnaire items 15-22 showed that to a high extent addition of administrative duties to teaching influence job performance of academic staff with mean values of 3.31, 3.31, 3.39, 3.22, 3.31, 3.22, 3.31 and 3.31 for male respondents and 3.40, 3.31, 3.28, 3.08, 3.31, 3.25, 3.34, 3.40 for the female respondents respectively. Hence, the conclusion was that to a high extent

addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State.

Hypotheses

Ho₁: There is no significant difference between the mean ratings of male and female academic staff on the extent teaching many courses in a semester influence academic staff job performance in universities in Rivers State.

Table 4: z-test Analysis of Difference Between the Mean Ratings of Male and Female Academic Staff on the Extent Teaching many Courses Influence Academic Staff Job Performance

Respondents	N	\bar{X}	SD	Df	LS	z-Cal	z-Crit	Decision
Lecturers	180	3.30	0.75	318	0.05	6.13	± 1.96	Ho ₁ Rejected Significant Difference Exists
Lecturers	140	2.81	0.68					

Note: LS Level of significance; calculated z, z-critical – critical value

Table 4 above shows that the calculated z-value of 6.13 was more than the z-critical value of ± 1.96 at 0.05 significance level and 318 degree of freedom. This suggests a significant difference between the mean ratings of male and female academic staff on the extent teaching many courses in a semester influence academic staff job performance in universities in Rivers State. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted, which states that there is a significant difference between the mean ratings of male and female academic staff on the extent teaching many courses in a semester influence academic staff job performance in universities in Rivers state.

Ho₂: There is no significant difference between the mean ratings of male and female academic staff on the extent supervision of large number of undergraduate and post graduate students influence academic staff job performance in universities in Rivers State.

Table 5: z-test Analysis of Difference Between the Mean Ratings of Male and Female Staff Responses on the Extent Supervision of Large Number of Undergraduate and Postgraduate Students Influence Academic Staff Job Performance.

Male	N	\bar{X}	S.D	DF	S.D	LS	Z-cal	Z-crit	Decision
Lecturer	180	3.27	0.96	318	0.96	0.05	-0.59	1.96	Ho ₂ Failed to Reject. No Significant Difference
Lecturer	140	3.33	0.77		0.77				

The data analysis on Table 5 showed a calculated z-value of -0.59 which was less than the z-tabulated value of ± 1.96 at 0.05 significance level and 318 degree of freedom. This suggests no significant difference between the mean ratings of male and female academic staff on the extent supervision of large number of undergraduate and postgraduate students influence the academic staff job performance in universities in Rivers State. Therefore, the null hypothesis was accepted and the alternative hypothesis rejected, which states that there is a significant difference between the mean ratings of male and female academic staff on the extent supervision of large number of undergraduate and postgraduate students influence academic staff job performance in universities in Rivers State.

Ho₃: There is no significant difference between the mean ratings of male and female academic staff on the extent addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State

Table 6: z-test Analysis of Difference Between the Mean Responses of Male and Female Staff Responses on the Extent Addition of Administrative Duties to Teaching Influence Academic Staff Job Performance

Respondents	N	\bar{X}	S.D	DF	LS	Z-Cal.	Z-Crit	Decision
Lecturer	180	3.30	0.87	318	0.05	0.11	±1.96	Ho ₂ Failed to Reject. No Significant Difference
Lecturer	140	3.29	0.77					

Analyzed data on Table 6 above revealed a calculated z-value of 0.11 which was less than the z-tabulated value of 1.96 at 0.05 significance level and 318 degree of freedom. This infers no significant difference between the mean ratings of male and female academic staff on the extent addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State. Therefore, the null hypothesis was accepted and the alternative hypothesis rejected, which states that there is a significant difference between the mean ratings of male and female academic staff on the extent addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State.

DISCUSSION OF FINDINGS

The result of the findings on research question 1 revealed that teaching of many courses in a semester influence academic staff job performance in universities in Rivers State to a high extent with grand mean values of 2.99 and 2.67 for male and female academic staff respectively. From the analysis it was revealed that teaching many courses affect lecturers' ability to adequately prepare for classes and cover their course outlines. Lecturers also find it difficult to write journal papers for publication and books among others. The corresponding hypothesis 1 revealed that there is a significant difference between the mean ratings of male and female academic staff on the extent teaching many courses in a semester influence academic staff job performance in universities in Rivers State; with a calculated z value 6.13 , which was more than the critical z value of ±1.96. This implies that the opinion of male and female lecturers differed on the extent teaching many courses in a semester influence academic staff performance. This finding agreed with research findings of Sofoluwe, Akinolu and Ogbudinkpa (2015) which revealed that gender and workload significantly influence academic staff job performance in tertiary institutions in Anambra State. Also the finding corroborated with the findings of Opemi (2013) which revealed that workload in teaching, assessment of students, attendance of conferences and seminar jointly predict job performance of secondary school teachers.

The result of the findings on research question 2 revealed that supervision of large number of undergraduate projects and post-graduate theses influence academic staff job performance in universities in Rivers State to a high extent with grand mean values of 3.27 and 3.3 for male and female academic staff respectively. From the analyzed data, it was revealed that lecturers are unable to critically look at each student's work and have face to face supervision with students when they have large number of students to supervise. Furthermore, students' progress on their work is also affected when lecturers are saddled with large number of students. The corresponding hypothesis 2 revealed no significant difference

in the mean ratings of male and female academic staff on the extent supervision of large number of undergraduate and postgraduate students influence academic staff job performance in universities in Rivers State; with a calculated z value -0.59, which was less than the critical z value of ± 1.96 . This finding was in line with the findings of Egu, Ogbonna, Obike and Obiuto (2017) which revealed that higher institutions in Nigeria provide different windows through which various category of learners are offered admission into various disciplines. They run evening and part-time programmes, post graduate programmes, sandwich programmes and distance learning programmes among others. Furthermore, the increasing number of students' enrolment in these various programmes, without a corresponding increase in the number of lecturers employed, thereby causing available lecturers to be overworked.

The result of the findings on research question 3 revealed that the addition of administrative duties to teaching influence academic staff job performance in universities in Rivers State to a high extent with grand mean values of 3.30 and 3.29 for male and female academic staff respectively. The analysis revealed that administrative duties and periodic continuous assessment interfere with lecturers' lecture timetable hence they have little or no time to write journal papers and books. The corresponding hypothesis 3 revealed no significant difference between the mean ratings of male and female academic staff on the extent addition of administrative duties to teaching influence the job performance of academic staff in universities in Rivers State; with a calculated z value of 0.11, which was less than the critical z value of ± 1.96 . This implies no significant difference between male and female academic staff on the extent addition of administrative duties influence academic staff job performance in universities in Rivers State. This finding was in line with the findings of Gallego, Geogantziz, Montaner and Amaral (2012) which revealed that the quality of teaching of professors is negatively affected by light administrative duties. This may arise because many of these duties do not entail a compensating reduction in teaching load. Similarly, research findings by Qwabe (2013) revealed that a great majority of academic staff members experience heavy administrative workload and that approximately 67 per cent of academics were concerned about the fact that they are doing more than they envisaged at the time of their appointment as regards administrative duties.

CONCLUSION

In view of the results obtained from the study, the researchers are of the view that teaching of many courses in a semester, supervising large number of undergraduate projects and postgraduate theses and addition of administrative duties to teaching have negative influence on both male and female academic staff job performance in universities in Rivers State. As a result, lecturers are unable to cover their course outlines, enjoy leisure time and often manifest symptoms of stress which are characterized by poor health.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

1. The Federal and State Governments should employ more academic staff to reduce the number of courses assigned to each lecturer per semester.
2. Universities in Rivers State and other parts of Nigeria should review their admission process and ensure they admit students based on the capacity of lecturers available.
3. The management of universities in River State should delegate some administrative duties carried out by lecturers to non-academic staff to enable them concentrate more on teaching and research.

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