



Components of Workload Management as Predictors of Job Performance of University Lecturers in Rivers State, Nigeria

Aderiyi Precious Chituru¹, Ohia Adanna Ngozi²

¹ Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria

² Ph.D., Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria

Abstract

This study ascertained the extent to which components of workload management predict job performance of university lecturers in Rivers State, Nigeria. Correlational research design was adopted for the study. A sample of 600 university lecturers was selected for the study through purposive sampling technique. Two instruments namely "Workload Management Strategies Questionnaire" (WMCSQ) and "Lecturers' Job Performance Scale" (LJPS) were used for data collection. The face and content validities of the instruments were established. Reliabilities of WMSQ and LJPS were determined through Cronbach alpha and test-retest methods respectively. Overall reliability coefficients of 0.72 and 0.70 were obtained for WMCSQ and LJPS respectively. Mean, standard deviation, multiple regression, and ANOVA associated with multiple regression were used for data analysis at .05 level of significance. Results obtained among others were that: Teaching a large class, supervising more than five students' theses, dissertations, and projects in a semester, handling more than five courses in a semester constitute workload among university lecturers; components of workload management (distancing, avoidance, social support, playful, and emotion-focused) jointly contribute to job performance of university lecturers by 28.4% as indicated by the coefficient of determination. Based on the findings of the study, recommendations were made among which is that; government should ensure that universities in Nigeria are adequately staffed to reduce the level of workload on university lecturers.

Keywords: workload, management, job performance, university lecturers, rivers state

Introduction

Job performance of employees in any organization has become a major area of concern by managers. It is therefore, referred to how well employees are able to carry out their functions in order to achieve the goals of the organization for which they are employed. The university as one of such organizations hunts and retains talented lecturers to compete with other universities. However, universities like any other organizations can as well introduce and initiate policy to guide lecturer in managing their workload. This policy can include strategies to avail optimal utilization of their job performance. This can help lecturers who are ranked high in their job performance to be effective in applying the workload management strategies in their duties. This is also to ensure that workload can be managed to enhance employee performance. Hence, high-performance composed of many interrelated duty that complement one another to reach the goals of any university organization.

Therefore, it can be said that an increase of workload tends to change the structure of the job designed for the lecturers, which ultimately may affect their job performance. Workload management can create an opportunity for the lecturers to improve and prosper more quickly or become more challenging. As the lecturers perform their assigned jobs they gain more work experience, which also enrich and expose them to more difficult task. It is important to note that lecturers who have been in the system for a long time can effectively manage the workload assigned to them and can be more active and energetic while those who are just newly employed may not managed theirs effectively and may have less workload management skill that may become inactive and quite challenging.

Workload can create positive pressure leading to increased productivity or negative leading to decreased productivity. Hence, under-utilization of human skills or failing to reach the full potential of the lecturers by the university management team can cause lecturers not to perform their duty efficiently due to increase workload. An academic staff that possesses the capabilities to perform a job will enjoy applying workload management. This is because when workload pressure becomes excessive it has negative impact. In this kind of situation, the lecturers perceive that they do not possess necessary skills and abilities, required to cope with their work overload or work under-load as the case may be.

Workload management can therefore be classified into active and avoidant coping strategies. Griffin, Moorehead and Gregory (2011) ^[3] explained that active coping strategies are either behavioural or psychological responses designed to change the nature of the work challenge or how one thinks about it, while avoidant coping strategies, lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing workload related problems. Active coping is however, considered a better way to deal with workload problems while avoidant coping is considered as a psychological risk factor for adverse responses to work life problems including schooling and working at the same time (Griffin, Moorehead & Gregory, 2011) ^[3].

Carver (2009) ^[2] also added that active coping strategies means taking action or exerting efforts to remove or circumvent the workload challenge. This implies that the need to confront issues that generate workload is by accepting the fact that challenges has occurred and are real. Avoidant

strategies means denial, which is an attempt to reject the reality of workload challenges such as giving up or withdrawing efforts from the attempt to attain the goal with which the workload is interfering, venting or an increased awareness of one's emotional distress and a concomitant tendency to ventilate or discharge those feelings and humour to crack jokes about the work (Carver, 2009) [2].

The commitment of the researchers to embark on this study is to find out if workload management can improve service delivery of academic staff of universities. The reason is because within the university environment, it has been observed that lecturers complain about the stress they go through in the job assigned to them by the university management. However, applying different workload management or coping strategies to handle work overloaded and work under-loaded related challenges can help them in their service delivery. Consequently, this study examined therefore, workload management and job performance of university lecturers in Rivers State, Nigeria.

Statement of problem

In most universities, the reaction of lecturers towards their workload differs. However, the inadequacy of their strength and over-bearing work overload exposes them to great danger in their work life which can lead some of them to suffer destructive consequences. Most duties assigned to the lecturers by the university management team are inherently more work loaded than others. All the assigned work to an academic staff may have an apparent influence either positive or negative on them in their service delivery. However, with proper workload management strategies, the present researchers believe that university lecturers will effectively discharge their responsibilities hence the need for this study.

Purpose of the study

The purpose of this study was to ascertain the extent to which components of workload management predict job performance of university lecturers in Rivers State, Nigeria. In specific terms, the objectives of this study were to:

1. Examine the factors that constitute workload among university lecturers in Rivers State?
2. Ascertain the extent components of workload management predict job performance of university lecturers.

Research Questions

The following research questions guided the study:

1. What are the factors that constitute workload among university lecturers in Rivers State?
2. To what extent do the components of workload management predict job performance of university lecturers in Rivers State?

Hypothesis

The following hypothesis guided the study:

1. Components of workload management do not significantly predict job performance of university lecturers in Rivers State.

Empirical Review

Sofoluwe, Akinsolu and Ogbudinkpa (2015) investigated the relationship among gender, workload and academic job performance in tertiary institutions in Anambra State using a sample of 500 participants selected through stratified random

technique. Gender Workload Questionnaire, Academic Staff Job Performance Questionnaire, Academic Staff Workload Management Check List, and Academic Staff Publication Proforma were used for data collection. Multiple regression and Pearson correlation were used for data analysis. The findings revealed that gender and workload significantly influenced academic staff job performance in tertiary institutions in Anambra State.

Manduku, Koech and Chepkirui (2016) investigated workload management strategies used by school management and its influence on teachers' commitment in primary schools in Sabatia District, Kenya using a sample of 203 respondents selected through purposive sampling technique. Data were analyzed using descriptive statistics. Results revealed that majority of the teachers believed that workload amongst teachers was mainly caused by school related factors. Additionally, majority of the teachers believed that employment of PTA teachers had eased teachers' workload in most schools reducing stress amongst teachers. In another study aimed at investigating stress and lecturers' workload in selected universities in the Southern part of Nigeria, Omoniyi and Ogunsanmi (2012) [12] found that the level of stress and workload between married and single lecturers do differ significantly; with lecturers that are single experiencing more stress and workload than their married counterparts. Mean, standard deviation and independent t-test were used for data analysis.

Ugwu and Ugwu (2017) [14] conducted a study aimed at determining the relationship between demographic variables and the job performance of librarians in university libraries in South East Nigeria. A sample of 100 librarians was selected for the study through purposive sampling technique. Mean, standard deviation, and Spearman's ranked order coefficient, ANOVA and multiple regression were used for data analysis at 0.05 probability level. The findings revealed high job performance of librarians with respect to both their task and extra roles. The results of the study also showed that age, education, job position and work experience were found to be significant predictors of librarians' task-based and contextual performance with education as the most significant predictor.

Mohamed and Youssef (2014) [6] explored academic stress and anxiety among faculty of nursing students at Assiut University in Turkey. Also the study evaluated correlation between academic stress and anxiety. A systematic random sample (one by one) was selected from the first and fourth grade students. The number of them was 249 students. A descriptive correlation design was employed. A self-report questionnaire included three parts: Socio demographic data, academic stress scale and Hamilton anxiety scale was used for data collection. The mean age of students was 19.34 ± 1.54 years. 96.4% of them were single, 66.7% of them were residing in rural areas and from the first grade respectively. It was found out that, 53.4%, 45.8%, 43.4%, and 43.0% experienced extreme academic stress related to waiting for results/grades, continuous poor performance, academic workload and feeling of not having enough knowledge for the practical test. Also, 53.6% of students had severe academic stress and 27.7% had moderate academic stress. While, 24.1% had mild to moderate level of anxiety and 24.9% of them had severe to extreme anxiety level. Academic stress was positively and significantly correlated with anxiety ($r = 0.415$) and (p value = 0.000). The article concluded that more than half of the students have severe academic stress, and

more than one quarter have moderate academic stress. Also, a great number of them experienced various anxiety levels which ranged from mild to moderate and severe to extreme levels. Academic stress was positively and significantly correlated with anxiety.

Yumba (2008) ^[15] examined the perceptions of major sources of academic workload between male and female undergraduates. Data were collected via a survey in which participated 100 students, with mean of age ($M=23, 21$) and standard deviation ($SD=3, 27$), varied in year in school, age and gender; and the statistical package for social sciences (SPSS) was used for data analysis. The survey consisted of 33 potential stressful situations, which were divided into 4 categories: Relations with other people sources of stress, personal sources of stress, academic sources of stress, and the environmental sources of stress. The results show that academic sources of workload appeared to be the most stressful for all the students due to the pressure originated from the course overloads, and the academic evaluation procedures. A variety of personal, familial, and social factors were also identified as least stressful stressors. The first year undergraduates, especially female students reported higher degree of stress than male students did. The findings from this study may be useful for further research on how these potential sources of stress influence the performance and the health of the students.

Kausar (2010) ^[5] carried out a study on academic workload and coping strategies of university students in Pakistani. The overall findings of the study reported that students used practical coping, avoidance focused coping, religious coping and active distractive coping in their respective order of frequency when facing perceived stress and academic workload. In addition, academic workload encountered by students was perceived as having a positive relationship with practical coping strategies and negative relationship with distractive coping strategies and avoidance coping used by students. Also conclusions in the study showed that students who had more academic workload used more practical coping strategies to deal with academic stress such as discussions, taking reading notes and reading material whilst students with less academic stress used active distraction coping strategies such as visiting friends, movie watching and indulging in recreational activities.

Oku, Owoaje, Oku and Ikpeme (2015) ^[11] conducted a study to determine the prevalence of academic workload, stressors and coping strategies of medical students in the University of Calabar, Nigeria. A cross-sectional descriptive survey of 451 medical students was conducted on available classes during the study period. A semi-structured self-administered questionnaire was used to elicit information from respondents. Data were summarized using proportions, and Chi-square test was used to explore associations between categorical variables. Level of significance was set at $P < 0.05$. The results showed that majority (94.2%), of undergraduate medical trainees perceived the training as stressful. The major stressors identified were excessive academic work load (82.3%), inadequate holidays (76.4%), and insufficient time for recreation (76.2%). Feeling depressed, sleeping problems and anxiety were the most common effects of stress reported by the respondents. The coping strategies adopted by the students were mainly positive. Perceived stress was significantly associated with being in the clinical level of study, residing on campus and a

higher monthly allowance ($P < 0.05$).

Ramsay, Jones, and Baker (2007) ^[13] focused on many aspects of social support in relation to college adjustment process of international students. They examined the relationship between adjustment and support types, sources and levels of support, and satisfaction with levels of support for the first year students enrolled in an Australian university. Data were collected with self-structured instruments from 280 students drawn through simple random sampling method. 44% of the students were male and 56% of them were female. Pearson product moment and z-test statistics were used for data analysis. The results of the study revealed valuable and detailed information about the social support and adjustment relationship from many aspects. Adjustment and social support were found to have a significant two-way interaction which means well-adjusted students received higher levels of emotional, practical, and social companionship support and at the same time those who received higher levels of support showed better adjustment. A study of demographic variables and job satisfaction as correlates of teachers' work attitude was carried out by Mohammad (2013) ^[7]. A sample of 360 teachers was selected for the study through simple and stratified random sampling techniques. Two instruments were used to collect data. Pearson product moment correlation, independent t-test, mean and standard deviation were used for data analysis. It was found that male and female teachers differed in their level of job satisfaction which influenced their attitude towards teaching.

The relationship between some coping strategies and job effectiveness of bankers in Kano State was conducted by Mohammad (2014) ^[8]. A sample of 240 bankers was selected for the study using simple random sampling technique. Those who participated in the study were drawn from Skye Bank, Union Bank, Access Bank, First Bank, United Bank for Africa, and First City Monument Bank. Two instruments were used for data collection while Pearson correlation was used for data analysis at 0.05 level of significance. Results showed that the coping strategies (avoidance, distancing, painful, social support, and emotion - focused) significantly predict job effectiveness of bankers. However, on individual basis only social support and playful strategies contributed significantly to job effectiveness of bankers

Okafor (2013) ^[10] found that playful, social support and problem-focused coping strategies significantly predict job performance of secondary school teachers. The study was carried out in Imo state using a sample of 180 teachers drawn via stratified random sampling method. The composition of the sample of the study was 90 male and 90 female public secondary school teachers. Two instruments were used to gather data while regression analysis and Pearson correlation were used for data analysis at 05 level of significance. In a related study, Isaiah (2014) found no significant relationship between social support and job effectiveness of primary school teachers in Plateau State. The study was carried out using a sample of 150 primary school teachers chosen through simple random sampling method. Two instruments were used for data collection while Pearson correlation, mean, standard deviation, and independent t-test were used for data analysis at .05 level of probability. Obonmanu (2011) ^[9] found that avoidance and emotion - focused coping strategies do not significantly predict job performance of employees.

Research Methodology

This study adopted correlational research design. The population of this study consisted of all lecturers of University of Port Harcourt and Rivers State University, Nkpolu, Port Harcourt. The population of academic staff in both universities as at the time of this study was 2026. The population of lecturers in University of Port Harcourt was 1450 according to the report of Establishment Department, University of Port Harcourt 2018 and 576 from Rivers State University Establishment Department report, 2018 respectively.

The sample size of the study was 600 university lecturers. This figure represented 29.6% of the total population from University of Port Harcourt and Rivers State University. The purposive sampling technique was used to select 400 lecturers each (both male and female) from University of Port Harcourt and 200 academic staff each (both male and female) from Rivers State University for this study. The instruments for data collection in this study were Workload Management or Coping Strategies Questionnaire (WMCSQ), and Lecturers' Job Performance Scale (LJPS). To ensure face and content validities of the instruments, the instruments were presented to three experts in the area of

measurement and evaluation. All corrections were incorporated before producing the final draft.

For the purpose of the present study, the reliabilities of the two instruments namely Workload Management or Coping Strategies Questionnaire (WMCSQ), and Lecturers' Job Performance Scale (LJPS) were determined by the researcher through Cronbach alpha and test retest respectively. The instruments were administered to the respondents through direct delivery method. However, the researcher administered the instruments directly on the respondents, with the help of one research assistant chosen from each of the universities selected for the study. Filled copies of the instruments were retrieved by the researchers on the same spot to ensure 100% retrieval case. However, retrieved instruments were scored and collated for data analysis. Mean, standard deviation, independent t-test, multiple regression, and ANOVA associated with multiple regression were used for data analysis at .05 alpha level.

Results and Discussion

Research Question One: What are the factors that constitute workload among university lecturers in Rivers State?

Table 1: Mean (\bar{x}) and Standard Deviation Analysis of Data on factors that constitute workload among university lecturers in Rivers State

Factors that constitute workload among university lecturers		SA	A	D	SD			
S/N	Items	4	3	2	1	\bar{x}	SD	Remarks
1	Teaching a class of more than thirty undergraduate students constitutes workload	249	261	57	33	3.21	0.87	Accepted
2	Supervising more than five students' theses, dissertations and projects constitutes workload	226	307	22	45	3.19	0.73	Accepted
3	Lecturers handling more than five courses in a semester is excess work	328	186	59	27	3.35	0.92	Accepted
4	Involving lecturer in different committees of the university constitutes workload	210	234	65	91	2.93	0.56	Accepted
5	Attending various university committee meetings constitutes workload	177	246	101	76	2.87	0.55	Accepted
6	Involvement of lecturers in adjunct lecturing contributes to workload	76	137	180	207	2.13	0.54	Rejected
7	Making publication of articles in reputable journals a criterion for promotion could constitutes workload	52	148	207	193	2.09	0.53	Rejected
8	Teaching sandwich/part-time students contributes to lecturers workload	208	221	88	83	2.92	0.56	Accepted
9	Supervision of exams and marking of too many exams scripts contribute to lecturers' workload	311	126	105	58	3.15	0.86	Accepted
10	Attending department/faculty board meetings contributes to lecturers' workload	106	114	91	289	2.06	0.53	Rejected
11	Lecturers acting as students' academic advisors contribute to workload	197	239	55	109	2.87	0.56	Accepted
12	Lecturers' participation in union activities contributes to workload	127	80	123	270	2.10	0.53	Rejected

Criterion mean (\bar{x} = 2.50)

Table 1 shows that the mean ratings obtained for the various factors that constitute workload among lecturers of universities in Rivers State are greater than the criterion mean of 2.50 except items 6, 7, 10 and 11 with criterion mean of 2.13, 2.09, 2.06 and 2.10 respectively.

Research Question Two: To what extent do the components of workload management predict job performance of university lecturers in Rivers State?

Table 2: Multiple regression analysis on the extent components of workload management predict job performance of university lecturers

Model	R	R square	Adjusted R Square	Std. Error of Estimate
1	.533 ^a	.284	.327	12.453

Table 2 revealed that components of workload management (distancing, avoidance, social support, planful, and emotion-focused) jointly contribute to job performance of university lecturers by 28.4% as indicated by the coefficient of determinism. Therefore the remaining 71.6% is contributed by other factors.

Hypothesis One: Components of workload management do not significantly predict job performance of university lecturers in Rivers State.

Table 3: ANOVA associated with multiple regression on joint contribution of the components of workload management to job performance of university lecturers

Model	Sum of Squares	Df	Mean Square	F	P-Val
Regression	567.216	5	126.572	3.451	.000 ^b
Residual	114673.245	594	116.357		
Total	115240.461	599			

Table 3 showed that components of workload management (distancing, avoidance, social support, planful, and emotion-focused) significantly predict job performance of university lecturers.

Discussion of Findings

Factors that constitute workload among university lecturers

Analysis of data on research question one showed that teaching a class of more than thirty undergraduate students,

supervising more than five students' theses, dissertations, and projects, lecturers handling more than five courses in a semester, involving lecturers in different committees of the university, attending various university committee meetings, teaching sandwich/part-time students, supervision of exams and marking of too many exams scripts, and lecturers acting as students' advisors constitute workload among university lecturers while involvement of lecturers in adjunct lecturing, making publication of articles in reputable journals a criterion for lecturers' promotion, attending departmental/faculty board meetings, and lecturers' participation in union activities do not constitute workload among university lecturers.

This present finding is in agreement with Nandamuri and Rufai (2015) who earlier reported that some university lecturers teach extremely large classes, supervise theses, dissertations, and project work. According to them, in some extreme cases, the lecturers supervise up to 30 students per semester, owing to the running of regular, part time and sandwich programmes.

Contribution of components of workload management to job performance among university lecturers

The degree of association or relationship between components of workload management (distancing, avoidance, social support, planful, and emotion-focused) and job performance of lecturers of universities was found to be 0.533 (Table 2). The coefficient of alienation ($\sqrt{1-R^2}$) was found to be 0.84. This represents the degree of lack of relationship between components of workload management (distancing, avoidance, social support, planful, and emotion-focused) and job performance of lecturers of universities. Thus, while the degree of relationship was 0.533, the degree of lack of relationship was found to be 0.84.

On the other hand, the percentage of error of prediction ($1-R^2$) of components of workload management (distancing, avoidance, social support, planful, and emotion-focused) from job performance of lecturers of universities and vice-versa was found to be 71.6%. Therefore, in terms of predicting one variable from another, it means that components of workload management (distancing, avoidance, social support, planful, and emotion-focused) jointly contribute 28.4% to job performance of lecturers of universities as indicated by the coefficient of determinism while 71.6% could be accounted for by other factors. More so, analysis of data on hypothesis six revealed that components of workload management (distancing, avoidance, social support, planful, and emotion-focused) jointly contribute significantly to job performance of lecturers of universities. This present finding is in tandem with Mohammad (2014) [8].

Conclusion

Based on the findings of this study, it was concluded that components of workload management (distancing, avoidance, social support, planful, and emotion-focused) jointly contribute to job performance of lecturers of universities in Rives State, Nigeria by 28.4% as indicated by the coefficient of determination.

Recommendations

Based on the findings and conclusion of this study, the following relevant recommendations were made:

1. Admission of students into various programmes of

universities in Nigeria should be done based on available infrastructure and manpower.

2. Government should ensure that universities in Nigeria are adequately staffed to avoid unnecessary workload on university lecturers.
3. University authorities in Nigeria should consider the capacity of staff they have before floating new programmes into the system. A situation where a university lecturer is saddled with so many responsibilities can trigger health challenges.

References

1. Akinmayowa CK, Kadiri B. Factors associated with workload among academic staff in Nigerian universities, 2014. Retrieved on 17/2/2018 from <http://www.alphameasure.com>
2. Carver JA. Survival strategies for nurse midwifery students. *Journal of Nurse Midwifery*. 2009; 4(1):50-54.
3. Griffin RW, Moorehead, Gregory T. *Organizational behavior*. New York: Cengage Learning, 2011.
4. Israel PE. Social support and job effectiveness of primary school teachers in Plateau State. *Journal of Empirical Studies*. 2014; 3(3):39-48.
5. Kausar U. Academic workload and coping strategies of university students in Pakistani. *World Academy of Science*. 2010; 2(3):110-122
6. Mohamed Y, Youssef A. Academic stress and anxiety among faculty of nursing students in Assiut University, Turkey, 2014. Accessed on 17th February 2018 from www.Amazon.com
7. Mohammad A. A study of stress responses and adaptation among undergraduate students of Ahmadu Bello University Samaru, Zaria in Kaduna State. *International Journal of Stress Management*. 2013; 4(4):28-35.
8. Mohammad YS. Relationship between coping strategies and job effectiveness of bankers. *Advanced Journal of Business Studies*. 2014; 6(5):78-89.
9. Obonmanu M. Predictors of job performance of employees. *Journal of Social Sciences*. 2011; 7(4):12-23.
10. Okafor OJ. Coping strategies and job performance of secondary school teachers. *Journal of Multidisciplinary Research*. 2013; 5(3):23-36.
11. Oku MP, Owoaje U, Oku UP, Ikpeme M. Prevalence of academic workload, stressors and coping strategies of medical students in the University of Calabar, Nigeria. *African Journal Online*. 2015; pp. 247-258.
12. Omoniyi MBI, Ogunsanmi JO. Stress among academic staff in south-west Nigeria. *The African Symposium*. 2012; 12(1):126-132.
13. Ramsay S, Jones E, Baker M. Relationship between adjustment and support types: Young and mature-aged local and international first year university students. *Higher Education*. 2007; 54:247-265.
14. Ugwu CI, Ugwu ME. Demographic variables and job performance of librarians in university libraries in South East Nigeria. *Library Philosophy and Practice Journal*. 2017; 7(1):27-36.
15. Yumba A. The perceptions of major sources of academic workload between male and female undergraduates. *International Journal of Stress Management*. 2008; 6(10):321-328.