



LECTURERS' WORKLOAD AND PRODUCTIVITY IN PUBLIC UNIVERSITIES IN RIVERS STATE

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ABSTRACT: *This paper x-rayed lecturers' workload and productivity in universities in Rivers State. Lecturers' productivity can be said to be useful results gotten from efforts made by the lecturers to attain educational goals in the university setting. Four research questions and four corresponding null hypotheses guided the study. The theory that guided the study was Multiple Resource Theory by Christopher Wickens in (1984). The study adopted the descriptive research design. The population of this study was drawn from the three public universities located in Rivers State. There are 2,849 lecturers from the three public universities in Rivers State. The sample size for this study was 852 respondents, which will be drawn from the 3 public universities in Rivers State. To achieve this, a proportionate stratified sampling technique was used to select 367 lecturers from the University of Port Harcourt, 243 from Rivers State University, and 262 lecturers from Ignatius Ajuru University of Education. Lecturers' workload and productivity in universities questionnaire was used for data collection (LWPUQ). This instrument was face validated by experts, and the overall internal consistency reliability co-efficient index obtained through the Cronbach Alpha method was 0.83. The researcher and two research assistants collected data through the direct delivery method. Means, standard deviation, and rank order were used to answer the four research questions, while Z-test was used to test the hypotheses at a 0.05 level of significance. The findings of this study indicated to a great extent that supervision of a large number of undergraduate projects and postgraduate theses influence lecturers' productivity in universities in Rivers State. The study, therefore, among others, recommended that the management of universities in River State should delegate some administrative duties carried out by lecturers to non-academic staff to enable them to concentrate more on teaching and research.*

KEYWORDS: Lecturers, Workload, Productivity, Nigerian Universities



INTRODUCTION

A lecturer is an academic rank given to an academic expert that works in a university or tertiary institution. Lecturers are also people that teach a profession to students and prepare them to receive the qualification in their chosen profession. In addition to providing students with learning opportunities to meet curriculum outcomes, a lecturer must be skilled in verbal and written communication, creativity, confidence and patience control, and commitment to the job. Lecturers employ practices that include delivering lectures, seminars, and practical demonstrations, preparing for classes and creating activities, and implementing new ways of teaching, setting, preparing, and marking examinations, to mention but a few.

Lecturers' productivity can be said to be a useful result of the lecturers' efforts to attain educational goals in the university setting. Thus, there is a need for motivation because despite the cumbersome workload of lecturers, productivity needs to be attained but how can this be when there is little or no support from government and university management in career development through conferences, seminars, and constant promotion? Constant promotion as at when due could also be a factor that can boost or cushion lecturers' workload, thereby yielding desired productivity. One important factor that can lead to lecturers' productivity in universities in Rivers State although their workload is improving the self-esteem of the lecturers to meet the level of their counterparts abroad because when a lecturer is well paid, he can pay for frequent checks to maintain a healthy lifestyle to continue with the job. He/she can also be comfortable enough to be productive and work effectively because you don't expect a stressed or sick lecturer to stand in front of a large class and lecture effectively.

Various challenges faced by university education include; an increased number of students, use of technology assessment, diverse backgrounds of students, globalisation – learning corporate style, management, etc. All these put extra pressure and responsibility on the shoulder of the lecturer. No employee spends approximately eighteen hours a day (at home and at work) on a particular job that would be effective daily if the requirements are unavailable. Thus, despite the broad adaptability attribute of lecturers to manage excess work pressure, for there to be high productivity, lecturers ought to be adequately supported by the department they belong to or teach for and the entire institution in areas where they need help.

Also, since lecturers spend fifty per cent of their lives within indoor environments, which greatly influence their mental status, actions, abilities, and performance, it is important that the work environment is motivating. This is because an increase in productivity is assumed to be the result of a better workplace environment, and a better physical environment of office boosts the employees and ultimately improves their productivity.

There are lots of challenges in educational policies and practices in Nigeria as it affects the lecturers. At times such changes may affect the course content. mode of production and even the supply and demand of professional teachers (Koko & Nwiyi. 2007). There is a change in pedagogy which recognizes a shift from the traditional method of teaching and learning to the modern approaches which emphasise students centred teaching and learning than teacher-centred.

The 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) that 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 is those academic and administrative duties carried out by lecturers in the course of performing their jobs in tertiary institutions and most especially universities

Statement of the Problem

Lecturers are a very busy group of professionals because of the number and type of responsibilities they carry out on a daily basis. They prepare their lesson notes, teach many students at the same time due to large class size, grade assignments, mark examination scripts, supervise graduate and undergraduate students, carry out research, write articles for publication, attend statutory meetings, participate in community service, take care of their individual households and other social obligations. These tasks are enormous for just one person. There are situations where they ought to have assistance, but the power is not there. A visit to a lecturer's office reveals the enormous responsibility they are called to fulfil every day, and they are expected to perform these responsibilities to the best of their abilities.

Some lecturers have developed stress-related illnesses as a result of the pressure they go through, while some have died an untimely death. Yet, others have recorded low teaching output/performance because of so many responsibilities they undertake simultaneously. This worrisome state of affairs cannot lead to productivity in universities. This excess workload seems to contribute to quality issues that are observed in universities today, as most research works are not contemporary due to the rushing mechanism within the school system.

These notable problems will adversely affect the university system and the level of productivity in universities in Rivers State

However, as important as lecturing work is, if it is overloaded, it can also lead to the development of deviant behaviours such as lateness, absenteeism, poor decision-making, sleeping on duty and burnout. This is the reason the researcher decided to look into ways lecturers can still be productive despite their workload in Universities in Rivers State.

Aim and Objectives of the Study

The aim and objective of this study was to investigate Lecturers' Workload and Productivity in public Universities in Rivers State. Specifically, the study sought to ascertain the following;

1. Ascertain how adding administrative duties to teaching influences lecturers' productivity and academic staff job performance in universities in Rivers State.
2. Determine the extent of supervision of a large number of undergraduate projects and postgraduate theses influence lecturers' productivity and academic staff job performance in universities in Rivers State.
3. Investigate how teaching many courses in a semester influences lecturers' productivity and academic staff job performance in universities in Rivers State.



4. determine the extent to which involvement in community service influences lecturers' productivity in universities in Rivers State.

Research Questions

The following research questions were posed to guide the study:

1. To what extent does the addition of administrative duties to teaching influence lecturers' productivity in universities in Rivers State?
2. To what extent does supervision of many undergraduate projects and postgraduate theses influence lecturers' productivity in universities in Rivers State?
3. To what extent does teaching many courses in a semester influence lecturer's productivity in universities in Rivers State?
4. To what extent does involvement in community service influence lecturer's productivity in universities in Rivers State?

Hypotheses

The following hypotheses were formulated to be tested at a 0.05 level of significance.

H01: There is no significant difference in the mean ratings of male and female lecturers on the extent addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

H02: There is no significant difference in the mean ratings of male and female lecturers on the extent of supervision of a large number of undergraduate projects and postgraduate theses influence lecturer's productivity in universities in Rivers State.

H03: There is no significant difference in the mean ratings of male and female lecturers on the extent teaching many courses in a semester influences lecturers' productivity in universities in Rivers State.

H04: There is no significant difference in the mean ratings of male and female lecturers on the extent of involvement in community service influences lecturers' productivity in universities in Rivers State.

Theoretical Framework

The theory that guided this study is Multiple Resource Theory (1984). Multiple resource theory, also known as MRT, is a productivity theory propounded by Christopher Wickens in 1984 and revised in 2002. This theory states that a worker's performance ability can be understood while multi-tasking in a complex environment. Regarding this work, a complex environment is a job with a number of simultaneous activities which are time shared. The multiple resource theory advocates that task priority determines how needed resources are allocated and plays the biggest role when tasks are difficult and share resources. The most significant relationship of Wickens's Multiple Resource Theory is its ability to recommend task changes when conditions of multitasking create workload, and this can be aided by reassigning part of a task to an assistant lecturer to reduce breakdown and still achieve productivity.

The relevance of this theory to the study is that it addresses issues on lecturers' workload and productivity employers of lecturers should endeavour to make lecturing jobs satisfactory for lecturers as this will help the lecturers achieve the desired objectives, which will result in productivity despite the presence of workload.

CONCEPTUAL FRAMEWORK

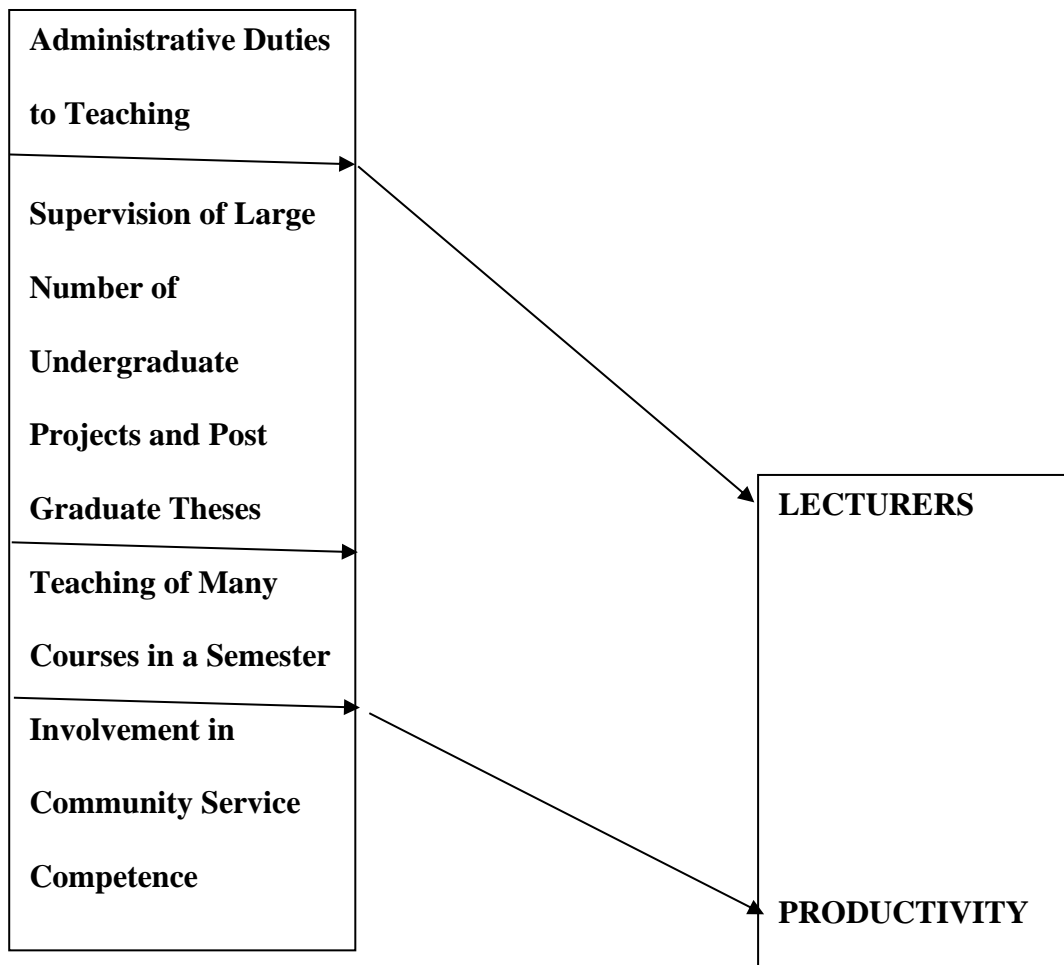


Figure 1.2 Source: Researcher's Idea

METHODOLOGY

The study adopted the descriptive research design. The population of this study was drawn from the three public universities located in Rivers State. In this regard, the University of Port Harcourt has 1,330 lecturers, Rivers State University has 1095 lecturers, and Ignatius Ajuru University of Education has 424 lecturers. There are a total of 2,849 lecturers from the three public universities in Rivers State. The sample size for this study is 852 respondents, which were drawn from the 3 public universities in Rivers State. To achieve this, proportionate stratified sampling technique was used to select 367 lecturers from university of Port Harcourt, 243 from Rivers State University and 262 lecturers from Ignatius Ajuru University of Education. The 852 lecturers that were sampled for the study represented 30% of the total population of lecturers in the 3 public universities in Rivers State. Lecturers' workload and productivity in universities questionnaire was used for data collection (LWPUQ). This instrument was validated by experts, and the overall internal consistency reliability co-efficient index obtained through the Cronbach Alpha method was 0.83. Data were collected through the direct delivery method by the researcher and two research assistants. Means, standard deviation and rank order were used to answer the four research questions, while Z-test was used to test the hypotheses at a 0.05 level of significance.

RESULTS

The results were presented in line with research questions and null hypotheses that guided the study, as showed in the table below;

Research Question 1: To what extent does the addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State?

Table 1: Mean ratings, standard deviation of male and female lecturers on the addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State

| S/N | Addition of Administrative Duties to Teaching Influence Lecturer's Productivity in Universities in Rivers State | Male Lecturers =511 | | Female Lecturers = 341 | | | |
|-----|---|---------------------|------|------------------------|------|--------------|-------------|
| | | \bar{x} | S.D | \bar{x} | SD | Average Mean | Remarks |
| 1. | Combining administrative duties with academic work affects the lecturer's health condition. | 2.82 | 0.67 | 3.33 | 0.84 | 3.08 | High Extent |
| 2. | Administrative duties affect lecturers' rest time as they work during long breaks | 3.11 | 0.91 | 2.65 | 0.67 | 2.88 | High Extent |
| 3. | Administrative duties most times interfere with the teaching timetable and make lecturers miss their classes. | 2.54 | 0.78 | 2.45 | 0.56 | 2.50 | High Extent |

| | | | | | | | |
|----|---|-------------|-------------|-------------|-------------|-------------|-------------|
| 4. | Lecturers with administrative duties are unable to carry out periodic continuous assessment exercises and mark them | 2.98 | 0.76 | 2.56 | 0.61 | 2.77 | High Extent |
| 5. | Adding administrative duties to academic responsibilities puts lecturers under stress. | 2.56 | 0.77 | 3.41 | 0.69 | 2.99 | High Extent |
| | Average Mean \bar{x} | 2.80 | 0.81 | 2.88 | 0.78 | 2.84 | High Extent |

Source: *Survey Data 2021*

Legend:

Scale

\bar{x} : Mean

1.00 - 2.49: Low Extent

SD: Standard Deviation

2.50 - 4.00: High Extent

Data on table 1 show the mean ratings and standard deviation of male and female lecturers on the addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State. Items (1- 5) had mean scores above the criterion mean of 2.50 and were high extent on the addition of administrative duties to teaching influenced lecturer's productivity in universities in Rivers State. The analysed data in Table 1 revealed that to a great extent, the addition of administrative duties to teaching influenced lecturer's productivity in universities in Rivers State with mean values of 2.82, 3.11, 2.54, 2.98, 2.56 for male respondents and 3.33, 2.65, 2.45, 2.56, 3.41 for female respondent respectively. It was therefore concluded that, to a great extent, the addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

Research Question 2: To what extent does supervision of large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State?

Table 2: Mean ratings, the standard deviation of male and female lecturers on the extent supervision of a large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State.

| S/N | Supervision of large number of undergraduate projects and postgraduate theses influenced lecturer's productivity in universities in Rivers State. | Male Lecturers =511 | | Female Lecturers = 341 | | | |
|-----|---|---------------------|------|------------------------|------|--------------|-------------|
| | | \bar{x} | S.D | \bar{x} | SD | Average Mean | Remarks |
| 6. | Research supervision of many students at a time makes it difficult for lecturers to critically look at each student's work. | 2.65 | 0.71 | 2.81 | 0.84 | 2.81 | High Extent |



| | | | | | | | |
|-----|--|-------------|-------------|-------------|-------------|-------------|-------------|
| 7. | Supervision of large number of students affects other teaching and non-teaching activities of the lecturer | 2.51 | 0.51 | 2.58 | 0.67 | 2.88 | High Extent |
| 8. | The duration of students' programmes is prolonged when lecturers are assigned many students to supervise. | 2.78 | 0.71 | 2.75 | 0.56 | 2.50 | High Extent |
| 9. | Supervision of large number of students affects lecturers' ability to prepare for courses to teach. | 2.8 | 0.64 | 2.56 | 0.61 | 2.77 | High Extent |
| 10. | Supervision of a large number of undergraduates and postgraduate students lead to stress among lecturers. | 2.66 | 0.57 | 2.81 | 0.69 | 2.99 | High Extent |
| | Average Mean \bar{x} | 2.67 | 0.61 | 2.88 | 0.78 | 2.54 | High Extent |

Source: *Survey Data 2021*

Legend:

Scale

\bar{x} : Mean

1.00 - 2.49: Low Extent

SD : Standard Deviation

2.50 - 4.00: High Extent

Data on table 2 show the mean ratings and standard deviation of male and female lecturers on the extent supervision of a large number of undergraduate projects and post graduate theses influence lecturer's productivity in universities in Rivers State. Items (6- 10) had mean scores above the criterion mean of 2.50 and were high extent on the extent supervision of a large number of undergraduate projects and postgraduate theses influence lecturer's productivity in universities in Rivers State.

The analysed data in Table 2 revealed that to a high extent, supervision of a large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State with mean values of 2.65, 2.51, 2.78, 2.8 and 2.66 for male respondents and 2.81, 2.58, 2.75, 2.56 and 2.81 for female respondent respectively. It was therefore concluded that to a great extent, supervision of a large number of undergraduate projects and post graduate theses influence lecturer's productivity in universities in Rivers State.

Research Question 3: To what extent does the teaching of many courses in a semester influence lecturer's productivity in universities in Rivers State?

Table 3: Mean ratings, standard deviation of male and female lecturers on the extent teaching of many courses in a semester influence lecturer's productivity in universities in Rivers State

| S/ N | Teaching of many courses in a semester influence lecturer's productivity in universities in Rivers State | Male Lecturers =511 | | Female Lecturers = 341 | | | |
|---------|---|---------------------|-------------|------------------------|-------------|--------------|-------------|
| | | \bar{x} | S.D | \bar{x} | SD | Average Mean | Remarks |
| 11. | Lecturers find it difficult to write journal papers for publication and books when they have many courses to teach. | 3.65 | 0.51 | 2.81 | 0.84 | 3.81 | High Extent |
| 12. | Most lecturers fail to meet deadlines for submission of results when they are assigned many courses. | 3.51 | 0.71 | 2.58 | 0.67 | 3.88 | High Extent |
| 13. | Teaching many courses leave lecturers with little or no time for leisure | 3.78 | 0.61 | 2.75 | 0.56 | 3.50 | High Extent |
| 14. | The stress of teaching many courses affects lecturers' health condition | 3.8 | 0.94 | 2.56 | 0.61 | 3.77 | High Extent |
| 15. | Teaching many courses affect lecturers' ability to cover up the course outlines before the end of the semester | 3.66 | 0.87 | 2.81 | 0.69 | 3.99 | High Extent |
| | Average Mean \bar{x} | 3.67 | 0.71 | 2.88 | 0.78 | 3.54 | High Extent |

Source: Survey Data 2021

Legend:

Scale

\bar{x} : Mean

1.00 - 2.49: Low Extent

SD : Standard Deviation

2.50 - 4.00: High Extent

Data on table 3 show the mean ratings and standard deviation of male and female lecturers on the extent teaching of many courses in a semester influence lecturer's productivity in universities in Rivers State. Items (11- 15) had mean scores above the criterion mean of 2.50 and were high extent on the extent teaching many courses in a semester influences a lecturer's productivity in universities in Rivers State.



The analysed data in Table 3 revealed that to a great extent, teaching many courses in a semester influences lecturer's productivity in universities in Rivers State with mean values of 3.65, 3.51, 3.78, 3.8 and 3.66 for male respondents and 3.81, 3.58, 3.75, 3.56 and 3.81 for female respondent respectively. It was therefore concluded that, to a great extent, the teaching of many courses in a semester influences lecturer's productivity in universities in Rivers State

Research Question 4: To what extent does involvement in community service influence lecturer's productivity in universities in Rivers State?

Table 4: Mean ratings, standard deviation of male and female lecturers on the extent involvement in community service influences lecturer's productivity in universities in Rivers State

| S/N | involvement in community service influence lecturer's productivity in universities in Rivers State | Male Lecturers =511 | | Female Lecturers = 341 | | | |
|-----|--|---------------------|-------------|------------------------|-------------|--------------|-------------|
| | | \bar{x} | S.D | \bar{x} | SD | Average Mean | Remarks |
| 16. | Much workload makes it impossible to balance work-life obligations among lecturers. | 2.56 | 0.71 | 2.81 | 0.84 | 2.81 | High Extent |
| 17. | Community services are not necessary. | 2.51 | 0.51 | 2.58 | 0.67 | 2.88 | High Extent |
| 18. | Rendering of voluntary community services is not recognised | 2.58 | 0.71 | 2.75 | 0.56 | 2.50 | High Extent |
| 19. | My job doesn't give me time to carry out community service. | 2.68 | 0.64 | 2.56 | 0.61 | 2.77 | High Extent |
| 20. | Lecturers' participation in Community service is always on monetary basis | 2.76 | 0.57 | 2.81 | 0.69 | 2.99 | High Extent |
| | Average Mean \bar{x} | 2.79 | 0.61 | 2.88 | 0.78 | 2.84 | High Extent |

Source: *Survey Data 2021*

Legend:

Scale

\bar{x} : Mean

1.00 - 2.49: Low Extent

SD : Standard Deviation

2.50 - 4.00: High Extent

Data on table 4 shows the mean ratings and standard deviation of male and female lecturers on the extent involvement in community service influence lecturer's productivity in universities in Rivers State. Items (16- 20) had mean scores above the criterion mean of 2.50 and were high extent on the extent involvement in community service influences lecturer's productivity in universities in Rivers State.



The analysed data in Table 4 revealed that to a high extent, involvement in community service influences lecturer's productivity in universities in Rivers State with mean values of 2.56, 2.51, 2.58, 2.68 and 2.76 for male respondents and 2.81, 2.58, 2.75, 2.56 and 2.81 for female respondent respectively. It was therefore concluded that to a high extent, involvement in community service influences lecturer's productivity in universities in Rivers State

Test of Hypotheses

H01: There is no significant difference in the mean ratings of male and female lecturers on the extent addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State.

Table 5: z-test analysis of the difference between the mean ratings of male and female lecturers on the extent addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

| Groups | N | \bar{x} | S.D | Df | z-cal. | z-crit. | Decision |
|------------------|-----|-----------|------|-----|--------|------------|----------|
| Male Lecturers | 511 | 2.21 | 0.50 | 841 | 6.11 | ± 1.96 | Rejected |
| Female Lecturers | 341 | 2.18 | 0.51 | | | | |
| N=842 | | | | | | | |

Level of significance = 0.05

Legends:

- n : Number of respondents
 \bar{x} : Mean
 S.D : Standard Deviation
 z-cal : z- calculated value
 df : Degrees of freedom
 z-crit : z-critical value

Data on Table 5 shows summary of subject mean, standard deviation and z-test of difference between the mean ratings of male and female lecturers on the extent addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State. The calculated z-value used in testing the hypothesis stood at 6.11 while the z-critical value stood at ± 1.96 using 841 degrees of freedom at 0.05 level of significance; the calculated z-test of 6.11 is higher than the z-critical value of ± 1.96 . Hence there is a significant difference between the mean ratings of male and female lecturers on the extent addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

Based on the foregoing, the researcher rejected the null hypothesis, and the alternative hypothesis accepted that there is a significant difference between the mean ratings of male and

female lecturers on the extent addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

H02: There is no significant difference in the mean ratings of male and female lecturers on the extent of supervision of a large number of undergraduate projects and postgraduate theses influence lecturer's productivity in universities in Rivers State.

Table 6: z-test analysis of the difference between the mean ratings of male and female lecturers on the extent supervision of a large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State.

| Groups | N | \bar{x} | S.D | Df | z-cal. | z-crit. | Decision |
|------------------|-----|-----------|------|-----|--------|------------|----------|
| Male Lecturers | 511 | 2.81 | 0.65 | 841 | 0.11 | ± 1.96 | Accepted |
| Female Lecturers | 341 | 2.58 | 0.61 | | | | |
| N=842 | | | | | | | |

Level of significance = 0.05

Legends:

n : Number of respondents

\bar{x} : Mean

S.D : Standard Deviation

z-cal : z- calculated value

df : Degrees of freedom

z-crit : z-critical value

Data on table 6 shows summary of subject mean, standard deviation and z-test of difference between the mean ratings of male and female lecturers on the extent supervision of large number of undergraduate projects and post graduate theses influence lecturer's productivity in universities in Rivers State.

The calculated z-value used in testing the hypothesis stood at 0.11 while the z-critical value stood at ± 1.96 using 841 degrees of freedom at a 0.05 level of significance; the calculated z-test of 0.11 is lesser than the z-critical value of ± 1.96 . Hence, there is no significant difference between the mean ratings of male and female lecturers on the extent of supervision of many undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State.

Based on the foregoing, the researcher accepted the null hypothesis that there is no significant difference between the mean ratings of male and female lecturers on the extent of supervision of many undergraduate projects and post-graduate theses influence lecturers' productivity in universities in Rivers State.



H03: There is no significant difference in the mean ratings of male and female lecturers on the extent teaching many courses in a semester influences lecturers' productivity in universities in Rivers State.

| Groups | N | \bar{x} | S.D | Df | z-cal. | z-crit. | Decision |
|------------------|-----|-----------|------|-----|--------|------------|----------|
| Male Lecturers | 511 | 2.61 | 0.60 | 841 | 1.01 | ± 1.96 | Accepted |
| Female Lecturers | 341 | 2.81 | 0.71 | | | | |
| N=842 | | | | | | | |

Level of significance = 0.05

Legends:

- n : Number of respondents
 \bar{x} : Mean
 S.D : Standard Deviation
 z-cal : z- calculated value
 df : Degrees of freedom
 z-crit : z-critical value

Data on table 7 shows summary of subject mean, standard deviation and z-test of difference between the mean ratings of male and female lecturers on the extent teaching of many courses in a semester influence lecturer's productivity in universities in Rivers State.

The calculated z-value used in testing the hypothesis stood at 1.01 while the z-critical value stood at ± 1.96 using 841 degrees of freedom at 0.05 level of significance; the calculated z-test of 1.01 is lesser than the z-critical value of ± 1.96 . Hence there is no significant difference between the mean ratings of male and female lecturers on the extent teaching many courses in a semester influences lecturers' productivity in universities in Rivers State.

Based on the foregoing, the researcher accepted the null hypothesis that there is no significant difference between the mean ratings of male and female lecturers on the extent teaching of many courses in a semester influences lecturer's productivity in universities in Rivers State.



H04: There is no significant difference in the mean ratings of male and female lecturers on the extent of involvement in community service influences lecturer's productivity in universities in Rivers State.

| Groups | N | \bar{x} | S.D | Df | z-cal. | z-crit. | Decision |
|------------------|-----|-----------|------|-----|--------|------------|----------|
| Male Lecturers | 511 | 2.71 | 0.60 | 841 | 0.71 | ± 1.96 | Accepted |
| Female Lecturers | 341 | 2.58 | 0.71 | | | | |
| N=842 | | | | | | | |

Level of significance = 0.05

Legends:

n : Number of respondents

\bar{x} : Mean

S.D : Standard Deviation

z-cal : z- calculated value

df : Degrees of freedom

z-crit : z-critical value

Data on table 8 shows summary of subject mean, standard deviation and z-test of difference between the mean ratings of male and female lecturers on the extent involvement in community service influence lecturer's productivity in universities in Rivers State.

The calculated z-value used in testing the hypothesis stood at 0.71, while the z-critical value stood at ± 1.96 using 841 degrees of freedom at a 0.05 level of significance. The calculated z-test of 0.71 is lesser than the z-critical value of ± 1.96 . Hence there is no significant difference between the mean ratings of male and female lecturers on the extent involvement in community service influences lecturers' productivity in universities in Rivers State.

Based on the foregoing, the researcher accepted the null hypothesis that there is no significant difference between the mean ratings of male and female lecturers on the extent involvement in community service influences lecturers' productivity in universities in Rivers State.



DISCUSSION OF FINDINGS

Extent the addition of administrative duties to teaching influence lecturer's productivity in universities in Rivers State.

The finding of this study indicated, to a great extent the addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

From the analysis, it was revealed that administrative duties most times interfere with the teaching timetable and make lecturers miss their classes. This finding was in line with the findings of Gallego, Geogantziz, Montaner and Amaral (2012), which revealed that light administrative duties negatively affect professors' teaching quality. This may arise because many of these duties do not require a compensating teaching load reduction. Similarly, research findings by Qwabe (2013) revealed that a great majority of lecturers experience heavy administrative workloads 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. The corresponding hypothesis 1 revealed that there is a significant difference between the mean ratings of male and female lecturers on the extent the addition of administrative duties to teaching influences lecturers' productivity in universities in Rivers State.

Extent supervision of large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State.

The finding of this study indicated, to a great extent, supervision of a large number of undergraduate projects and post-graduate theses influence lecturer's productivity in universities in Rivers State. From the analysed 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 a 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 that there is no significant difference between the mean ratings of male and female lecturers on the extent of supervision of a large number of undergraduate projects and postgraduate theses influence lecturer's productivity in universities in Rivers State. The 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 categories 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. From the analysis, it was revealed that supervision of a large number of undergraduate projects and post-graduate theses influence lecturers' productivity in universities in Rivers State.



Extent teaching of many courses in a semester influences lecturers' productivity in universities in Rivers State

The finding of this study indicated to a great extent teaching of many courses in a semester influences lecturers' productivity in universities in Rivers State.

The analysis revealed that teaching many courses affects lecturers' ability to prepare for classes and cover their course outlines adequately. Lecturers also find it difficult to write journal papers for publication and books, among others. The corresponding hypothesis 3 revealed that there is no significant difference between the mean ratings of male and female lecturers on the extent to which the teaching of many courses in a semester influences lecturers' productivity in universities in Rivers State.

This finding agreed with the research findings of Sofoluwe, Akinolu and Ogbudinkpa (2015), which revealed that the addition of administrative duties influences lecturer's productivity in universities in Rivers State. Also, the finding corroborated with the findings of Opemi (2013), which revealed that workload in teaching, assessment of students, and attendance of conferences and seminar jointly influence lecturer's productivity in universities in Rivers State.

Extent involvement in community service influences lecturer's productivity in universities in Rivers State

The finding of this study indicated, to a high extent, community service influences lecturer's productivity in universities in Rivers State.

This finding was agreed with (Ifedili & Ifedili, 2015). Community services such as organising sports for the youths, environmental sanitation, getting actively involved in church and mosque activities, filling potholes, organising free activities that will bring happiness to the community, attending village meetings coupled with administrative duties of lecturing job and other personal activities constitute workload and has a way of drastically affecting production if the necessary resources such as time are not adequate. If lecturers would religiously manage their time and are well paid, the low willingness to participate in community service will be absent and wouldn't affect their productivity. The corresponding hypothesis 4 revealed that there is no significant difference between the mean ratings of male and female lecturers on the extent of involvement in community service influences lecturer's productivity in universities in Rivers State.

CONCLUSION

In conclusion, in view of the results obtained from the study, the researchers are of the view that teaching many courses in a semester, supervising a large number of undergraduate projects and postgraduate theses, lecturers' involvement in community services and addition of administrative duties to teaching have a negative influence on both male and female lecturers in universities in Rivers State. As a result, lecturers cannot cover their course outlines, enjoy leisure time and often manifest symptoms of stress which are characterised by poor health.



RECOMMENDATIONS

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

1. The management of universities in River State should delegate some administrative duties carried out by lecturers to non-academic staff to enable them to concentrate more on teaching and research.
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 Federal and State Governments should employ more academic staff to reduce the number of courses assigned to each lecturer per semester.
4. Lecturers should involve actively within the community to bring their wealth of experiences.

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