

Lecturers' Occupational Stress and Productivity in Kwara State Owned Tertiary Institutions in Nigeria

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Abstract - *This paper examined the relationship between occupational stress and lecturers' productivity in Kwara state owned tertiary institutions. Descriptive research design was adopted for the study. The target populations comprised all lecturers from the six state owned tertiary institutions. Proportional random sampling technique was used to select 500 respondents while stratified random sampling method was adopted to select four out of six tertiary institutions in the state. Questionnaire was the instrument used to elicit information from the respondents. Descriptive statistic of table and percentage were used to answer the two research question raised to guide the study while inferential statistic of Person product-moment correlation method was adopted to analysed the three research hypotheses generated for the study. The findings of this study revealed that lecturers in Kwara state polytechnics were more stressful than counterparts from other tertiary institutions. Generally, lecturers from the six state owned tertiary institutions were highly stressful. This study also discovered a significant relationship between occupational stress and lecturers' productivity in the state owned tertiary institutions. The paper recommends provision of more instructional facilities to the state owned tertiary institutions. Lecturers should also be remunerated for excess work performed and be regularly paid and promoted as at when due.*

Keywords: *Lecturer' Stress, Productivity, and Tertiary Institutions, Nigeria*

INTRODUCTION

Education is not only an instrument of change but also a veritable tool for economic growth and national development. The fulfillment of these roles depends to a large extent on lecturer's productivity. The lecturer is the main agent directly involved in transforming the students into an educated fellow. The government of Nigeria in the National Policy on Education [1]

asserted that no education system can rise above the quality of its teacher. Effective utilization of the intellectual ability of the lecturers is an important tool in the development of the tertiary institutions and society at large. These lecturers may at time have to deal with many activities in the school system in order to effectively handle these enormous responsibilities. As observed by Naylor [2], "for many lecturers, the demand for lecturing can be overwhelming. The workload has no defined limits. It is essentially open-ended responding to the needs of students. Lecturers tend to do far more than required and some do more than they can physically managed". Stress usually arises when the mind is disturbed. This may be personal or official. The personal type of stress may be as a result of sickness of children, parents and so on, while the official type of stress is related to academic setting. Official Stress is usually cause by excess workload. Increase workload occurs when numerous works are to be done within limited time frame. This result to lecturers rushing to do all but without probably doing them well, hence poor lectures' job performance.

Those lectures who are exhausted frazzled, and demoralized by their work, are not likely to be effective or creative in the classroom. When lecturers do not have the energy to interact effectively with each other, with administrator and with students serious problem emerged.

In all the tertiary institutions in Kwara state, a lecturer teaches course in various programs like full time, part-time, sandwich, at various levels (in some cases undergraduate and postgraduate), also still need to combine these with administrative works like preparing student's result, marking scripts, attending to student' needs, and also writing papers for publication. These leave lecturers exhausted and demoralized. It is against this premise that this paper examined relationship between occupational stress and lecturers productivity in Kwara state owned tertiary institution.

In recent time, the roles of lecturers in meeting the needs and expectations of the tertiary institutions has increasingly becoming more challenging and tedious. Meeting the daily curricular and co-curricular needs of student makes it even more stressful. Some lecturers could be aggressive, erratic and callous to their co-staff and students in the process of discharging their duties. Effective job performance that translate to high productivity required dedication and commitment. The school management, parent and the society expect so much from these lecturers in term of high moral inculcation and good academic performance. It is note worthy that they cannot perform excellently well without good coordination of mind and brain. Their excessive usage Leeds to stress which eventually appears to be a notable factor in teaching profession.

Most of the available researches on stress focused mainly on the issue of stress as it arises from excessive work load in reaction to time, unattctive condition of service and poor working environments. For instance, Naylor [2] researched on teacher work load and stress as an international perspective of human costs and systematic failure. Lippel [3] carried out study on workers' compensation and stress which emanate from ``double work load. Ijaiya [4] worked on teacher stress and Universal Basic Education. Laro [5] focused on teacher stress and coping strategies in school. None of the aforementioned authorities examined stress at it effects lecturers' in tertiary institutions which happened to be the gap that this study tends to fill.

LITERATURE REVIEW

Concept of Occupational Stress

Stress according to Udoh and Ajala [6] is any stimulus that interferes with the biological and psychological balance of an organism. To Laro [5] occupational stress, is a condition of disequilibrium within the intellectual, emotional and physical state of the individual. It generated by one's perception of a situation which results in physical and emotional. It can be either positive or negative depending on one's interpretation. Occupational stress sets in when an individual feels physically or psychologically incapacitated to meet the demands made upon him by the environment in the work place. It has physical and emotional effects and can create positive or negative fillings.

Alege [7] defined emotional stress as a chronic relentless psychological situation which as a result of

modern day and the style of living, presents responses to a complicated management demand in an organization. It is an excess of demand made upon the adaptive capabilities of the mind and body and is seeing in the form of a physical and mental demand. Emotional stress is an internal disturbance that persists and results in an undesired physical reaction. Also, Hodge and Marker [8] opined that emotional stress disturbs the mind, troubles, and bothers, upsets a person which result in hindering the maximum output of daily activity of such an individual. Stress at work has become a common and costly problem both to employees and employers.

Rees [9] worked on occupational stress and discovered that nagging, delay in payment of salary and emoluments, poor condition of service, lack of Adequate staff in-service training and development, anxiety, delay in promotion exercise, job insecurity, gross students' indiscipline, agitation, bias political intervention in school, ill- health, and different family problems among other could mar the productivity of teachers. Emotional stress is any action or psychological demands on a person. It is a response to challenging events as an event that places demand on the individual, resulting in the realization by the individual that he/she is unable to deal adequate with the demand place upon him/her. Specially, teachers occupational stress can be traced to their job, contact with colleagues and students and sometimes with other tasks or administrative activities.

Concept of Teacher Productivity

Productivity as defined by the economists, is the ratio of output of goods and services to the input-production ratio [10]. The input factors include labour, land, technology, tangible output, finance energy and management expertise. Further more the concept of productivity involves the interplay of various elements in the workspace; while the output may be related to miscellaneous resources or input (labour, materials, capital) much of the separate productivity ratio is influence by an array of relevant factors.

Ejiogu [11] contended that in the educational system, productivity refers to the ratio between the total educational output and the resource inputs utilized in the production process. Productivity is a measure of how well resources such as information, finance, human and physical resources are combining and utilized to accomplish specific and desirable result. Productivity may therefore, be regard as the relationship between output and any other associated

inputs measured in real term [12]. Sofoluwa, [13] opined that productivity is efficient performance resulting in high level output of goods and services both in quality and quantity with minimal waste in resource and minimal cost in money, energy and time as well as the users of the product. Ukeje [14] stated that the competencies of good teachers include what they teach and how they teach, the nature of human organism, how learning takes place; how they examine their own values and build for themselves one more satisfying to them and the society; how to appraise an individual to meet educational diagnosis and help persons to develop in a desirable fashion and how to help people think critically.

Adams [15] submitted that a quite cool, clean and beautiful environment makes the teachers happy and enhances their performance and productivity. Also, poor physical working condition usually leads to consequently reduce teachers' productivity. Teachers' productivity implies that there is a maximized qualitative and quantitative performance. In other words, teachers' productivity is a desirable maximized performance or output on the part of the teacher using all available resource within his reach and geared towards the attainment of goals and objectives in a school system. Teachers' productivity can be measured against the backdrop of their behavior in correlation with the duties and responsibilities that academic staff are expected to perform within the tertiary institutions, geared towards the attainment of educational goals and objectives. These duties vary from instructional activities, participation in co-curricular activities to inter-personal relationship among teachers,

Teachers are consequential human resources in any school as they contribute immeasurably to education productivity. Ojedele [16] affirmed that measure of productivity in education include both visible and invisible factors which includes teaching personnel, instructional material, hours at work and other in and out school factors which are inputs in the educational system used in teaching-learning process and the quality of outputs of the system in terms of their examination grades and the numbers of years spent. Hence, the indicators for measuring teachers' productivity are students' academic performance, students discipline and school effectiveness.

OBJECTIVES OF THE STUDY

The main objective of the study is to examine the relationship that exist between lecturers' occupational

stress and their productivity in Kwara state owned tertiary institution. Other objectives are to investigate the impact of lecturers' work over load on their job performance, and hence their productivity also to find out the level at which lecturers' emotional stress could negatively impact on their duties performance which may in turn affect the products of the institutions. The study also finds out the level of lecturers stress in each tertiary institution in Kwara State.

Ho₁: There is no significant relationship between occupational stress and lecturers. Productivity in Kwara state owned tertiary institutions.

Ho₂: There is no significant relationship between lecturers, work over load and their productivity in the state owned tertiary institutions.

Ho₃: There is no significant relationship between lecturers, psychological stress and their productivity in the state owned tertiary institutions.

METHODS

Descriptive research design of correlation type was adopted for this study. This design was considered appropriate because it allows researcher to collect relevant data on the research variables and analyses them using the appropriate techniques. It also allows researcher to examine the existing relationship between the dependent variable (lectures productivity) and the independent variable (occupational stress).

The population of the study consisted of all lecturers in the six Kwara state owned tertiary institutions. A sample of 500 lecturers were drawn using proportional sampling technique while four out of six tertiary institutions were selected using a stratified random sampling technique. The selection was based on the types and status of the institutions. Kwara State University was chosen as degree awarding institution, Kwara State Polytechnic awards Higher National Diploma, College of Education, Ilorin awards Nigeria Certificate on Education (N.C.E) while College of Arabic and Islamic Studies was chosen because it awards Ordinary Diploma and Certificate. This Justified the stratification and selection of four institutions.

A researcher- designed questionnaire tagged 'Occupational Stress and Lecturers, Productivity Questionnaire (OSLPQ) was used to elicit relevant information from the respondents drawn from the sampled institutions.

The instrument was divided into two sections. Section A was designed to elicit information on the bio- data of the respondents while section 'B' focused on the data related to the variable of the study. The reliability co-efficient of 0.78 was obtained showing that the instrument was reliable.

The research questions raised were answered using table and percentage. The research hypotheses formulated were tested using Person product- moment correction statistic. The calculated p-value was compared with 0.05 level of significance to determine the acceptance and otherwise of the results.

RESULTS AND DISCUSSION

Table 1. Level of occupational stress of Respondents in Kwara state owned Tertiary Institution

| Description | Responses | % |
|-------------|-----------|-----|
| Very High | 30 | 6 |
| High | 295 | 59 |
| Moderate | 250 | 50 |
| Low | 20 | 04 |
| Very low | 05 | 01 |
| Total | 500 | 100 |

Table1 indicates that the level of occupational stress was high in Kwara state owned tertiary institutions when all the six existing institutions when covered by this study were considered with 59%. The very high and very low responses were 60% and 01% respectively. This implies that lecturers were not extremely stressed and distressed. The lecturers that are likely affected by high level stress are those in Departments of Public Administration, Business Administration, Accounting, Purchasing and General Studies all in Kwara state polytechnic. Similarly for those in school of education, departments of Social studies, Business education, etc in the case of colleges of education. Very close to high level was the moderate level with 250 numbers of respondents (50%). The lecturers in Kwara state university, College of Arabic and college of education Lafiagi might belong to this category. The numbers of students were quit few when compared to sister institutions in the state.

Table 2 shows the percentage and ranking order of respondents to rating of occupational stress when each tertiary institution was treated in isolation. It was discovered that the level of occupational stress was the highest in Kwara state polytechnic with 37% and was rank first. College of education, Ilorin was ranked

second with 28 percent followed by College of Education, Oro and Kwara state university with 23 percent and 10 percent respectively. The least ranking institution was the College of Arabic and Islamic legal studies, Ilorin and College of education (Technical), Lafiagi.

Table 2. Percentage rating of responses to stress as it affects each institution

| Institutions | % | Ranking |
|---|------------|---------|
| 1. Kwara State University | 10 | 4 |
| 2. College Of Education Ilorin | 28 | 2 |
| 3. College Of Education, Oro | 23 | 3 |
| 4. College Of Education (tech) lafiagi | 08 | 5 |
| 5. Kwara state polytechnic | 37 | 1 |
| 6. College of Arabic & Islamic legal Studies, Ilorin. | 04 | 6 |
| Total | 100 | |

The reason for this rating might as a result of larger number of students coupled with the low level of teaching facilities in this institution as compared to other tertiary institutions in the state. There are some departments in the Kwara state polytechnic where students learn without seat and even by the window slide outside the lecture rooms. Similarly, the lecturers in General education and General studies could tend to be more affected in College of education, Ilorin as it was ranked second. More importantly, lecturers could be emotionally stressed in recent time when state government owned them 3-4 months salaries and in some instances pay half salary monthly.

Table 3. Correlation Analysis of Occupational Stress and Lecturers' Productivity in the State Owned Tertiary Institutions (n=500)

| Variables | Mean | p-value | Decision |
|------------------------|------|---------|-----------------------------|
| Occupational stress | 3.10 | 0.00 | Ho ₁ Rejected |
| Lecturers productivity | 2.86 | | |

Table 3 revealed that the calculated p-value of 0.000 is less than 0.05 significance level which indicates the rejection of the null-hypothesis this implies that occupational stress is significantly related to lecturers' productivity in Kwara state own tertiary institutions. The implication of this is that lecturers' occupational stress is a determinant of their job performance and hence their productivity. It is

apparent that lectures' stress has a significant impact on their effectiveness meaning that lecturers who are faced with occupational stress of any kind would not be able to perform their duties effectively as expected and thereby reduce the level of productivity and this would therefore affect the quality of the output in terms of graduates. This account for the falling in academic standing of graduates of the state institutions most especially in College of Education

Table 4. Correlation analysis of lecturers work over load and their productivity in the state own tertiary institution (n=500)

| Variables | Mean | p-value | Decision |
|------------------------|------|---------|-----------------------------|
| Work over load | 3.90 | | |
| Lecturers productivity | 2.56 | 0.001 | Ho ₂ Rejected |

Table 4 indicates that the calculated p-value of .001 is less than the significance level of 0.05. This means that the hypothesis which state that there is no significant relationship between lecturers' work over load and their productivity is here by rejected. This implies that lecturers' work over load is a determinant of their performance and hence productivity. In Nigeria, the work over load is the common stress or to all categories of teaches. Work over load is a situation where an individual worker is assigned too much work on just one role. In Kwara state owned tertiary institution, lecturers' are assigned to teach student of between 50-100 in classroom for unpopular courses and between 100-500 student in a class for popular and general courses. They are expected to give and mark assignments tests and examinations. Also expected of them is the supervision of project for between 10-20 students assigned to a lecturers. They are as well expected to supervise student for peer-leaching, teaching practices and student, work experience scheme (SEWES) where applicable. All these in addition to duties of teaching research, publication and community services. This put excessive work on the lecturers and may make them less efficient and susceptible to stress.

Table5. Correlation analysis of lecturers' emotional stress and their productivity in the state owned tertiary institutions.

| Variables | Mean | p-value | Decision |
|--------------------|-------|---------|-----------------------------|
| Lectures emotional | 2.76 | | |
| Their productivity | 12.09 | 0.002 | Ho ₃ Rejected |

Table5 shown that the calculated p-valued of 0.002 less than the 0.05 level of significance which indicates the rejection of the null-hypothesis which state that there is no significant relationship between lecturers' emotional stress and their productivity in the state owned tertiary institutions. This implies that lecturers' emotional stress has a significant impact on their job performance and hence their productivity.

Emotional stress is any action or psychological demands on a person. It is a response to challenging events, as an event that places demand on an individual. Specifically, lecturers' emotional stress could be traced to their job, interactions with colleagues and students and sometimes with other task or administration activities. In Kwara state own tertiary institution, emotional stress could largely responsible for performance at work, unhappiness, irrational behavior and thus make a lecturers to be less productive. Teaching as profession is a tedious exercise which is highly challenging as it involves imparting of knowledge to the students directly or indirectly. Presently, there is a direct contact with students in the state owned tertiary institutions in the cause of teaching and leaching. Thus lectures with high emotional find it difficult to effectively discharge their duties.

CONCLUSION

There is a significant relationship between occupational stress and lecturers' productivity in Kwara state owned tertiary institutions. Lecturers' emotional stress is determinant of their productivity in the state owned tertiary institutions. Lecturers' work over load has impact negatively on their job performance and hence their productivity in Kwara state owned tertiary institutions. Lecturers in Kwara state polytechnic were discovered to be more stressful than those in other tertiary institution in the state. Generally all lecturers in the state tertiary institutions were stressful. Stress is a phenomenon brought about by different factors in individual. Thus stress is individualistic and reactions to it varies. This paper therefore focused on variable like work over load, and emotion as aspect of occupational stress as determinant of lecturers' productivity in Kwara state owned tertiary institutions. The paper examined that the level of lecturers' productivity in the tertiary institution hinges on their efficiency at it relates to job performance which in turn depends on the ratio of input and output of unhappily, anxious emotionally

disturbed and generally overstress teachers will only lead to their ineffectiveness in the school system.

RECOMMENDATION

There should be conscious incentives to improve and sustain the level of morale of academic staff so as to put their best in their work. The crucial and strategic positions of academic staff as a midwife in the learning process require this. A number of incentives including excess workload allowance, vehicle loan, etc should be packaged for all lecturers.

More lecturers should be employed most especially in the departments where there are students population explosion to meet up with standard, manageable and appropriate teacher-student ratio.

More facilities and instructional resources should be provided by the government to reduce stress in teaching and learning. Lecturers should set realistic daily expectation to alleviate some of the stresses caused by role-over load. There is need for lecturers to properly plan their time and resource to meet the demand of their job. Lecturers may also be allowed to go on annual leave as it applicable to the non-teaching staff. This because "all work and no play makes jack a dull boy"

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