
IMPACT OF ADMINISTRATIVE WORK ON JOB EFFICIENCY OF AGRICULTURAL SCIENCE ACADEMIC STAFF IN COLLEGES OF EDUCATION IN NORTH-WEST, NIGERIA.

By

Ayorinde, M. O. Danlami, Emmanuel, Haruna, I. M, and Isuwa, Ezra

¹Department of Vocation and Technical Education,
Faculty of Education, Ahmadu Bello University, Zaria,
Kaduna State, Nigeria.

Email: emmyrumaya@mail.com

ABSTRACT

This paper determined the impact of administrative work on job efficiency of Agricultural Education Academic Staff in Colleges of Education in North-west Geo-Political Zone, Nigeria. The study was descriptive survey research design. Eighty-three (83) academic staffs were used to generate data for the study. One research question and one null Hypothesis were formulated. The instrument used for data collection was Impact of Administrative Work on Job Efficiency of Academic Staff Questionnaire. Data collected were analyzed using descriptive statistics of frequency, percentages and mean to find the level of respondents' opinion on the research question. Pearson Product Moment Correlation Coefficient (PPMC) statistic was used to test Null Hypotheses at 0.05 level of significance. The Null Hypothesis was rejected. Findings of the study revealed that: Agricultural Science Academic Staff's involvement in the administrative work of their institutions has negative impact on their job efficiency. It was then concluded that when academicians combine administrative work with academic work, his or her job efficiency and performance reduces. And it was recommended that Government or Authorities of the colleges of education in North West Nigeria should employ Academics Assistants' administrators who's their primary assignment is to help academics in the administrative work the institution such as: programme coordination, head of department, departmental examination officers et cetera for productivity and efficiency.

Key words: Academic work, Administrative work, Stress, Job, Efficiency, Academic staff

INTRODUCTION

The issue of Academic Staff combining workload with Administrative work has been of much concern in Nigerian Colleges of Education, particularly of Northwest. This is because both academic workload and administrative work result to stress when accumulated and may affects the employee job efficiency and performance. According to Maree (2000), academic administrative work is a given responsibility to academic staff to govern, maintain and supervise faculties, schools, departments, sections, et cetera in an institution, separate from academic's workload. The key broad administrative

responsibilities in academic institutions include: supervision of academic affairs, safety and security of people and property, Deans' of schools or faculties, Head of department, coordinators, and examination officers et cetera.

Academics workload according to Maree and Dobson, (2004), is any activity or duty related to teaching in an academic environment. The primary duties of academics are expected to be discharged in a stress free-environment. Academics in colleges of education have tasks of producing graduates of Nigerian Certificate in Education (N.C.E.) who will meet the demand of labour market in terms of qualified

teaching in this era of globalization in education. Academics are also expected to contribute to knowledge through research and publications such as: journal publications, seminars papers et cetera. This demand can only be achieved when academic is not stressed. According to Warraich, Ahmed, Ahmed and Khoso (2014), for academic institution to prosper, it is prerequisite that its employees (including academicians) work in a stress-free ambiance; because stress leads to decrease in employees' efficiency.

Academic staff may carry full academic workload and also be involved in administrative works of the institution. This may lead to inefficiency, because academic work coupled with administrative work may bring stress. Stress is an emotional feeling that makes persons feels uncomfortable and unhappy with situation he or she has to overcome. Ahsan, Abdullah, Yong and Alam, (2009), therefore job efficiency of academics may be optimum when they are not stressful in their work. In addition, Akbar and Akhter, (2011), mentioned that academic staff will have time to conduct research, attending academic conferences, publishing journals in order contribute to knowledge when not stressful. Furthermore, Carlson and Gadio, (2000), viewed lecturing work coupled with administrative work is the most stressful aspect in the discipline of academicians because it affects their time in discharges academic workload, thus: teaching/lecturing, research and publications, marking of tests and examinations scripts, supervising students' research work, et cetera.

Apart from producing competent and qualitative graduates in Colleges of Education in Nigeria, academics are also expected to contribute to knowledge through research and publications; attend academic conferences, present papers at seminars et cetera. This demand may not be achieved if academics are bagged with much administrative responsibilities. Academic staff of Nigerian colleges of education in the north-west is involved in the administrative work of the institution such as Deans of Schools, Examination

Officers, Programme Advisers, Heads of Departments, Co-ordinators of Student Industrial Work Experience Scheme (SIWES), Teaching Practice (TP), Field Trip (FT), Distance Learning Programme, Diploma Programme *et cetera*. These responsibilities coupled with academic workload may result in a very serious stress which may affect their performance. Kipkebut, in Jane, Mike and Namusonge, (2012), said that academics who does administrative work couple with workload reduces his or her job efficiency due to the combination of administrative and academic workload.

The following research question guided the study: what is the impact administrative work on job efficiency of academic staff of agricultural science' education in colleges of education?

Hypothesis of the study

The hypothesis formulated and tested for the study is as follow:

Administrative work has no significant influence on job efficiency of academic staff of agricultural education in colleges of education, North-West geo-political zone, Nigeria.

METHODOLOGY

The study was descriptive survey design. Survey was used to collect data from the respondents expressing their opinion on the impact of administrative work on job efficiency of Agricultural Science Academic Staff. The population of the study was 166 Academics staff in the department of Agriculture Education in both Federal and State Colleges of Education in the study area. A sample of eighty-three (83) respondents was randomly selected out of the total population of the 166 used in the survey. A 4-point rating scale was used in the result analysis. It weighted as: 4-points strongly agreed (SA), 3-points agreed (A), 2-points disagreed (D), and 1-points strongly disagreed (SD). The 4-points rating scale was later divide into two that is agreed and disagreed. Score below 2.5 was considered as disagreed, while from 2.5 and above was considered

as "agreed. Data obtained were analysed using frequency counts, means and percentages. Pearson

Products Moment Correlation Coefficient (PPMC) was used to the hypothesis at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1: Distribution of respondents by qualification

| Respondents qualification | Frequency | Percent |
|---------------------------|-----------|---------|
| HND | 8 | 4.8 |
| BED | 7 | 4.2 |
| Valid BA/BSC with PGDE | 33 | 51.2 |
| MED/MSC | 31 | 37.3 |
| PhD | 4 | 2.5 |
| Total | 83 | 100.0 |

(Field Survey Findings, 2016)

The above Table1 shows qualifications of the respondents. 33 or 51.2% of the respondents possess BA/B.SC with PGDE and 31 or 37.3% of the respondents possess M.ed/M.Sc while 4 or 2.5% of the respondents possess terminal degree (Ph.D) and

the remaining percent is for those having HND and B.ed. This implies that majority of the respondents are professional teachers who are expected to discharge their workload efficiently

Table 2: Distribution of respondents by years in service

| | Frequency | Percent |
|------------------|-----------|---------|
| Valid 0-5 yrs | 10 | 12.05 |
| 6-10 yrs | 09 | 10.8 |
| 11-15 yrs | 18 | 21.7 |
| 16-20 yrs | 28 | 33.7 |
| 21 yrs and above | 18 | 21.7 |
| Total | 83 | 100.0 |

(Field Survey Findings, 2016)

Table 2 above revealed that 19 respondents or 2.85% of the academic staff have ten (10) or less of teaching experience years, while 64 or 77.15% have eleven (11) and above years of teaching experience. This implies that the majority of the respondents might have the impact feeling on combining academic work and administrative work.

Research Question: What is the impact of administrative work on job efficiency of agricultural science staff in colleges of education, North-west geopolitical zone, Nigeria?

This question was answered using questionnaire item 1-5 as shown in table 2

Table 3: Impact of Administrative work on the job efficiency of academic staff

| S/No | Items | Response Categories | | | | Mean |
|------|--|---------------------|------|----------|------|------|
| | | Agree | | Disagree | | |
| | | Freq | % | Freq | % | |
| 1 | Academic staff that combine lecturing job with administrative responsibilities produce more publications within a short possible period of time. | 11 | 6.9 | 72 | 44.1 | 1.84 |
| 2 | Administrative work thus: Coordination of Teaching practice (TP) and Field Trip (FT) does not affect the rate of lecturers' participation in academic conference. | 38 | 23.2 | 45 | 26.8 | 2.40 |
| 3 | Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. | 64 | 38.6 | 19 | 11.5 | 3.00 |
| 4 | Promotion of lecturers who combine academic work with administrative responsibilities is consistent. | 34 | 20.5 | 49 | 29.5 | 2.34 |
| 5 | Lecturers that teach and involve in administrative work such as: Examination Officers, Head of Departments and Field Trip/Teaching Practice Coordinators produce best journals and publications. | 14 | 8.45 | 69 | 41.6 | 1.76 |

(Field Survey Findings, 2016)

Table 3 above showed the respondents view regarding level of agreement on the influence of Administrative work on the efficiency of academic staff of agricultural staff in college of education, North-west geo-political zone, Nigeria. In questionnaire item 1, only 11 respondents (6.9%) with mean 1.84 which is below average mean of 2.50 agreed that combination of academic work with administrative responsibilities produce more publications within a short possible period of time. Forty-five (26.8%) with mean 3.16 (above the average mean of 2.50) disagreed that academic staff that combined academic work with administrative work produce more publications within a short possible period of time. In questionnaire item 2, (23.2%) with mean 2.39 (below average mean of 2.50) agreed that administrative work that is teaching practice (TP) and field trip (FT) coordination does not affect the rate of lecturers' participation in academic conference. While respondents 45 (26.8%) with mean 2.61 above the average mean of 2.50 disagreed that Administrative work thus: teaching practice (TP) Coordination and Field Trip (FT) Coordination does not

affect the rate of lecturers' participation in academic conference. In questionnaire item 3, respondents 64 (38.6%) with mean 2.99 above average mean of 2.50 agreed that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. While respondents 19 (11.5%) with mean 2.01 below the average mean of 2.50 disagreed, that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. In questionnaire item 4, respondents 34 (20.5%) with mean 2.34 below average mean of 2.50 agreed that Promotion of lecturers who combine academic work with administrative responsibilities is consistent. While respondents 49 (29.5%) with mean 2.66 above the average mean of 2.50 disagreed, that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. In questionnaire item 5, respondents 14 (8.45%) with mean 16.9 below average mean of 2.50 agreed that Lecturers that teach and involve in administrative work such as: Examination Officers, Head of Departments and Field Trip/Teaching Practice

Coordinators produce best journals and publications, while 69 (41.6%) respondents with mean 3.25 (above the average mean of 2.50) disagreed that Lecturers that teach and involve in administrative work such as: Examination Officers, Head of Departments and Field

Trip/Teaching Practice Coordinators produce best journals and publications. This revealed that teaching/lecturing coupled with administrative work have negative impacts on job efficiency of academics.

Table 4: Pearson Product Moment Correlation Coefficient (PPMC) for Null Hypothesis.

| Variables | N | Mean | Std.Dev | Df | Correlation index r | P |
|------------------------------|----|--------|-----------|----|---------------------|-------|
| efficiency of academic staff | 83 | 22.088 | 129.55920 | 83 | -0.401** | 0.001 |
| Work Load | 83 | 6.3092 | 1.09810 | | | |

Correlation is significant at 0.05 levels **
 Reject Ho: $r(83) = -0.401, p = 0.001$

There is a statistically significant correlation between administrative work and academic staff job efficiency. From the table 4, the correlation index $r = -0.401$ and p value 0.001 is lower than 0.05 of critical value which is the table value. The relationship between the two variables is inversely proportional; this implies that administrative work of academic staff, lower their job efficiency and vice versa. Therefore, the null hypothesis which states that, Administrative work has no significant influence on job efficiency of agricultural science lecturers in colleges of education, North-West geo-political zone, Nigeria, is hereby rejected. This implied that academics that combined lecturing work with administrative work will be inefficient and less productive in their job.

DISCUSSION

This study used a total sample of Eighty-three (83) Academic Staff from both Federal and State Colleges of Education in North-west Geo-Political Zone, Nigeria. Amongst these, 88.5% of the academic staff possess BA/B.Sc with PGDE and M.Ed/M.Sc with working experience of 16 years and above as shown in table 1 and table 2. This proves that majority of the Academic Staff have not been able to improve their qualifications, through promotion due to stress they

experience as a result of combining administrative work and academic. They lack time to write research publications which is a major tool for academic staff promotion. This implies that combining administrative work with academic work by academicians result to stress and it reduces job efficiency and performance of academics. This is in line with the view of Warriach *et al* (2014), that any Educational Institution (Universities or Colleges of Education) working in stress condition, their core-employees (academics) job efficiency and performance reduces and results to slow promotion.

The result of table 3 showed that majority of the respondents were of the opinion that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. This attracted the highest mean responses of 2.99 with details shown that 64 or 77.1% academic staff (respondents) agreed while 19 or 22.9% disagreed. The respondents are also in the opinion that promotions of academic staff are slow because they combine academic work with administrative work which affects their time to write publications and journals that will speed up their promotion as the item attracted mean response of 2.80 with a total of 53 or 63.9% in agreement while the rest 30 or 36.1% were

in disagreement. In line with null hypothesis tested in table 3 revealed that significant influence/relationship exist between efficiency of Academic Staff and the Administrative responsibilities. It is proved that the calculated p value 0.001 is lower than 0.05 of the alpha level of significance at correlation index $r = -0.801$. The relationship between the two variables is inversely proportional. This implies that the higher the level of Administrative work commitment, the lower the job efficiency of academic staff and vice versa. Therefore, the null hypothesis which state that there is no significant relationship that exist between job efficiency of Academic staff and the Administrative duties, is hereby rejected. It implies that academic staff involvement in the administrative work of the institution do not performed inefficiency and slow in writing journal publication and not regular attending academic conference. Lack of publications slows academics promotions, as it is the major tool for academic's promotion. This is in line with Yahaya in Yousaf (2010), who said that academics that are involved in the administrative work of institutions such as: head of department, coordinators of programme, examination officer, *et cetera* do not have time to write publications and attained academic conference due to stress involves in the administrative work. Bamsaiye in Otaroghene (2012) stated that academic workload combined with administrative work result to stress. When academics are stressed their performance and efficiency at work reduces. He added that, administrative work such as head of department; deans of school *et cetera* are very important positions in institutions of education, so the occupants are usually busy with varieties of duties in which some are complex. For this reason, the administrators are more vulnerable to stress. When academic staff combines academic work with administrative work the level of stress will be high and that will result to less productivity, inefficiency and underdevelopment since he or she do not have time to write publications that will make him to develop as an academician.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it is concluded that academicians combining academic work with administrative responsibilities result to stress and have negative impact on job efficiency and performance. It is recommended that, Government or Authorities of the institutions should employ Academic Administrative Assistant who performs the administrative work in the department such as: Programme Advisers, Head of Departments, Deans' of Schools, Examination Officers, Programmes' Coordinators thus: Teaching Practice, Field Trip, Students Industrial Working Experience Scheme *et cetera*, so that the academics will concentrate on teaching work and research studies to contribute to knowledge and for their promotion.

REFERENCES

- Ahsan, N., Abdullahi, Z., Yong, G.S D & Alam, S.S (2009). A Study of Job Stress on Jobs Satisfaction among University staff in Malaysia: Empirical Study. *European Journal of Social Science*. 8. (1): 21-130
- Akbar, A. & Akhter, W. (2011). Faculty stress at higher education: A study on the business schools of Pakistan. *World Academy of Science*, 73, 1089-1093.
- Carlson, S. & Gadio, C. T. (2002). Teacher Professional Development in the use of ICT. In Haddah, W. D. and Draxler, A. (Eds.). *Technology for Education* (pp. 118-131) Washington DC: UNESCO: Academy for Educational Development.
- Jane, M. N., Mike, E. I. & Namusonge, G.S., (2012), Determinants of Academic Staff Retantion in Public Universities, Kenya: Empirical Review. *International Journal of Humanities and Social Science*. 2 (13).
- Maree, C. & Dobson, I. (2004) 'Fear and Loathing in University Staffing: the case of Australian Academic and General Staff.' *Journal of*

- Higher Education Management and Policy*. 15 (3) 125-133.
- Maree, C. (2000) 'Definition of Administrators and New Professionals'. *Prospective journal*. 4 (1) 4-5.
- Otaroghene, P. (2013) Work and Stress among Academic Administrators of Higher Educational Institution in Delta State. *European Scientific Journal June edition* 8 (13)
- Warraich, U. A; Ahmed, R. R; Ahmad, N. & Khoso, I. (2014). Impact of Stress on Job Performance: An Empirical study of the Employees of Private Sector Universities of Karachi, Pakistan. *Research Journal of Management Sciences*. 3 (7): 14-17. ISSN 2319-1171
- Yousaf, A. (2010). One Step Ahead: Examining New Predictors of Affective and organisational Occupational Commitment. PhD thesis. University of Twente.