OBAFEMI AWOLOWO UNIVERSITY

CONTEXTUAL PERFORMANCE, ROLE STRESSOR AND WORK ADJUSTMENT OF UNIVERSITY LECTURERS IN OSUN STATE

By

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EDP13/14/H/0328

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUNSELLING, FACULTY OF EDUCATION, OBAFEMI AWOLOWO UNIVERSITY ILE-IFE NIGERIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN EDUCATION (GUIDANCE & COUNSELLING)

2016

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This research project written by JumokeAdeolaADEKANYE has been read, approved and adjudged as meeting requirements for the award of M.A. degree in Education (Guidance and Counselling) of theObafemiAwolowo University, Ile –Ife, Nigeria.

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DEDICATION

With all humility, this research work is dedicated to the all sufficient God, who is, who was and who will forever be my priority, strength, help and confidence.

ACKNOWLEDGEMENTS

First and foremost I offer my appreciation to the Beginning and the End,Rose of Sharon, the Most High God, who kept me in his care against all odds. The successful running of this programme is a testimony to His mercy and grace.

My sincere gratitude goes to my supervisor, Prof K.A Alao who has been helpful. He supports and encourages me a lot. I am also grateful to Dr O. F. Adebowale who really has supported me and taken me like a sister right from my undergraduate days, he might not know this but I hold him in high esteem. He will never be stranded in life I attribute my Masters degree to his encouragements and support. One simply could not wish for a better supervisor, He is indeed the best supervisor. I pray that God will perfect all that concerns them and their families in Jesus name and they will never lack any good thing in life.

I appreciate the Head of the Department, Dr. (Mrs.) S. A. Ehindero, a mother and a teacher, who gave me all the necessary support, advice, and encouragement for the completion of the thesis. I am really grateful and I pray that God will always keep and watch over her and her family in Jesus name.

My sincere appreciation also goes to all my lecturers in the Department for their countless contributions; Prof. E.R.I Afolabi, Prof. S. V. Kobiowu, Prof. B. I Popoola, Prof. (Mrs.) O. O. Ojo, Prof. S. O. Bandele, Prof. (Mrs.)B. A. Omoteso, Dr B. A. Faleye,Dr. O. A. Ojebiyi, Dr. A. A. Adediwura, Dr. S. A. Oluwatosin, Dr. (Mrs.) A. A. Shobola, Dr. (Mrs.) E. O. Adeyemo, Dr. W. O. Adeniyi Dr. (Mrs.) A. O. Anuodo, Dr. T. O. Ajeigbe, , Dr. A. G.

Akintomide, Dr. O. O. Olatomide and Mr. M. A. Omoyemiju,Mrs. F. T. Fatoki and Miss R. M. Quaye who have kept me on my toes with their critical analysis, contributions and suggestions. They have all read through and corrected the thesis at one stage or the other. I specially thank all the non-academic staff of the department and the lecturers that took time to respond to my questionnaire for their support. God bless them all

There are parents and there are parents! My Dad and Mum are so wonderful. Even when other parents would have thought their children are old enough to care for themselves; they continued with the responsibility of caring for me and my academics. May they live long to eat the fruits of their labour in Jesus name, and to my wonderful and lovely siblings. I love you all. I pray that God in His infinite mercies make your path shine brighter and brighter until the perfect day.

In my daily activities I have been blessed with friendly and cheerful colleagues; Akibiyi, Omotola, Bidemi, Bisola, Oyindamola, Ayo, Seyi, Yusuf, Biodun, Dolapo, Kenny, Adeola, Bunmi, Jibike, Fisayo, Oyinlola, Maureen, Yejide, Gloria, Noble, Mrs. Ajayi, Mrs. Ojo-Olajide, Mrs Atilade, O.A.U. students and Pastors Seeds Family have been compatible housemates, church members and friends for many years and not driving me up the wall too often.Thanks to them all.

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List of Abbreviations

ISR - Institute of Social Research

ORS - Organisation Role Stress

QWI - Quantitative Workload Inventory

RAS - Role Ambiguity Scale

TSC - Transactional Stress Model

TWA- Theory of Work Adjustment

MSQ - Minnesota Satisfaction Questionnaire

MIQ - Minnesota Importance Questionnaire

MJDQ - Minnesota Job Description Questionnaire

ORP- Occupational Reinforce Patterns

MOCS -Minessota Occupational Classification System

MSS - Minnesota Satisfaction Scale

GATB- General Aptitude Test Battery

OAP - Occupational Aptitude Pattern.

ABSTRACT

This study determined the level of work adjustment of university lecturers in Osun State. It also investigated the influence of contextual performance on work adjustment of the lecturers in the State. It further examined the influence of role stressors (role overload, role conflict and role ambiguity) on work adjustment of university lecturers and ascertained the relative contributions of contextual performance and role stressor components to work adjustment in the State. These were with a view to providing information on factors that enhanced lecturers' capacity for positive adjustment in universities in Osun State.

The study adopted the descriptive survey research design. The population for this study comprised lecturers in universities in Osun State. The sample comprised 300 lecturers selected using stratified random sampling technique with universities and faculties as indices of stratification. Three universities were selected on the basis of ownership (federal, state and private). Federal and state universities were selected purposively because they were the only federal and state universities existing in Osun State at the time of the study, while the private university used was selected using simple random sampling technique. Five faculties were selected from each university and four departments were selected from each of the faculties using simple random sampling technique, which gave a total of 60 departments. Five lecturers were selected from each department using stratified random sampling technique with lecturers' cadre as a stratification index.A self-developed instrument titled Contextual Performance, Role Stressor and Work Adjustment Questionnaire (CPRSWA) was used to elicit information from the lecturers. Data collected were analyzedusing chi–square and multiple regression.

The results showed that 5% and 95% of university lecturers demonstrated low and high levels of work adjustment respectively. The results also showed that there existed a significant influence of contextual performance on work adjustment (χ^2=14.77, p<0.05). Furthermore, the results showed that there was significant influence of role stressors (role conflict, role overload, role ambiguity) on work adjustment (χ^2= 2.12, p< 0.05). The results also established that contextual performance (β=0.62, t = 7.20, p<0.05), and role stressors (β = -0.23, t = -2.69, p<0.05) contributed significantly in predicting lecturers work adjustment.

The study therefore concluded that contextual performance and role stressor components which include role ambiguity, role overload and role conflict influenced university lecturers'work adjustment in Osun State.

Supervisor: Prof. K. A. Alao

Number of Pages: 110

CHAPTER ONE

INTRODUCTION

Background to the Study

Work organizations may be viewed as a complex social unit of people that is structured and managed to meet a need or to pursue collective goals, they have a management structure that determines relationships between the different activities and the members, and assigns roles, responsibilities and authority to carry out different tasks. There are many organizations in Nigeria. It is important to note that no two organizations are alike in all respects as they may differ in size, the goods and services they provide, the technology they employ or the principles they apply (Tannenbeum, 2006). The administration formation and mode of operation of universities in Nigeria differ and depend to some extent, on their stated institutional objectives. These structural and operational details are usually stated in a document. This document is enacted into the enabling law or decree of a particular university by federal government, in the case of federal and privately owned universities, and state government in state-owned university. The enabling decree defines the governance structure and clearly spells out the responsibilities and limitations to the powers and authority of each of the organ and officers in the university.

In the case of the university lecturers, their responsibilities include delivering lectures, seminars and tutorials, developing and implementing new methods of teaching to reflect changes in research, designing, preparing and developing teaching materials, assessing students coursework, setting and marking examinations scripts, supporting students through counselling roles, undertaking personal research projects and actively contributing to the institution's research profile, writing research and preparing it for publication, supervising students' research,

representing the institution at professional conferences and seminars, e.t.c. These roles and responsibilities can be summarized into three major areas which are teaching, research and community service.

It should be noted that members of staff in Nigerian universities are also not immuned from the need for work adjustment (Maidoki&Dahida, 2013). It has also been observed that realities within Nigerian education system have entrusted more task on university lecturers far beyond what is stipulated in their memorandum of engagement as staff members. Basically, they are expected to carry out task in areas of teaching, research and community service regardless of number of students seeking admission every year. However, in the spirit of any other task allocated by the university authority (as stated in their letters of appointment), sundry tasks are being assigned which may affect their performance and productivity. Therefore, university lecturers have had to continually adjust their abilities, skills, knowledge, experience, attitude, behaviors, among others, to match the demands of these tasks with little or no regard for the effect on their health, productivity and other task performance outcomes.

Adjustment is a concept in Psychology which means the process of adapting to work and individual needs. How well an individual adjusts depends on certain factors, namely, personal characteristics (skills, attitudes, physical conditions) and the nature of the situations or conditions that may confront the individual, (changes in the existing situation or condition within the work organization). Moreover, extremely rapid rate of changes in modern organizations and the world in general demands that adjustment must take place all the time.

In universities, work adjustment of lecturers plays a vital role in their job functioning. This is because it affects their job performance, not only directly but also indirectly as it impacts other determinants such as their health, productivity and performance outcome. However,

lecturing in the university has its own demands and challenges. Failure in meeting those demands and challenges will cause maladjustment. It therefore means that for optimal job performance, the lecturer will have to match his/her abilities (skills, knowledge, experience, attitude,behaviours, and so on) with the demands of the tasks to be performed in the university.

Work adjustment implies that people and their environments interact. For people to satisfy the needs of their environments, they will need the right behaviours, flexibility, skills, attitudes, experiences, knowledge and other tools. Satisfaction levels may fluctuate. For environment to satisfy people, they need to provide the right rewards, autonomy, job content, ethics, tools, equipment, and so on. For both environment and people to satisfy each other, they need to fulfill their requirements as much as possible(Dawis & Lofquist, 1984). People and environments change due to evolving skills, however, this dynamics cannot be overemphasized as a factor for performance. For the employer to perceive the employee as performing satisfactorily, there needs to be a skill set matched with the job and organization. The more the employee's requirements are met, the more the satisfaction he/she perceives, the more his competency, commitment, and personal abilities (skills, knowledge, experience and attitude) which correspond with the requirements of the roles he/she plays in the organization. However, this affects the level of performance, hence, satisfaction from the employer.

Similarly, the more closely the reinforces (rewards) of the role or organization correspond to the values that a person seeks to satisfy through his/her work, the more likely the person perceives the job as satisfying. The degrees of satisfaction and satisfactoriness are seen as predictors that someone will stay in a job, be successful at it and receive advancement.

Work adjustment acknowledges that the correspondence between person and environment may not be perfect; a person might choose the wrong career or the employer, and the wrong candidate. Even a good correspondence may change over time. The person's skills might be

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