

## Effects of Heavy Workload on Performance of Teaching Staff (A Cross-sectional Study of University Teachers)

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**Abstract: Objective:** The objective of this study was to identify the effects of heavy workload on performance of Teaching Staff of different ranks at tertiary education level. **Methodology:** A cross-sectional study has been conducted with the help of questionnaire in three public sector Universities of District, Jamshoro. A sample of 300 respondents of male and female teaching staff was selected for the study as the teaching profession ranks on the top of stressful jobs. **Results & Conclusion:** Results showed that conflict, heavy workload, lack of information about job description, lack of job independence and lack of motivation are unenthusiastically associated with all job satisfaction aspects. The teachers who have job stress of high level possess low level job satisfaction and performance. All the factors which are causative for job stress are affecting lower rank teaching staff of all three Universities especially medical sciences. [Mohsin Shafi, Ahsan Shafi Memon. **Effects of Heavy Workload on Performance of Teaching Staff. A Cross-sectional Study of University Teachers.** *Researcher* 2015;7(6):30-33]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 5

**Keywords:** Performance of Teaching Staff, heavy workload, stress. Job satisfaction, motivation.

### 1. Introduction

The main objective of this study was to identify the association of work overload and performance, between job satisfaction and performance of teaching staff (Research Associate/Teaching Assistant, Lecturer, Assistant Professor and Professor) at University level. The discontent of Teachers creates significance decrease in academic performance <sup>(1)</sup>. This problem rises gradually and creates stress and work life clash leading to various problems. Such problems reduce the optimism of the teachers that eventually reduced the level of performance, satisfaction and also decreased the teacher's participation in their job assignments. This study has been conducted at three public sector Universities of District Jamshoro, Sindh (University of Sindh, Liaquat University of Medical & Health Sciences and Mehran University of Engineering & Technology). The teaching staffs are involved in extra work but no proper of motivation, encouragement and salary policies are quantified for additional work load which eventually results in less job satisfaction. While working in University, teaching staff have to deliver lectures as per their schedule and have to perform other additional duties and are unable to relax or function properly due to over workload, as a result they are experiencing emotional or mental stress. In this research study, one concept work overload is defined as being asked to do too much work and being request to perform vocation that is not easy <sup>(2-6)</sup>.

The performance of each teaching staff, staff assignation and job satisfaction is imperative for every

institute. These approaches are exaggerated by various variables similar to intellectual and substantial aptitude, their qualification, training, experience, culture, reward systems, career progression opportunities, co-workers behaviors, influence and accountability, work overload and structure of the organization are also mandatory. Practically employees face various problems in every organization and work overload is one of main problem. Most of employees face work overload and stress at work, ultimately which affects their performance, job satisfaction and private life <sup>(7-10)</sup>.

### 2. Methodology

A cross sectional study design was used to gather information in-order to identify the association of teaching staff's heavy work load and performance, between job satisfaction and their performance at university level by using quantitative and qualitative methods. The study was conducted during the period from August 2013 to September 2014. The population of the study was 300 from three public Universities of Jamshoro (University of Sindh, Liaquat University of Medical & Health Sciences and Mehran University of Engineering & Technology). Both quantitative and qualitative research approaches were applied in this study. The method of data collection used was questionnaire, in which various questions were asked with the purpose to meet desired objectives. The data was analyzed for each question; the percentage of members responding in each category was calculated.

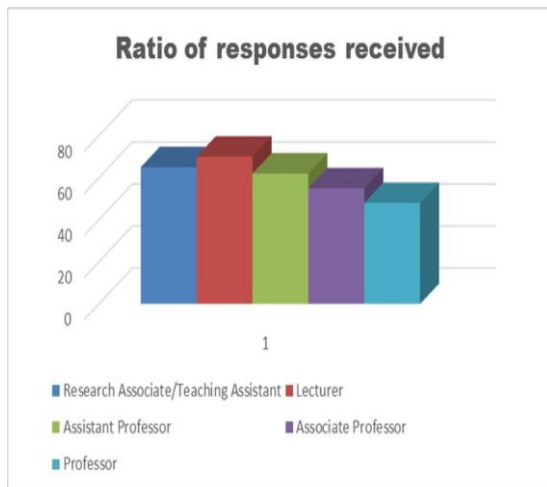
Responses to the questions were analyzed such that first response 'Agree' and second response

‘Disagree’ indicates agreement and disagreement with the statements while the third response ‘Neutral’ indicates unsure with the statement.

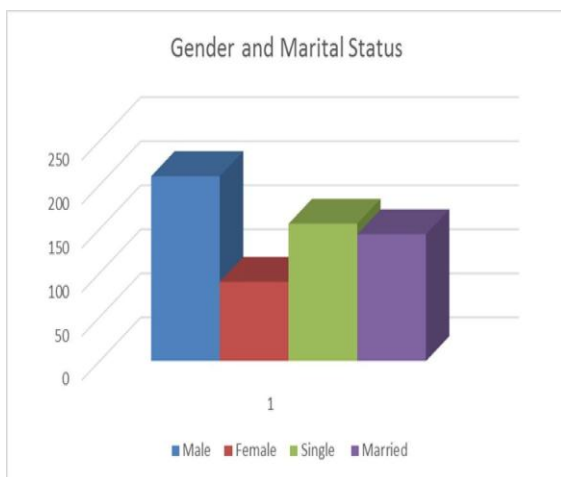
Questionnaire was divided in two parts: First part of questionnaire deals with demographic profile i.e gender, designation, grade, marital status; job category, physical health and second part of questionnaire deals with heavy work load, job satisfaction, performance.

### 3. Results and Discussion

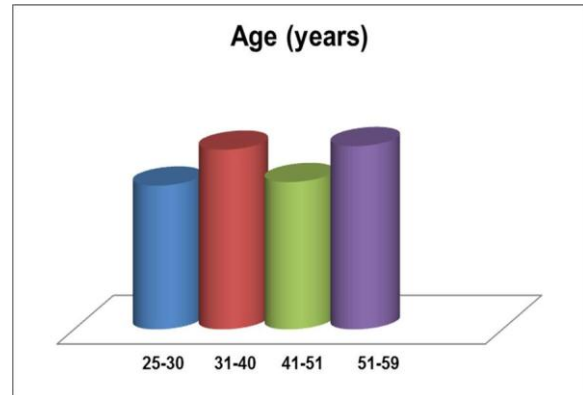
More than 350 questionnaires were distributed to the said three public sector universities. Out of which only 300 questionnaires were completed. The Graph: 1 shows the ratio of responses received from various categories of teaching staff designation wise. Graph: 2 show the gender and marital status of the teaching staff. Whereas graph: 3 show the age distribution of the teaching staff and graph: 4 show the status and effects on teaching staff.



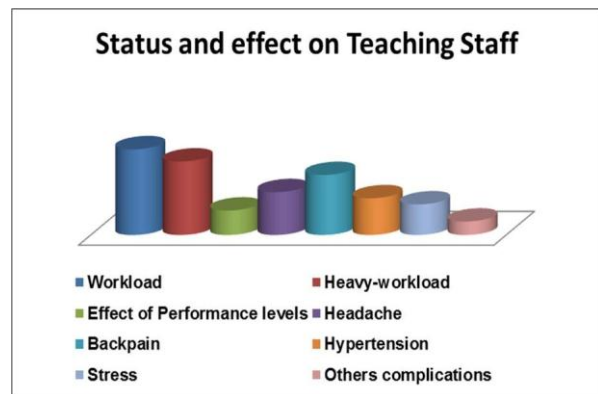
**Graph: 1 Ratio of responses received (According Designation)**



**Graph: 2 Gender and Marital Status**



**Graph: 3 Age (years) of Teaching Staff**



**Graph: 4 Status and effects on Teaching Staff**

In sample, 100 employees were from MUET, 100 from LUMHS and 100 from Sindh University. The demography of staff shows that out of 300 respondents, 210 teaching staff were males and 90 were females. Whereas, 65 were Research Associate/Teaching Assistant (BPS-17), 70 were Lecturer (BPS-18), 62 were Assistant Professors (BPS-19), 55 were Associate Professors (BPS-20) and 48 were Professors (BPS-21). In sample, 156 employees were single while, 144 were married. However, 170, out of 300, were working on permanent basis while the remaining 130 were working on contract basis. And finally, 90 employees have job experience of less than one year, 66 employees have 1-3 years job experience and 144 employees have more than 3 years job experience.

Assembled on the results of the data, the profile of the majority of teaching staff was male rather than the female teaching staff. The teaching staff were between the age groups of 25-30, 31-40, 41-50 & 51-59 years and the majority of staff were of 45 yrs. The workload was found as the main factor of job stress for teaching staff. It was understood that dilemmas of job was a sign of under-stress for teaching staff <sup>(11, 12)</sup>. The 40%

teaching staff were observed to have some of signals of stress whereas the 20% were observed to possess stress, consequently their performance was affected. As a result of job stress, the productivity of 20% teaching staff was reduced and the remaining 10% were facing hypertension and other health related problems. A tempting 30% of teaching staff were of the opinion that stress can be reduced. Most teaching staff were of the opinion that sometimes they have to work under pressure. In contrast, twenty-five percent were of the opinion that in tough-time they get little favour from seniors/head of departments and they have to work in late hours to complete their assignments. When teaching staff are in trouble, they need help and support from seniors/head of departments is necessary to reduce job stress and manage their stressor and improve their performance. <sup>(13,14)</sup>

The 60% of staff were of the opinion that the occupational stress could have negative impact on their health and majority of teaching staff were of the view that due to job stress they could have cardiovascular disease (CVD) <sup>(15)</sup>. It was observed that the teaching staff have also experienced some of the occupational stress like headache, backache and tiredness. Considering the significances of outcomes, it can be implied that the teaching staff of the respondent Universities mostly experienced backache, stress, hypertension & other complications that may develop in further complications of health and lower output <sup>(16, 17)</sup>. The outcome further indicated that conflict; workload, lack of information about the job description, lack of job independence and lack of motivation are unenthusiastically associated with all job satisfaction aspects. All factors causative to job stress affected the lower rank teaching staff i.e Research Associate/Teaching Assistant, Lecturers and Assistant Professors of all three Universities as they were overburdened. The category of clinical medical sciences teaching staff were working under stress as their job description differs from other teaching staff, besides delivery of lectures in the University, they are required to provide expert medical services for the treatment of patients in Hospital, Hospital rounds in Evening/Nights, and guide undergraduate/postgraduate students regarding treatment of patients, and they were also required to be on call during any emergency.

The consequences of study indicated that the job/occupational stress is negatively related to job-performance.

### Conclusion and Recommendation

This study discloses the correlation of workload on job satisfaction and relationship of job satisfaction on performance of teaching staff. This study delivers

additional management to institute for devising policies to manage these obstacles. So this study is important to overcome the problems of work overload which affect the job satisfaction, performance of teaching staff and their engagement.

Future research should be conducted on Clinical Medical Sciences Teaching Staff in-order to have in-depth knowledge about their problems, work load and job dissatisfaction factors so that this category of staff can be motivated by over-coming with the investigated gaps.

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