ASSESSMENT OF THE IMPACT OF ADDITIONAL RESPONSIBILITIES OF ACADEMIC STAFF ON THE MANAGEMENT OF UNIVERSITIES IN NIGERIA

BY

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JUNE, 2014

DECLARATION

I declare that this dissertation is my personal research work. It has never been presented for a higher degree in any form. All quotations and sources of information are duly acknowledged by means of references.

_____ _____

Musa Idris Date

CERTIFICATION

This dissertation titled "Assessment of the Impact of Additional Responsibilities of Academic Staff on the Management of Universities in Nigeria" by Musa Idris meets the regulation governing the award of the degree of Doctor of Philosophy in Educational Administration and Planning of Ahmadu Bello University, Zaria and it is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my mother Hassana Ahmed who suffered a lot in order to bring me up and for giving me the first opportunity to receive western system of education, and my caring wife Hajiya Hadiza and our children, (Hadiza, Hafizu, Safiyya, Nafi'u, Aminu, Mustapha, Farida, Bashir and Amina) who served as sources of inspiration during the course of the study.

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ABSTRACT

The main thrust of this study is to assess the impact of additional responsibilities of academic staff on the management of universities in Nigeria. Ten objectives, research questions and hypotheses were formulated to ascertain the level or degree of impact of additional responsibilities of academic staff on the Management of Universities in Nigeria. Extensive review was made on relevant conceptual framework of the study which include the concept of management, concept of responsibility and issues of additional responsibilities in Nigerian Universities. The descriptive survey research design was adopted for the study. The population of the study covered all the thirty seven (37) federal, thirty seven (37) state and fifty (50)private universities in the six geo-political zones of Nigeria. For sample and sampling technique, thirty seven (37) representing 30% of the one hundred and twenty four (124) universities were randomly selected and used in this study. In selecting the sample size of the respondents from the 37 universities randomly selected, a proportional sampling technique was determined to use 1200 out of 5,184 respondents. The instrument used for data collection was the Likert rating scale, carrying between 5-1 point. Simple mean, percentages, frequency tables, Analysis of Variance (ANOVA) at 0.05 level of significance and Scheffe's Test were used for effective analysis and testing the ten hypotheses formulated. The results of the study revealed that, only two out of ten null hypotheses were rejected to mean that there was significant difference existing in the opinions of the four (4) categories of respondents (Universities Directors, Deans of Faculties, Heads of Departments and Examination officers). While the other eight null hypotheses were accepted to mean that there was no any significant difference existing in the opinions of the four (4) categories of respondents. Among others, the outcome of the findings revealed that, additional responsibilities hindered academic staff from attending conferences, seminars and workshops; additional responsibilities hindered academic staff from publishing academic journals for promotion; additional responsibilities hindered academic staff from carrying out their primary assignment properly. Based on the results and findings of the research, the following strategies are recommended for government, NUC, Universities Management and entire academic staff to redress the situation: (a)since, Nigerian Universities are plagued with acute shortage of academic staff therefore, it is suggested that more academic staff should be employed so as to avoid too much giving of additional responsibilities to lecturers in Nigerian Universities. (b) The Universities Management should reduce the number of enrolment of student admitted every year or else to produce more classrooms and lecture theatres and lecturers so as to make an academic staff use a good instructional time and inspires students to do well and to know more.

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OPERATIONAL DEFINITION OF TERMS AND ABBREVIATIONS

- **Additional Responsibilities:** Additional responsibilities are (excess) duties given or assigned to an individual or group of persons by his or her organization, apart from the normal responsibilities.
- **Academic Staff:** 'Academic Staff' could refer to a college or university teacher, that is someone who looks at things in an academic way. However, to be an academic staff means to be involved in scholarship, which is an activity directed to the construction of an analysis or interpretation of existing human products, scientific, literacy and artistic activity aimed at increasing the accuracy and depth of human understanding.
- **Management of Universitiesin Nigeria:** This could be seen as a process in which the chief academic and executive officer (vice chancellor) and his registrar, Bursar, librarian, Directors, faculty Deans, and Heads of departments help in the responsibility of planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources.
- **Additional Responsibilities of Academic Staff:** This refers to all other extra duties given to a person apart from his basic primary schedules this include Directorship in the University, Deanship of faculties, Headship of department, Committee of Deans and Directors chairmanship etc.
- **NUC:** National Universities Commission
- **F.**M.O.E.: Federal Ministry of Education
- **D.**F.: Degree of Freedom
- **F.** Ratio: Frequency Ratio
- **Bio:** Biology
- **Ph.D.:** Doctor of Philosophy
- **EDUC:** Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

University education in Nigeria dates back to 1934 when the colonial government set up the Yaba Higher College in 1948. It was established to award degrees from the University of London. In the period between 1960 and 1970, Nigeria had six (6), universities, while seven (7) others were established between 1975 – 1977. Twenty five years later, precisely in 2001, Nigeria had forty-five (45) universities both federal, state and private. Today the number has increased tremendously to one hundred and twenty four (124) universities in the country (NUC, 2012).

The contribution of these universities to the development of the Nigerian nation can only be conceived within the perspective of their ability and capacity to produce competent and entrepreneurial graduates and provide opportunities for conducting research as well as to provide research and development infrastructures. Scott (1995:5) indicated that within the past two decades around the globe, there were significant development in higher education more particularly in University System as wider economic, social and political changes occurred and the direct influence was apparent. There has been industrialization and urbanization which have resulted in changes in social relationship, thereby arousing the conscience of equal opportunities, empowerment, access to professional knowledge and pleasure in earning. This assertion was supported and reported by Adedipe (2012:3) as |Today the paralyzing tussle has become so frequent and so endemic as to constitute a national embarrassment that has cast global doubt on the quality of higher education in Nigeria."

Government emphasis notwithstanding, the tremendous growth and development witnessed by Nigerian universities and their academic staff, has not received a second thought (Holmstrom and Milgrom, 1991:10). It may be certain that the quality of Nigerian universities and academic staff in particular had been an issue of concern among Nigerians. It has been and it is still a subject of discussion due to challenges and problems posed by current globalization and the need for continued scientific and technological advancement. Over the years, this concern has been related to so many factors which include the problem of instability of the academic calendar, infrastructural decay, academic staff shortage, inadequate funding, poor quality assurance in the university system and too much of stress.

Therefore, the success of any university management can only be measured by the standard to which it contributes to the development of the whole person. That is why, Mbachu, (2001:12) highlighted that "no nation the world over is known to have grown beyond the level of her teachers, scientifically, technologically, politically, strategically, economically, socially and culturally." Thus, the importance of university education and its' lecturers as the bedrock of scientific and technological progress and breakthrough, and hence in the universal quest for economic development, good governance and stable democracy in the nation cannot be overemphasized. However, the main concern in university management seems to be those related to students admission, funding and financing the system, making curriculum content relevant to societal needs and improving on the infrastructural facilities to meet current demands.

The above concern may not be achieved without the use of delegation of power and responsibility. One may need to use the talents of his subordinates who work under

him, not bearing that they take over from him, but rather trusting them and having confidence in them. By doing these one will actually be delegating responsibilities and duties to his staff. The significance of power delegation rests on the reduction of so many burdens on the management as well as on the need to allow the right caliber or quality hand to perform necessary tasks.

By definition, additional responsibilities have been given several explanations. Makinde (2001:5) considered it as any marginal duties or works given to a person who has his main work in an organization. Therefore, additional responsibilities of an academic staff could be seen as any duties assigned to an individual or group of persons by the university management apart from his basic primary assignments. Musaazi (1986:2) opined that:

> *The complex activities, programmes and problems of the university administration are organized and managed through additional responsibilities and on committee basis which is headed by a chairman of finance and general purpose committee, research committee, university tenders board committee, planning and development committee, committee of Deans and Directors, appointment and promotion committee and works committee. Others include, directorship...*

The significance of additional responsibilities in the universities which include the university Directorship, Deanship of Faculties, Headship of Departments, Examination Officers, Postgraduate Coordinatorship, University Librarianship, Research Committee Chairmanship, Planning and Development Committee Chairmanship, Committee of Deans and Directors Chairmanship and University Tenders Board Chairmanship is that they form part of the pattern for evaluation of academic staff for promotion from assistant lecturer to professor. Indeed, according to guidelines for the promotion of academic staff

in Ahmadu Bello University, Zaria from 1988 to date, 2012 the portion of an additional responsibilities is clearly provided for the staff to complete for their contribution to the administration and management of the university directly or indirectly. It is equally enshrined in the term and conditions of service for the appointment of senior staff (academic), that the staff being employed is expected to perform any duty assigned to him by the university through the immediate Heads of Department or section. Additional responsibility therefore, may be important on the part of lecturers for ascertaining their worth in their employment as academic staff in addition to the classroom and research activities in the management of Nigerian universities. It is equally in line with Kolo (2009:7) who asserted that: "Additional responsibilities are unavoidably given in the universities for professional growth and development." He further explained that it is part and parcel of the academic legitimate duties, apart from teaching, research, supervision and community services.

However, if one looks at the positive impact of additional responsibilities of academic staff in the management of Nigerian universities, it is equally important to glance through the list of other factors that may negatively affect performance output of an individual. It has long been agreed that the work of a lecturer may not only be to instruct, but also to educate his students in the fullest sense of development and accept more responsibilities other than his basic primary assignments. Indeed, this statement above is in conformity with the opinion given by Olaofe (2012:14), that the academic staff members, in general, have been quite effective in terms of teaching, research and community services. But frankly speaking, they are still not producing at their maximum

as far as highly effective research output is concerned. This is due to overloaded teaching hours, large classes and too much administrative commitments on the lecturers.

Taiwo (2007:60) felt that most academic staff are compelled to engage themselves in many excessive administrative duties which as earlier mentioned. However, scholars like Taiwo (2007:60) felt that: "additional responsibilities lead to lack of study time, thus performing extraneous responsibilities eradicates the time meant for the lecturer to study further and be more competent in his area of specialization." This discourages some lecturers from undertaking researches in order to be more current of new educational activities or development. It may lead to little leisure time, and does not allow lecturers to relax well which may lead to stress. However, Shrye (2005:2) defined the word stress as a condition which an individual finds himself resulting in frustration, fear, anger, tension, anxiety, depression, and in extreme cases lack of sleep at night (insomnia) and was reported by Omoniyi and Ogunsanmi, (2012:1) "as in common language, the term 'stress' is associated with distress, meaning any kind of demand, burden, pressure or hardship on the individual." This assertion is equally in line with opinion of Adebanwi, (1995:9) who noted that, "stress is a conflict between individual and his environmental factors." Stress may also affect one's academic performance and basic responsibilities in attendance of professional workshops, publication of journals, supervision, assessment and evaluation of students projects, effective use of time management, decision-making, problem solving, teaching and learning, management of change and reflective thinking in the management of Nigerian universities.

Ofoegbu and Nwandiani (2006:12) observed that "stress has become part of life, pointing out that stress is everywhere, including the academic environment." Various

scholars and researchers like Cooper (1981), Jonathan and Stone (1989), Adeoye (1991), Adeoye (1992), and Durosaro, (1995) have shown that there are high levels of job stress due to workload and excess administrative commitments among Nigerian university lecturers. These challenges and problems facing the management of Nigerian universities brought about this study on the assessment of the impact of additional responsibilities of academic staff on the management of Nigerian universities.

1.2 Statement of the Problem

Probably the issue of deplorable condition in the management of Universities in Nigeria became more critical from the 1980's to date. This have had a very serious and adverse effect on academic staff performance, interms of his effective decision making, communication, supervision of students academic work, capability to attend professional workshops, reflective thinking, use of time management, management of change, teaching and learning and problem-solving of lecturers in the management of Nigerian Universities. Some of the problems were noticed on how today many academic staff find themselves saddled with more administrative responsibilities in the university system which include the following: university Directorship, Deanship of Faculties, Headship of Departments, Examination Officers, Postgraduate Coordinatorship, University Librarianship, Research Committee Chairmanship, Planning and Development Committee Chairmanship, Committee of Deans and Directors Chairmanship and University Tenders Board Chairmanship. Specifically, the main concern and thrust of this study is to assess the impact of additional responsibilities of academic staff on the management of Nigerian universities.

Additional responsibilities have been given several explanations and definitions but almost all the views point to the same meaning. Commenting on this issue, Makinde (2001:05) considers "additional responsibilities to be the marginal duties or works given to a man or a woman who has his or her main work in an organisation". He further stressed that "additional responsibilities are duties or those responsibilities given or assigned to an individual academic staff by his Head of Department apart from his normalresponsibilities". These opinions expressed above are in consonance with recommendations given in a book titled "History of Faculty of Education" which was edited by Olaofe (2012:14) where he opines that, more teaching personnel should be employed to reduce the heavy teaching load and administrative commitments on lecturers.

The management of universities in Nigerian has attracted a lot of comments from various quarters. Universities across the nation have experienced internal crises which include academic staff strikes, students' unrest, cultism, financial problems, unprecedented growth, both in the number of universities and students enrolment. However today, many Nigerian university lecturers find themselves saddled with more administrative responsibilities within and outside the university system. One wonders how these lecturers cope with the demand of the academic duties and at the same time conduct themselves well in their new found roles as part time teachers, engaging in part time private practices, holding managerial titles such as chairmanship in other organizations. There might be a problems of conflicting roles which may affect staff performance. It is the intention of the researcher to find out whether additional responsibilities absorbed by lecturers in Nigerian universities have any significant impact

on the management of university education in Nigeria most especially in the aspects of decision making; communication; ability to write papers for publication; prompt supervision of students work; evaluation and assessment of students' projects; reflective thinking; time-management; management of change; attending at professional workshops; teaching and learning, and problem-solving.

1.3 Objectives of the Study

The study was set to achieve the following objectives to:

1. determine the impact of Directorship of academic staff on decision making in the management of universities in Nigeria;
2. ascertain the impact of Deanship of faculty of academic staff on communication in the management ofuniversities in Nigeria;
3. determine the impact of Headship of department of academic staff on ability to write papers for publications in the management of universities in Nigeria;
4. ascertain the impact of Examination officers work of academic staff on prompt, evaluation and assessment of students' in the management of universities in Nigeria;
5. investigate the impact of Postgraduate Co-ordinatorship of academic staff on regular attendance at professional workshops in the management of universities in Nigeria;
6. determine the impact of University Librarianship of academic staff on reflective thinking in the management ofuniversities in Nigeria;
7. determine the impact of Research committee chairmanship of academic staff on time management in the management of universities in Nigeria;

8. determine the impact of Planning and Development committee chairmanship of academic staff on management of change in the management ofuniversities in Nigeria;
9. ascertain the impact of Committee of Deans and Directors chairmanship of academic staff on teaching and learning in the management of universities in Nigeria;
10. determine the impact of University Tenders Board Chairmanship of academic staff on problem-solving in the management of universities in Nigeria.

1.4 Research Questions

The researcher attempted to find answers to the following questions:

1. What is the impact of Directorship of academic staff on decision making in the management of universities in Nigeria?
2. How do the Deanship of the Faculty of academic staff impact on communication in the management ofuniversities in Nigeria?
3. What is the impact of Headship of Department of academic staff on their ability to write papers for publication in the management of universities in Nigeria?
4. How dothe Examination work of lecturers impact on prompt supervision, evaluation and assessment of students' projects in the management of universities in Nigeria?
5. What is the impact of Postgraduate Co-ordinatorship of academic staff on regular attendance/participation at professional workshops in the management ofuniversities in Nigeria?

6. How do University Librarianship of academic staff impact on reflective thinking in the management of universities in Nigeria?
7. What is the impact of Research Committee Chairmanship of academic staff on time management in the management of universities in Nigeria?
8. What is the impact of Planning and Development Committee Chairmanship of academic staff on management of change in the management of universities in Nigeria?
9. How do Committee of Deans and Directors Chairmanship of academic staff impact on teaching and learning in the management of universities in Nigeria?
10. What is the impact of University Tenders Board Chairmanship of academic staff on problem-solving in the management of universities in Nigeria?

1.5 Hypotheses

On the basis of objectives of the study, the following hypotheses were formulated:

1. There is no significant difference in the opinions of respondents on the impact of Directorship of academic staff on decision making in the management of universities in Nigeria.
2. There is no significant difference in the opinions of respondents on the impact of Deanship of Faculty of academic staff on communication in the management of universities in Nigeria.
3. There is no significant difference in the opinions of respondents on the impact of Headship of Department of academic staff with regard to writing papers for publications in the management of universities in Nigeria.

4. There is no significant difference in the opinions of respondents on the impact of Examination work of academic staff with respect to supervision, evaluation and assessment of students' projects in the management of universities in Nigeria.
5. There is no significant difference in the opinions of respondents on the impact of Postgraduate Coordinatorshipof academic staff on regular attendance/participation at professional workshops in the management of universities in Nigeria.
6. There is no significant difference in the opinions of respondents on the impact of University Librarianship of academic staff on reflective thinking in the management of universities in Nigeria.
7. There is no significant difference in the opinions of respondents on the impact of Research Committee Chairmanship of academic staff on time management in the management of universities in Nigeria.
8. There is no significant difference in the opinions of respondents on the impact of Planning and Development Committee Chairmanship of academic staff on management of change in the management of universities in Nigeria.
9. There is no significant difference in the opinions of respondents on the impact of Committee of Deans and Directors Chairmanship of academic staff on teaching and learning in the management of universities in Nigeria.
10. There is no significant difference in the opinions of respondents on the impact of University Tenders Board Chairmanship of academic staff on problem-solving in the management of universities in Nigeria.

1.6 Basic Assumptions

This study was based on the following assumptions:

1. That the prevalence of Directorship and Deanship of academic staff has an adverse effect on decision making, communication and ability to write papers for publications.;
2. That the existence of Headship of Department and Examination work of academic staff has an adverse effect on prompt supervision, evaluation and assessment of students' projects.;
3. The Postgraduate Coordinatorship and University Librarianship given to lecturers may deter them from attending professional workshop and management of change in the management of universities in Nigeria; and
4. It was assumed that the prevalence of Research Committee, Planning/Development Committee, Committee of Deansand Directors, and Committee of University Tenders Board Chairmanshipof academic staff has an adverse effect on reflective thinking, time management, and management of change, teaching and learning as well as problem solving in the management of universities in Nigeria.

1.7 Significance of the Study

This study will be of great importance to all academic staff in Nigerian universities who may be aspiring for elective positions like Deans of Faculties, Heads of Departments, Directors and so on.

It is expected that the study will help university management in determining who to consider for such positions. This will further help in focusing on lecturers who can deliver with minimal lapses at the same time crystallising their academic endeavours.

The study shall form a policy guide that will assist officials, charged with the responsibilities of policy implementation, administration and better management of university education in Nigeria especially the Nigerian University Commission (NUC), Abuja. The study shall be of great importance to all academic staff in Nigerian universities more especially the Deans of Faculties, Heads of Departments, Examination Officers, University Directors, Lecturers and University Management Staff to appreciate the problems and implications of additional responsibilities.

The study is also significant in the sense that it would help Universities Management to employ more academic staff so as to avoid giving too much Additional responsibilities to lecturers in Nigerian Universities. The study would also assist University Management to reduce the minimum number of Journal Publications required for all academic staff involved with Additional Responsibilities.

The study is also significant in the sense that it would come out with useful suggestions on how University Management could improve upon the provision of adequate infrastructural facilities such as, building more classrooms/lecture theatres so as to make an academic staff use of good instructional time and inspires students to do well and to know more.

Furthermore, the study is significant in the sense that it will guide the Universities Management to take note of the following in assigning responsibilities to lecturers in Nigerian Universities:

- The level of teaching qualifications, experiences and previous training.
- The number of students and lessons to be taught daily or weekly
- The amount of preparation required

- The length of class periods and the nature of the subject taught with the amount of time required for assessing students' work.

1.8 Scope and Delimitation of the Study

This study on the assessment of the impact of additional responsibilities of academic staff on the Management of Nigerian Universities.Specifically, the studyfocused on whether Directorship, Deanship of Faculty, Headship of Department, Examination work, Postgraduate Coordinatorship, University Librarianship, Research Committee Chairmanship, Planning and Development Committee Chairmanship, Committee of Deans and Directors Chairmanship and University Tenders Board Chairmanship commitments on the lecturers could influence their basic primary assignment in Nigerian universities.

The researcher used samples drawn from the six geo-political zones of Nigeria. The zones are north-central, north-east, north-west, south-east, south-south and south-west. The study however, uses samples drawn from thirty seven (37) out of one hundred and twenty four (124) universities in Nigeria. However, the study was limited to service workload of a lecturer in the universities only.

Finally, the five point Likert scale closed ended questionnaire was the main instrument for data collection for this study because it gives the researcher an opportunity to gather wide range of opinions from the respondents. The area covered by the study is large and the respondents are free to react to the items in the way they like best at their own convenience.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviews literature related to the issues raised in chapter one. This entails searching information through educational journals, previous research reports, books, internet and newspapers. The chapter is structured as follows: thus, the reviews are in the following areas:

- Concept of management in organization;
- University management;
- Concept of responsibility in an organization;
- The issue of additional responsibility in organisation;
- Historical development of universities in Nigeria;
- Rank of staff and workload in Nigerian universities
- The impact of Directorship of academic staff and its influence on decision making in the management of universities in Nigeria
- The issue of Deanship of academic staff and its influence on communication in the management of universities in Nigeria.
- The influence of Headship of Department of academic staff on his ability to produce publications.
- The impact of Examination officers workload on effective supervision of students academic work in the management of universities in Nigeria.
- Postgraduate coordinatorship of academic staff workload and the capability to attend professional workshops.

- The issue of university librarianship of academic staff and its influence on the reflective thinking in the management of universities in Nigeria
- The impact of research committee chairmanship of academic staff and its influence on time management in the management of universities in Nigeria.
- The impact of Planning and Development Committee Chairmanship of academic staff and its influence on management of change in the management of Universities in Nigeria.
- The impact of Committees of Deans and Directors Chairmanship of academic staff and its influence on teaching and learning in the management of Universities in Nigeria.
- The impact of University Tenders Chairmanship of academic staff and its influence of problem solving in the management of Universities in Nigeria.
- Empirical Studies, and
- Summary.

2.2 Conceptual Framework of the Study

In this section, some basic concepts relevant to the study were discussed, with a view of creating a solid framework for the research. The conceptual framework in this section includes the following:

2.2.1 Concepts of management in organization

Management may mean different things to different people at different times. The term “management” itself, derives from the verb to manage: which can mean to handle,

to control, to make and keep submissive, to organize, to alter by manipulation and to carryout for a purpose. This view above is in consonance with the opinion of Cole (1986:6) when he noted that: "Management is a process which enables organizations to achieve their objectives by planning, organizing, to alter by manipulation and controlling their resources including gaining the commitment of their employees (motivation)". A more complex but apt definition of management as an activity has been proffered by Stoner and Wankel (1986:4) who posited that:

> *Management is the process of planning, organizing, leading, and controlling the effects of organization members and of using all other organizational resources to achieve stated organizational goals.*

Other ways in which people look at management is to describe it as an art, a science, an organization, a person, a discipline, or a process. Dare (2009:9), opines that:

i. **Management as an art:** As an art, management is about carrying out organizational functions and tasks through people. This art involves the application of techniques in: human and public relations, the delegation of an authority: assigning and sharing responsibilities and duties, communication: including decision-making and problem-solving and managing change.

ii. **Management as a science:** Management here is concerned with establishing a philosophy, laws, theories, principles, processes and practices which can be applied in various situations, including schools.

iii. **Management as an organization:** As an organization, management is about creating formal structures and an establishment based on a mission (or goals), objectives, targets, functions and tasks. For example, social and welfare organizations in government management can refer to education and health

services, whilst public security management services could refer to the police and military.

iv. **Management as a person:** Management may be seen as a person or a group of people. For example, a teacher could say, the school management has changed the timetable in the middle of the term: this could be referring to you, as the head alone, or to all the senior staff, or it could refer to the members of the board of governors or school committee. In schools with several promoted staff a 'senior management team' might be formed in much the same way as a government has a cabinet of ministers.

v. **Management as a discipline:** In this sense, management is a field of study with various subjects and topics. Knowledge, skill and attitudes in management can be acquired through learning, from experience and from certificated courses.

vi. **Management as a process:** Management is a collection of processes, including such things as decision-making, problem-solving, and action-planning. These processes involve the management of resources including human, material, financial and time. These processes are also known as the functions of managers, which include the following: planning, organizing, directing, supervising and evaluating.

Some of the meanings submitted above appear almost the same as one given by Gordon, Mondy, Sharplin and Premeauz (1990:17) who defined management as the process of getting things done through the efforts of other people and that the management process consists of four functions: planning, organizing, influencing and

controlling. According to these writers, a function is a type of work activity which can be identified and distinguished from other work, and each management function involves decision-making.

Generally speaking, management could be seen as an integral part of any organization, and an organization can also be seen as an entity of all business enterprises, mosques, churches, hospitals or schools. However, an organization could be seen as a group of people bound together to provide unity of action for the achievement of a predetermined objective. These definitions raised above are equally similar to Adesina's (1990:2) when he noted that "the survival of any organization is dependent largely on the quality of management or administrative services available."

2.2.2 The University Management

A university itself can be seen as an institution of learning of the higher grade. Its emphasis on compilation and classification of acquired knowledge, the transmission of what is known and the creation of new knowledge characterize. This definition is in consonance with concept extracted from lecture note on Basic Security Personnel delivered (2005:1) as follows: "the function of transmitting knowledge (as many people take it to be as its primary function), is usually carried out through the university's teaching and publication programs. The function of compiling and creating knowledge are performed through research."

University management therefore, refers to the people who are responsible for controlling all resources and activities involved in the administration of the university. The management team of the university comprise of

- The vice-chancellor

- Deputy vice chancellors (Academic and Administration)
- The registrar
- The bursar and
- The university librarian

The university management performs the roles (functions) like any other management, of planning, organizing, coordinating / controlling and directing the various resources of the university. The planning of programmes and activities of the universities are usually done through consultation with the committee of Deans and Directors. This assertion is equally shared by Musaazi (1986:2) when he noted that "the chief academic and executive officer of the university is the vice-chancellor. The day-to-day management of the universities is the responsibility of the vice-chancellors and their registrars, bursars, librarians, directors, faculty deans, and heads of departments."

- **Organizing:** The management organizes all events of the university like matriculations, convocation, etc.
- **Coordinating:** The management coordinates the activities of the various segments of the university – such as faculties and departments and ensures the effective use of facilities.
- **Controlling:** All resources – both human and materials including finance are controlled/managed by the management. The bursar handles the aspect of financial management/control; the registrar handles the human resources, and their welfare including facilities. The university librarians ensure, that the libraries are well equipped, and functional.

In the aspect of directing, the vice-chancellor has the sole responsibility of directing the affairs of the university through the provision of appropriate policies. Therefore, the functions of the university management is the implementation of policies formulated by the council, senate and the vice chancellor from time to time.

The most senior academic and executive officer of the university is the vice-chancellor. The day-to-day management of the universities is the responsibility of the vice-chancellors and their registrars, bursars, librarians, directors, faculty deans, and heads of departments (Musaazi: 1986). The university council is also regarded as the highest governing body comprising of internal (representing senate and congregation) and external members (appointed by government to represent broad interest groups). It has the ultimate administrative and financial responsibility in the university which includes the approval of university budgets, the appointment of certain senior posts such as registrar, bursar and some professional posts and, the confirmation of changes in academic regulations proposed by senate. According to Musaazi (1986:2) the senate, chaired by the vice-chancellor is the highest academic authority in the university and made up of university professors and other academic staff selected according to criteria and procedures set out by each university. The senate is responsible for the teaching and discipline of students.

The complex activities, programmes and problems of the university administration according to Musaazi (1986:5), are organized and managed on committee basis (for example, finance and general purpose committee, research committee, university tenders board, planning and development committee, committee of deans and directors, appointments and promotions committee, works committee). The president of

the federation is the visitor to all the federal universities and he has the power to appoint and remove the chancellors as well as the vice-chancellors. The issue of power to appoint and remove the chancellors as well as the deputy vice chancellors of the university by the president of the federation is still one of the subject of discussion under the umbrella of non-implementation of the 2009 ASUU-FGN agreement and the resumption of the suspended ASUU National strike (University Autonomy (review of the NUC act of 2004 and other laws that impede autonomy and academic freedom) (ASUU Special Bulletin, vol. 12, No. 3 2011). However, Musaazi (1986) asserted that "the office of the chancellor is ceremonial, but has the duty to open and close degree convocations. He also presents degrees, and other certificates to graduates."

2.2.3 Concept of Responsibility in an Organization

Responsibilities can be defined in many ways.It can be define as the obligation of an individual to carry out assigned activities to the best of his or her ability. This definition is shared by Egele (2008:9)who noted that,responsibilities are the process of assigning human and other resources to tasks. It also involves letting the employees know what is expected of them through, rules, operating procedure and performance standard. However, writers like Edem (1982:60) and Maichibi (2003:10) agreed that notwithstanding, responsibility sharing is a vital instrument for eliciting cooperation from employees. Certainly, responsibility in relation to organization are those duties, assignments, and roles that are carried out by the separate sections within an organization, whose resultant effect is for the overall achievement of the organizational goals. The duties or roles must be carried out effectively in order to achieve or attain efficiency. This view is in line with Nwachkwu's (2007:88) who felt that when people in

authority are answerable to somebody for their use of authority it is called responsibility. Responsibility implies obligation. A person to whom one delegates authority is obliged to execute satisfactorily the assigned duty. Responsibility originates from a superior – subordinate relationship. A subordinate must answer to his boss for the use of formal authority just as a man answers to his friends for informal authority. In an organization, responsibility is shared. When a manager authorizes an employee to execute a task, the obligation created by this delegation from the supervisor to subordinate is shared.

In other word "responsibility" according to Hornby (2006:5) is defined as a duty to deal with or take care of, so that one may be blamed if something goes wrong. However, the person may be asked to answer in case of a fault. It is a primary function given to someone to carryout in an organization, establishment or institutions such as schools, colleges, polytechnics and universities. That is why in order to comment on the concept of responsibility in an organization, it will be of importance to relate it to the university (system) as a formal organization.

Looking at university from a broad perspective, it is equally important to look at the basic responsibilities of the Vice Chancellors office and academic staff in Nigerian universities. One of the basic responsibilities of the Vice Chancellor and academic staff in Nigerian universities have been outlined by the Scholar (2002:8–10) and NUC documents, Department of Academic Standard Quality Assurance 2012, include;

1. Responsibilities of a Vice Chancellor

The control of the affairs of the:

a. Teaching and Research

b. Draw up development plans, formulate specific guidelines in respect of annual work plans and arrange for the implementation of the plans and guidelines.

c. Arrange for teaching, research and moral education

d. Draw up plans for internal structure, nominate candidates for the office of Deputy Vice Chancellor and appoint and remove Heads of Departments of the University.

e. Appoint and dismiss lecturers and other workers of the University subject to the approval of the Governing Council.

f. Keep control of the school roll.

g. Give reward and punishment to students.

h. Draw up and implement annual fiscal budget

i. Protect and manage the property, lawful rights and interests of the University.

j. Provide information on the proper planning and management of the university to the Governing Council and Commission.

k. Prepare and submit a comprehensive annual report and audited account to the visitor through the commission.

l. Cause an annual review of each academic member of staff and the result of the review, including independent assessment by the students taught by the staff to be filed with the Governing Council for the purpose of determining the tenure of the staff; and

m. Perform other duties provided for in the Statute of the University, and under the provisions of this Act.

2. Responsibilities of University Academic Staff

a. A University academic staff shall offer public service to his community and the nation in general

b. Undertake teaching, student assessment and research.

c. Provide, through interactions, proper guidance, supervision and counselling to the students in the care of the staff; and

d. Devote himself to the cause of education delivery as an essential national service.

e. Teaching

f. Research

g. Students supervision, which are carried out in a university. However, in order for a university teacher to acquire any of the professional titles prescribed in sub-section (1) of this section, the teacher shall meet the following basic requirements:

a. Be qualified as a teacher in a university.

b. Possess a systematic mastery of the basic theories of his branch of learning.

c. Possess a systematic mastery of good decision-making communication, ability to write papers for publications, supervisor, ability to attend any professional workshops, reflective thinking, keeping time, ability to manage change and ability to solve problem at any time.

d. Have the necessary competence on education, teaching and learning as required by the title he is to hold; and

e. Undertake the curriculum commensurate with the title and teaching assignments for the required class hours, evaluate and report to senate on the performance of the students in his assigned courses, at such time and in such manner as may be specified by the senate.

In addition to sub-section (2) of this section, a professor or associate professor shall:

a. Possess systematic and sound basic theories of his branch of learning.

b. Have a comparatively rich experience in teaching and research.

c. Have achieved remarkable successes in teaching; and

d. Have composed comparatively high levels of thesis or works or achieved outstanding results in teaching and research.

However, in sub-section (3) of this section, to qualify as a professor a person shall have successfully supervised at least three thesis or dissertation leading to an award of a doctoral degree in his or her professed area of specialization

2.2.4 The Issue of Additional Responsibility in Organization

An extensive survey has been made above on what responsibilities are generally. The task in of this section is to examine the concept of additional responsibilities and how it affects basics primary assignment of an academic staff. Additional responsibilities are duties / those excess responsibilities given or assigned to an individual academic staff by his or her Head of Organization, apart from the normal responsibilities.

Additional responsibilities was also in the opinion of Abdullahi and Mohayidin (2006) "…a service workload which involves services offered by lecturers to the university such as an excess administrative duties to the college, faculty, and university associations, the community and to the larger society".

However, additional responsibilities can still be considered as an excess or extra duties given to the officers who have their legitimate duties to carry out in an organization whether they are formal or informal. This view is in line with Makinde's (2001:05), opinion who said that additional responsibilities are the marginal duties or excess works given to man or woman who has his or her main work in an organization. For instance, Research Committee Chairman, headed in the university management, University Tenders Board chairman, Planning and Development Committee chairman, Committee of Deans and Directors chairman etc. This view is concurred in Musaazi (1986:2) when he noted that "complex activities, programmes and problems of the university administration are organized and managed through additional responsibilities and on committee chairmanship basis."

Additional responsibilities are given to academics in Nigerian universities for certain reasons. According to Kolo (2009:7), "additional responsibilities are unavoidly given in the universities for professional growth and development.

Indeed, additional responsibilities may have adverse effects on the performance of lecturers, particularly in Nigerian universities.For instance, it may affect the effective supervision of the students projects. Nwokolo and Oraegbunna (2009) argued that "students who are supervised by the Head of Departments, Dean of the faculties or any lecturer with additional responsibilities could hardly receive effective supervision".

At times more than a week could pass before the said academic are seen by the students under their supervision due to extra engagement. The officers usually go far capacity building in other universities and organisation, but hardly do they practicalise their newly acquired knowledge or skills

Academics that have additional responsibilities are more often than not saddled with responsibilities of attending meetings thus making them ineffective. Onyilo (2009), conceded that academics who have additional responsibilities have to attend meetings regularly outside their own places of works. Outside meetings, are scheduled outside the ones scheduled within their offices and universities. In addition writing reports of the meetings prevent a good number of them from being effective. They have little or no time for their students. Both the teaching load and supervision of students work suffer due to their additional responsibilities. Lawal (2009) and Schulder (2006) opined that the period of incumbents are highly occupied by activities such as organizing meetings, seminars, workshops and writing reports of events under their schedules of duties. It was therefore difficult for the academics with extra or additional responsibilities to be effective in his or her output for instance, output of academic staff could be seen as supervising students projects, ability to produce publications, ability to attend professional workshops, regular attendance to lectures and prompt assessment of students academic work. Frequent journeys from one place to another do not allow them to meet with their students is expected of them. Schuller (1983) strongly argued that the more an academic has additional responsibilities, the less he is effective in his basic primary assignments. He further explained that, time and energy in human beings cannot be equally shared by two or dual competing activities. He is either effective in one activity and ineffective in the

other. Kolo (2009:5) counseled that academics who have additional responsibilities or excess administrative commitments should have fewer students' projects to supervise.

2.2.5 The historical development of universities in Nigeria

According to NUC (2010), the origin of university education in Nigeria originated with the establishment of Elliot commission by the colonial government in 1943. The commission was to study and recommend the scope and types of higher educational needs for specific colonies. Following the commission's recommendations, the Ibadan campus of the university of London, was established in 1948 as the University College Ibadan. Over eighty percent of the academic staff of the newly established university were British.

With the attainment of independence in 1960, it was considered necessary to determine ways and means of establishing a real Nigerian university system. As a result, Sir Eric Ashby was commissioned to study and recommend the post secondary manpower development institutions for Nigeria, with projections to cover the years 1960 – 1980. To implement the recommendations of the Ashby commission, four new universities were established in Nsukka, (University of Nigeria, in 1960), in Lagos, (University of Lagos in 1962), in Zaria, (Ahmadu Bello University in 1962), and in Ife, Ile-Ife (Obafemi Awolowo University in 1962) and the University College, Ibadan became autonomous as the University of Ibadan in 1962. The Ashby commission also recommended the creation of an advisory administration board for university education. This resulted in the establishment of the National University Commission in 1962. The University of Benin was established in 1970 out of the former Mid West Institute of Technology. Thus, by 1971, Nigeria had six universities which comprised the first

generation universities. This form the first generation universities in the country (NUC, 2010). These first generation universities are shown in table 2.1.

Table 2.1: Federal Universities Established Between 1960 and 1974 in Nigeria

S/N	NAME OF UNIVERSITY	YEAR OF ESTABLISHMENT	GEO-POLITICAL ZONE
1	University of Nigeria, Nsukka	1960	SE
2	University, Lagos, Lagos	1962	SW
3	Ahmadu Bello University, Zaria	1962	NC
4	Obafemi Awolowo University, Ile-Ife	1962	SW
5	University of Ibadan, Ibadan	1962	SW
6	University of Benin, Benin	1970	SE

Source: NUC, 2010.

In 1975, under a decree promulgated by the federal government, seven new universities were established. These universities were located at Kano, Sokoto, Jos, Maiduguri, Ilorin, Port-Harcourt, and Calabar and they constituted the second-generation universities (N.U.C. 2010).These second generation universities are shown in Table 2.2.

Table 2.2: Federal Universities Established in 1975/1976

S/N	NAME OF UNIVERSITY	YEAR OF ESTABLISHMENT	GEO-POLITICAL ZONE
1	Bayero University, Kano	1975	NC
2	Usman Danfodio University, Sokoto	1975	NC
3	University of Jos, Jos	1975	NC
4	University of Maiduguri, Maiduguri	1975	NE
5	University of Ilorin, Ilorin	1975	NC
6	University of Port Harcourt, Port Harcourt	1975	SE
7	University of Calabar, Calabar	1975	SS

Source: NUC, 2010.

Between 1979 and 1984, eight state universities and seven federal universities of technology and a military university were established. These form the third generation universities in the country (NUC 2010).

These third generation universities are shown in table 2.3

Table 2.3: State Universities and Federal Universities of Technology established between 1979 and 1988 in Nigeria

S/N	NAME OF UNIVERSITY	YEAR OF ESTABLISHMENT
1	Rivers State University of Science and Technology Port Harcourt	1979
2	Enugu State University of Technology Enugu	1980
3	Edo State University	1980
4	Abia State University, Uturu	1981
5	Ondo State University, Ado-Ekiti	1982
6	Ogun State University	1982
7	Lagos State University, Lagos	1983
8	Federal University of Technology, Bauchi	1981
9	Federal University of Technology, Makurdi	1981
10	Federal University of Technology, Yola	1981
11	Federal University of Technology, Owerri	1981
12	Federal University of Technology, Akure	1981
13	Federal University of Technology, Minna	1981
14	Federal University of Technology, Abeokuta	1981
15	Abuja University, Abuja (FCT)	1988

Source: NUC, 2010.

In 1982, the Nigerian Defence Academy was established as specialized military university. The 1984 witnessed the merger of four of the seven universities of Technology with older universities. Federal University of Technology, Bauchi was merged with Ahmadu Bello University, Zaria, while Federal University of Technology, Yola merged with University of Maiduguri, Maiduguri. Also, Federal University of Technology, Makurdi was merged with the University of Lagos. (NUC, 2010).

Nevertheless, these mergers were reversed in 1988 and the federal universities of technology regained their autonomy (that is, Abubakar Tafawa Balewa University, Bauchi, Federal University of Technology, Yola, University of Agriculture, Abeokuta and University of Agriculture, Makurdi). Between 1988 and 1992, another set of new universities were established. These include the University of Abuja in 1988 and Ladoke

Akintola University of Technology, Ogbomosho in 1990. The period between 1992 and 1993 witnessed the establishment of a new set of federal and state universities. The new federal universities are the University of Uyo in 1991, Nnamdi Azikiwe University, Awka in 1992 and Federal University of Agriculture, Umudike, Umuahia also in 1992.

The new state universities are Imo State University, Owerri in 1992 (the former Imo State University established in 1981 was taken over by Abia state and renamed Abia State University, Uturu, Delta State University in 1992, Kano State University in 1992 (Kano State University did not take off until the year 2000 when it was established as Kano State University of Technology). Benue state university, Makurdi 1992 (NUC, 2010).These form the fourth generation universities in the country and these fourth generation universities are shown in Table 2.4.

Table 2.4: State Universities and Federal Universities of agriculture established between 1990 and 1992 in Nigeria

S/N	NAME OF UNIVERSITY	YEAR OF ESTABLISHMENT
1	Ladoke Akintola University of Technology, Ogbomosho	1990
2	University of Uyo Akwa-Ibom	1991
3	Nnamdi Azikiwe University, Awka	1992
4	Imo State University, Owerri	1992
5	Abia State University, Abia (Former Imo State University)	1992
6	Delta State University, Delta	1992
7	Benue State University, Makurdi	1992

Source: NUC, 2010.

The years 1999 to 2002 witnessed the establishment of two state universities and three private universities which are the Kogi state university, Anyigba, Ondo State University, Akungba Akoko, Babcock University, Madona University, Igbinedion University, (NUC, 2010). Nevertheless, in 2000, two more state universities (Kano state

University of Technology in Wudil and Ebonyi State University in Abakailiki) and in 2001, one private university (Bowen University) were established (NUC, 2010).

In 2002, two more state universities (Adamawa State University, and Nassarawa State University, Keffi) and three more private universities (Benson Idahosa University, Pan African University, and Covenant University, Otta) were established. In addition, one federal university (Open University of Nigeria, Lagos) was established in the same year. The remaining seventy five (75) universities ranges from federal, state and private owed were established from 2002 to present date of this study, 2012. However, of the fifth generation universities in the country are shown intable 2.5.

Table 2.5: State and private Universities as well as state University of Technology established between 1999 to 2002.

S/N	NAME OF UNIVERSITY	YEAR OF ESTABLISHMENT
1	Kogi State University, Anyigba	1999
2	Ondo State University, Akungba Akoko	1999
3	Babcock University, Ilishan Remo, Ogun State	1999
4	Madona, University Okija, Anambra State	1999
5	Igbinedion University, Okada, Edo State	1999
6	Kano University of Technology (Wudil)	2000
7	Ebonyi State University, Abakiliki	2000
8	Bowen University, Iwo, Osun State	2001
9	Adamawa State University, Mubi	2000
10	Nassarawa State University, Keffi	2000
11	Benson Idohosa University, Benin City	2002
12	Pan African University, Lagos, Lagos State	2002
13	Covenant University, Ota, Ogun State	2002
14	Anambra State University of Science and Technology	2000

2.2.6 Rank of Staff and Workload in Nigerian Universities

According to Oxford Advanced Learners Dictionary 7th Edition (1201 & 1433); defined, rank and staff as follows way "A rank is the position, especially a high position,

that is in a particular organization, society, etc. While, staff refers to the workers employed in an organization considered as a group: such as medical staff, or teaching staff. However, it may also be the people who work at school, college or university, but who do not necessarily teach students".

Therefore, rank of academic staff at university level could be seen as any position beginning from the rank of a Graduate Assistant to Professor level. This view can be seen in the submission by Academic Staff Promotion Guidelines 1988 Edition: Education sub-committee (Complex C), A.B.U. Zaria.

a. Graduate Assistant to Assistant Lecturer
b. Assistant Lecturer to Lecturer II
c. Lecturer II to Lecturer I
d. Lecturer I to Senior Lecturer
e. Senior Lecturer to Reader/Associate Professor
f. Reader/Associate Professor to Professor

Lecturer workload is an important consideration since it can affect his or her confidence and commitment to quality work outcomes. If an academic member perceives workload policies to be unfair, then that lecturer may not perform to the highest potential. This view is shared by Comm (2003:113), when he noted that: "Lecturer performance can achieved fair and equitable evaluations". It is equally important to understand that graduate assistant are not accepted as examiners. Therefore, whatever they do or teach must be under supervision and it is equally expected that professors take less workload in teaching than those below due to their series of engagements in extra-responsibilities such as research activities, consultancy services and other responsibilities

from the department, from faculty to university senate level. This view is in consonance with the submission of Kalu (1998:7) who noted that:

> *In managing and administering the university system, experienced professors and competent professionals with impeccable and internationally reputable academic background are usually and respectively appointed as the Vice Chancellors and Principal Officers of the Institutions. Thus it is not the practice to appoint an Assistant Lecturer or lecturer Grade II as a Heads of Departments where there are Senior lecturers and tested professorsWhenever such appointments are made, it is an aberration and an abuse of the system that can hamper the achievement of the academic goals of the institution, its continued development and maintenance of competitive academic and professional standards.*

In all well developed and management system like Ruhil, Jamaliah (2006) the system called Algorithmic taxonomy; service workload, university, scoring technique were propounded to take care of a lecturer's workload. The system equally acknowledged a lecturer's workload in three major categories: teaching, research and service workload. According to the University of Putra, Malaysia (UPM) the management portal contains sets of meta-data on every lecturer's profile and knowledge assets. This lecturer's profile contains information of lecturer teaching load, research, publication and many more. This system is aimed at measuring lecturer's workload. This is referred to as taxonomy which is a dynamic hierarchy that extracts validated parameters from the data set. According to dictionary meaning, taxonomy is viewed as a scientific process of classifying things or arranging them into groups, (Hornby; 2006). In the more elaborate presentation, taxonomy is practically represented as a tree that classifies a set of meta-data at a low level into a more general meta data at a higher level. This theory finally arrived at obtaining standard workload for all lecturers from the lowest to the highest rank.

By this system three types of professional work carried out by lecturers are: The T and S [Teaching and supervision]; RC and P [Research, Consultancy and Publication] and services. In some calculated mathematical form, academic workloads have been arrived at. The table below shows an example of this method (see Table 3) as given by Journal of Knowledge, (portal model retrieved March 24th 2010). This table shows illustration of the formula for services (within the university), where the workload for two lecturer scores is computed in table 3.

Table 3: Calculation of Services (Within University) Workload

	Lecturer A	**Score**	**Lecturer B**	**Score**
Yearly services	Director	12.0	Deputy Dean	9.0
	Chief-Board of Periodical Editor or Website or equivalent	3.0	Member-Board of periodical Editor or website or equivalent	2.0
Number services	Chairman Member	4.0x2 8.0	Sport *3 Participation	3.0x3 9.0
	Academic Advisor x3	2.0x3 6.0	Academic Advisor x 4	2.0x4 8.0
	Total score	**29.0**	**Total score**	**28.0**

Source: Prototype Taxonomy for Automatic Scoring of Overall Lecturer Workload in the UPM Km Portal page 8 of 16

Table 3 contains calculation of services (within University) workload scores for two lecturers against yearly services and number of services. For yearly services, lecturer A could be Director, Chief Board Periodical Editor or Website or equivalent, with 12.0 and 3.0 score respectively.

Lecturer B could be a Deputy Dean, Board Member, Periodical Editor or Website or equivalent with 9.0 and 2.0 scores respectively when the lecturers are gauged on number of services; however, lecturer A could be a chairman, member and Academic Adviser with 8.0 and 6.0 scores respectively. Lecturer B could be a sport participant or

academic adviser with scores of 9.0 and 8.0 point respectively. The expected total scores for lecturer A is 29.0 while that of lecturer B is 28.0.

2.2.7. Lecturer Workload

As stated earlier lecturer workload at universities includes three major categories: teaching, research and services. Indeed, teaching workload is influenced by various factors such as level of taught courses, number of students, credit and contact hour and off campus or on campus courses design. This view is shared by the University of Putra,Malaysia (UPM) and Journal of Knowledge Management Practice, (vol. 1, No 2 of June 2006), when they noted that:

> *A lecturer must have at least a Master's degree from a recognized university in his/her field of specialization. The normal workload of a lecturer shall include teaching; research, scholarly and creative activities; and service to the university in proportions of approximately 40%, 40% and 20% respectively of each lecturer's time. Workload is also defined as all activities that take the time of the university faculty member and are related to professional duties, responsibilities and interests.*

However, such teaching workload, research workload and service workload could be explained as follows:

a. Teaching workload: Teaching workload include all teaching – related activities such as material preparation and actual teaching. These activities are affected by factors such as the number of students in the course, level of course, contact hours, off or on campus, and whether the course is taught through team teaching or by individual lecturers.
b. Research workload – Research workload is directly related to input into conference presentations, doing peer reviews, application for external funding,

administration of research project, publication of professional reports and developing research outputs.

c. Service workload – Workload also includes services offered by lecturers to the university such as administrative duties to the college, faculty, university associations, the community and to the larger society.

In the case of Nigerian lecturer workload at Universities, Mafiana (2012:6) indicated that: section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act CAP E3 LFN 2004 empowers the National Universities commission to lay down minimum academic standards for all academic programmes taught in Nigerian universities and also to accredit such programmes. In line with the provisions of the Act, the commission laid down Minimum Academic Standards (MAS) for all undergraduate programmes taught in Nigerian Universities in 1989. Revision of the 1989 MAS commenced in 2001 and is ongoing. For these reasons above, NUC approved academic staff structure and staffing policies as follows in table 4 and 5 below:

Table 4: In Nigeria the following is the NUC policy on the academic staff structure: Mafiana, C.F. (2012:6)

Rank	**Percentage of Total**
Professors/readers	20.0
Senior lecturers	35.0
Lecturers 1 and below	45.0

Source: NUC, 2012

Table 4 contains the NUC policy on the academic staff structure of Nigerian Universities. According to the policy 20.0% of Academic staff should be in the rank of

professors and readers, while senior lecturers should make 35.0% of the staff load. The remaining 45% are to be made up of lecturers I and below.

Table 5: Staff-Student Ratio for Various Disciplines

S/N	Discipline	Approved Ratio
i.	Administration, management and management technology	1:30
ii.	Agriculture, forestry, fisheries and home economics	1:15
iii.	Arts	1:30
iv.	Dentistry	1:10
v.	Education	1:30
vi.	Engineering and technology	1:15
vii.	Environmental Sciences	1:15
viii.	Law	1:30
ix.	Medicine, nursing, physiotherapy and physiology and anatomy	1:10
x.	Pharmaceutical sciences	1:15
xi.	Sciences	1:20
xii.	Social sciences	1:30
xiii.	Veterinary medicine	1:10

Source: NUC, 2012.

Table 5, presents the staff-student ratio for various disciplines. From the roman figures in the table, item i, iii, v, viii, and xii indicated that, only thirty (30) students per teacher will teach administration, management, management technology, and arts, education, law and social sciences. Item ii, vi, viii, and x indicated that only fifteen (15) students per teacher will teach agriculture, forestry, fisheries, home economics, engineering, technology and pharmaceutical sciences.

However, item iv, ix and xiii indicated that ten (10) students per teacher will teach dentistry, medicine, nursing, physiotherapy, physiology and anatomy. Finally, it is only item xi indicated that twenty (20) students per teacher will teach sciences.

2.2.7.1 Mandate of the School of Postgraduate Studies Workload

According to statute 21 which established the postgraduate school (now renamed school of postgraduate studies and in line with the Nigerian Universities Commission (NUC), 2012 postgraduate studies benchmark). The functions of the postgraduate school shall be:

a. Programmes of the university including planning, coordination, administration and admission to programmes of study
b. To recommend on the provision of appropriate facilities for postgraduate work and to regulate the disbursement of funds allocated for postgraduate work.
c. The regulation and enhancement of the quality of postgraduate instruction and research in the university. This shall include educational exchange and contact within Nigeria and where necessary outside.
d. Promotion of publication of results of postgraduate studies.
e. To monitor and evaluate the progress of work and to report to senate at least once a year.
f. To publicize the postgraduate activities of the university with a view to attracting enrolment and financial support from government, industrial and other bodies for the extension of these activities.

2.2.7.2 Workload for Postgraduate Programmes

A unit of workload consists of one hour lecture per week for 15 weeks (one semester), or a 3-6 hour laboratory /studio/practical class per week for 15 weeks (one semester).

a. No course (except seminars) shall carry less than 2 credit units.

b. A postgraduate diploma project report shall carry 4-6 credit units.

c. A master research/thesis shall carry 6-10 credit units.

d. A Ph.D research/dissertation shall carry 12-18 credit units.

Furthermore, the overall workload shall be:

i. Postgraduate diploma shall carry 24-30 credit units.

ii. Masters degree shall carry a minimum workload of 30-45 credit units

iii. Ph.D – a minimum workload of 45-60 credit units (inclusive of credit unit earned at the masters level)

2.2.7.3 Responsibilities of Postgraduate Academic Staff

a. Teaching in the postgraduate programmes of the relevant departments.

b. Supervision of postgraduate projects, research, thesis and or dissertations.

c. Serving in examination panels of postgraduate students

d. Participation at postgraduate seminars

e. Curriculum design and development

2.3 The impact of Directorship of academic staff and its influence on decision-making in the management of universities in Nigerian

Decision making is a daily routine of the administrator, manager and a teacher in any well organized system. For instance, any good administrator or teacher must take decision on important areas of his work such as assessment and evaluation of students performances, admission of students in the school system, discipline and maintenance of the existing structure. On the basis of the above explanation, Olubadewo (1992:2) defined decision as a process of making the best choice out of many other conflicting pressing alternatives. On the other hand decision making is the process of thought and deliberation that leads to a decision. Subsequently, there are no steps to rational decision making

process but these are some of the chosen solutions or alternatives which most of the managers recognized as effective: surveying the full range of alternative course of action, this means examining the nature of the issue or problem at stake. Secondly, surveying the full range of objectives to be fulfilled and the values implied in the choice. This view is concurred in Olubadewo (1992:60) and Bello (2007: 167) who noted that: there is no specific consensus among scholars as regards to stages that should be followed in making sound decision in any organizational management, yet there are some stages which most of the managers recognized as effective. They include:

1. Examining the nature of the issue or problem at stake
2. Identifying the alternative actions and or solution
3. Assessing and selecting the best alternatives
4. Implementation and
5. Measuring the results

The submission made by Maina (2006:48) shows that "decision simply means solution to a problem." In any organization, decisions have to be made because problems are natural where more than two people exist. Indeed, decision cannot be made without a process, which is known as decision making. The submission made by Enoh (1992:153) shows that "decision making is simply the process through which a solution is sought for a problem through the selective elimination of alternative solutions." The submission made by Nduka (1987:47) shows that decision making is a collective responsibility which is shared widely. This is concurred in Ume (1986:10) when he noted that effectiveness of any working group is proportional to the combined ability of members to make and implement quality decisions.Good information is obtained when all members of an

organization especially among academic staff in Nigerian universities are involved in making decisions. Certainly, decisions that are made by many members in an organization may be more qualitative and rational.

However, Armstrong and Savage (1990:256) assert that decision making is a process of thinking skills in which people in a given situation make choices from a variety of acceptable alternatives. In the view of Cole (1986) decision making is a process through which managers cause things to happen or not to happen. It is an activity via which problems and solutions are examined before arriving at a point between two or more extremes. Ogunsaju (1990) views decision making as selecting among several alternatives in taking a course of action. He further explained that decision making involves deliberation, calculation and reflection over a given issue in order to arrive at a particular action. In the same vien, Nwachukwu (1992:10) sees decision making as a choice aimed at achieving optimum result in a given situation.

In view of the numerous interpretations ascribed to decision making, one could note that the whole idea in decision making revolves around the fact that there is an issue at stake which needs to be addressed by means of selecting the best alternative action among several options. In this relation one may observe that academic staff holding additional responsibilities in their organizations are always confronted with conditions that required decisions to be made.

In conclusion, one may say that decision making is of fundamental importance in all aspects of university management, because it is the process of identifying and selecting a course of action to be taken to solve a problem. It is a process through which human, material and financial resources of an organization are allocated or committed

towards the achievement of intended goals and objectives. It may further be defined as the process through which information, ideas, objectives and knowledge are brought together for action. However, one may say that academic staff frequently find themselves in situations which require them to make decisions. Lecturers make decisions when they delegate work or responsibility to students and when they communicate to colleagues at work. Decisions are made at all levels in order to solve problems and these affect the achievement of the goals and objectives of the university. If decisions are not taken by a lecturer, a crisis situation may arise.

2.4 The issue of Deanship of academic staff and its influence on communication in the management of universities in Nigeria

The importance of communication in any organization cannot be overemphasized. It is on this premise that it is necessary to look at some studies that have been carried out to show how additional responsibilities of academic staff could influence an effective communication in the management of Nigerian universities. The term communication has been defined by various writers and scholars. We shall examine some of these. Reilly and Pondy (1979:121) defined communication as "the exchange of information between a sender and a receiver and the influence of meaning between organizational participants." This view is also in line with the definition given by Okumbe (1998:128) who states that communication is "the exchange of information and the transmission of meaning from one person to another." The two definitions point to communication as a process through which information is transmitted from one party to another. Maina (2005:41) opined that "what is essential in communication is the exchange of information between a sender and

a receiver." Indeed, according to Okumbe (1998:128) communication plays important roles in the educational institutions and he summarized the roles as follows:

- It helps to control the behavior of both teachers and students.
- It helps to motivate teachers, students and the workers in the institution.
- It provides a release for the emotional expression of feelings and for fulfillment of social needs and it facilitates decision making. Lucey (1987:16) affirms that "communication involves the interchange of facts, thoughts, value judgments and opinions… and may take many forms such as; face to face conversations, telephone calls, informal and formal meetings, conferences, memoranda, letters, report tabulations, VDU transmission and so on." Whatever the process,effective communication results when the sender and receiver are in accord over the meaning of a particular message. Dare (2009:69) suggested that communication involves the transmission of information, directions, ideas, feelings, attitudes and understandings. Indeed, it is the means of interacting among the personnel in any organization including school system. Similarly, Newsman and Fishor (1992:69) defined communication as an exchange of facts, ideas, opinions or emotional by two or more persons.

Browne (1989:69) opines that, communication is a process of transfer of information from one person to another, and the information transferred must be understandable to the receiver. He further suggested that it is important for university management in particular to take cognizance of communication for not bombarding academic staff with too much excess workload and responsibilities that could influence their effective communication in their daily routine." Similarly Ogunsaju (1989:42)

suggested that it has remained one of the biggest problems facing many organizations especially academic staff in Nigerian universities today where some lecturers could not adequately receive urgent information from the top management and they cannot have time to see important notices about activities, events, decisions and tasks which affect them due to some excessive responsibilities given to them.

Specifically, communication permeates all aspects of university life. Lecturers in particular instruct using oral, written and other types of media such as video tapes, computers, and art form. Students in the university demonstrate their learning through similar media. In a sense, students and their lecturers earn their living in university by communicating. An understanding of communication therefore, is central to university academic staff because it underlines the organizational variables of leadership and decision-making.

Communication, as we may understand is an important tool for any university administration. Mihz (1977:01) opined that "research indicates that supervisors spend at least 70% of their time involved directly in the process of communication. Seventy percent reflects a significant portion of an academic staff time and thus, its a skill which must not be overlooked. Ngyak and Ndan (2006:20) opined that, communication is the blood stream of teaching and administration or university organization in general because without it, no single organization can exist. It may be certain that, every organization must ensure that there is effective communication within and between it and its environment. Communication can be seen as an integral part of every system which helps the academic staff who were engaged in extra academic duties to co-ordinate and perform the various administrative management functions assigned to them for meaningful

decisions. Where communication is lacking, the staff and such organization suffer (Valentine, 1981).

Information sharing is necessary to the success of any organization. For this reason therefore, academic staff may need information in order to get things done very well. Other writers also made contributions to what communication is all about. They include Okoli (2004) and Ngyak (2006). Okoli (2004:5) defined it as any process whereby decisional premises are transmitted from one member of the organization to another. This is the means by which people are linked together in the organization. Ngyak (2006:2) views communication as a transfer of ideas from one person to another,or the exchange of information.

2.4.1 Barriers to effective communication

Effective communication is so important to achieve. A number of barriers are responsible for ineffective communication. Thayer in Peteromode (1992:20) classified such barriers into three broad categories:

i. Organizational factor

ii. Repetition factor

iii. Interpersonal factor

i. Organizational factor: This includes: hierarchical differentiation, school size and population, time pressures and status differences. The taller the school structure the more layers a message must pass through to get to those at the lower level. The more the levels a message must pass through, the longer it takes to reach its destination and the less likely it is to be accurate.

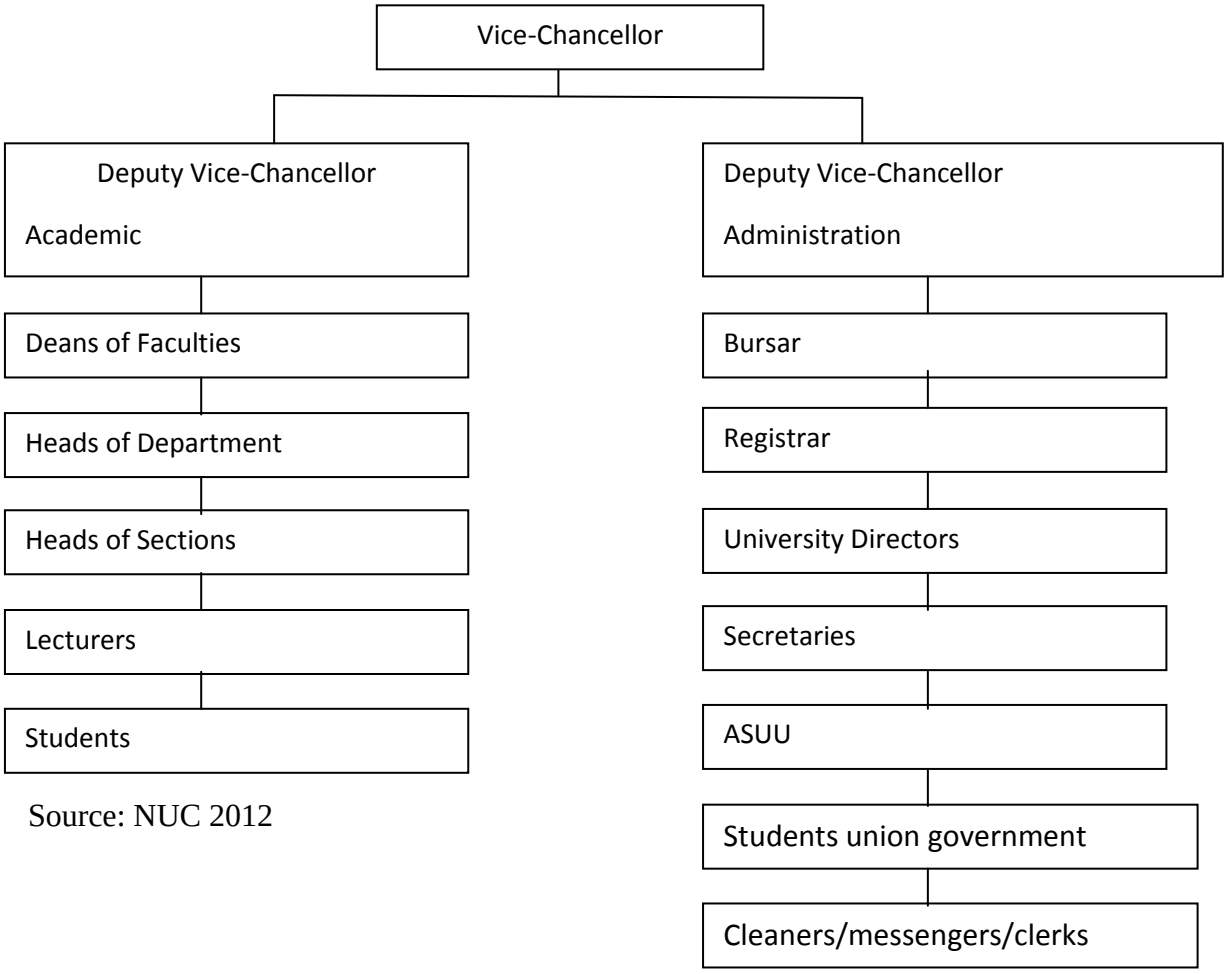
ii. **Repetition factor:** Mutual trust, credibility and sender-receiver similarity and so on. Such factors may affect the relationship between a superior and subordinate arising from attitudes and treatment each receives from the other.

iii. **Interpersonal factor:** Selective perception and individual differences in communication skills.

However, communication permeates every aspect of school life. Teachers instruct using oral, written and other media such as video tapes, computers, and art form. Students demonstrate their learning through similar media. Students, teachers and administrators earn their living in university by communicating. An understanding of communication therefore, is central to university management because it underlines the organizational and administrative variables of bureaucracy, climate, motivation, leadership and decision-making. According to Valentine (1981:2) views communication as an integral part of every system which helps the administrator or teacher to coordinate and perform the various management functions for meaningful decisions. Where communication is lacking or is poor, the people and the organization suffer. In the words of Hybels and Weaver (1992:5) "to live is to communicate. To communicate effectively is to enjoy life more fully."

Sannie (2001:5) defines communication as the process of mutual sharing of information, thoughts and emotions between a source (teacher) and a receiver (student) for mutual understanding, the reduction of uncertainties or for appropriate action. Since the focus is on the university organization, we shall assume that sharing of messages and ideas occur in the faculties, and departmental as well as sectional structure among university management, lecturers and students.

Figure 1:The channels of communication at University level are shown in the chart below



Source: NUC 2012

2.4.2 Types and directions of communication in the university organization

As already seen above, communication is an indispensable tool to the administrator and academic staff. There are various ways and methodologies at his disposal for sending messages and these include, verbal, written or a combination of the two.

1. **Verbal communication:** Is the use of spoken word either in a face to face setting or through cellphone. It is by far the most prevalent form of communication in schools and also referred to as oral communication.
2. **Written communication:** In organizations, such as the university, this can take many forms, including letters, memoranda, telex, annual reports, procudual manuals, notes, newsletters, notices, questionnaires and other forms of publications.
3. **Communication of both vertical and written communication:** This involves the use of written and oral communication. The university management or the vice-chancellor in particular on daily basis uses these types of communication either single or in combination.

2.4.3 An academic staff and communication

Having discussed what communication is, the types and directions generally, it is important to look at how lecturers of universities use communication for effective and efficient teaching delivery. Since communication plays such an important role in the university, the key issue is not whether lecturers engage in communication or not, but whether they communicate effectively or poorly. Lecturers more often than not, have information to convey to either the university management or students; some of the information or messages requiring personal communication by an academic staff as we already noted include, using oral, written, and other media such as video tapes, computers, and art form.

The lectures should, therefore, establish effective channels of communication with their students in this way, he may understand students and classroom problems

generally, and will have a full picture of the class activities all the time. An academic staff may be able to keep his students informed of his plans, principles, policies and programmes.

2.5 The influence of Headship of Department of Academic Staff Workload on his ability to produce Publications

In the words of king, Hills and Hemmings, (2000), Rochford, (2001), and Yorke, (2001), in Australia, for example, research performance is judged and funded on the basis of academic output, and the production of publications, notably, referred conference papers, referred journal articles. Scholarly books, and scholarly book chapters, are of critical importance.

However, Onyilo (2008:5) submitted that excess workload, prevent a good number of academics from becoming effective producers of research and publications. Therefore, one can say that, a human being is naturally inquisitive in any organisation and ask questions about everyday occurrences for which he or she expects answers. Research in particular may be a very important tool for advancing knowledge, promoting progress and development and enabling an individual to relate more effectively with his community, in order to achieve his goals and solve his problems. This view was opined by Yakubu (2004:10) “Information refers to fact and opinions received or provided daily in the course of interaction with fellow beings or the environment”. People use information to make correction and adjust themselves. There is no doubt that without information the society and the world would be in darkness. However this view is in consonance with the submission of Lassa (1996) who noted that “Without information the society and the world would be in darkness. As one gets information, so he becomes

aware of what he should say, do, know and have." Man needs information to be informed and alerted of what is around his immediate surrounding, his community and society. Being not informed means being in darkness and backward. Research, in general has to do with inquiry into the unknown. It is the search for solutions to problems or answers to questions. Obviously, the definition and research will vary as widely as there are authorities on his subject. However, regardless of the way it is defined, research consists of certain elements that make it distinctive and unique. Writers like Homby in Udom (1998)defines research as investigation undertaken in order to discover new facts, get additional information. A research is a sharper and deeper, more convincing and dependable avenue for gathering materials to create useful information for improving teacher quality. It is however, the view ofTeachers Registration Council of Nigeria, (2002:3) that "Teacher is a person who had undergone approved professional training in Education at appropriate level, capable of imparting knowledge, attitudes and skills to the learner". According to Olaitan and Nwoke (1988) research is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. They also conceived research as logical scientific thinking. Hence, they remarked that a study or activity is not research until it is carried into the higher levels of vigorous and scientific reasoning. Olaitan and Nwoke, therefore concluded that research is a process of seeking answers to hypothetical questions using scientific methods of inquiry to produce valid information. Ali (1996) expressed his view on the concept of research from educational perspective. He defined research as the systematic investigation of researchable issues related to teaching and learning. He further described researchable issues to be those that are testable, verifiable significant

and activity related. It was also asserted by Lassa, (1996) that research refers to the application of the scientific method to the study of a problem.

To justify the parity with University lecturers, the Academic staff of colleges of education and polytechnics must publish books or articles in reputable journals before they can merit promotions. An essential adjunct to the maxim of publish or perish therefore, is the inevitability of research through which worthwhile and publishable papers could emerge. As mentioned above, individual university lecturers busy themselves with scratching the surface of their disciplines in the bid to write and publish as many papers as possible which will earn them a professional chair. It has to be admitted that whereas nothing is wrong with using publications as a major criterion for promoting university lecturers and allied staff, the fact still remains that research for the mere sake of publications in order to earn promotion, may not make much impact on national development and progress. In most cases, such researches end up investigating trivial problems or replicating previous studies. This view is shared by Kolo (2003:6), when he noted that "it is our tradition to get our conference papers out in journal as long as they are found publishable by our distinguished assessors. Our belief is that there is something to learn from all papers presented in a conference but only few can get into academic journal." It was equally submitted by Maisamari, (2005) that, "The journal is devoted to publication of scientific and reviewed papers on such aspects provided they are well written and scholarly".

2.6 The impact of Examination Officers Workload on effective supervision of students academic Work

The staff workload may have impact on the effective supervision of students academic work. Although there is lack of sufficient literature on this point, observation shows that the impact may exists. Most evidences are based on oral recording and examination administration where people adapt objective questions to evaluate performance of students. However, many academic staff usethis method to evaluate students' performance despite its demerit in self expression and creativity.The use of objective questions covers a wider or almost all areas in the syllabuses or scheme of work. However, it gives no room to self expression and creativity measurement. This view is shared by Mancing (1991:44) when he noted that: "Where a class workload is too large, the tendency for the staff is to adopt objective question techniques for easy marking". This is because a teacher will be demoralized if he or she finds the class too large, the hours too long or if he has many sections to cover daily. This was equally observed by Massey University, (2004) that some lecturers in many Nigerian universities could not even complete their Ph.D work on time due to overloading and extraresponsibilities.

2.7 Postgraduate Coordinatorship of Academic Staff Workload and Their Capability to attend Professional Workshops

One important way of enhancing high performance and output in workers is by updating their knowledge continually through exposure to latest research in science and technology, arts and social sciences and science of administration as well as the field of teaching. Agreeing with this view Mier (1984:610), submitted that training human resource in organizations for improved output is essential since an improvement in the

quality of human factor is as important as investment in physical capital. An advancement in knowledge and the diffusion of new ideas and objectives are necessary to remove economic backwardness and instill human abilities and motivation that are favourable to economic advancement. However, workshop is defined in Oxford Advanced Learner's Dictionary (Latest Edition) as a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. Indeed, it is a large official gathering, usually lasting for a few days at which people with the same work or interests come together to discuss their professional views. Thus, the importance of professional training is to enable workers acquire the skills to do what they have not been able to do before on the job, become better at carrying out the responsibilities they have been performing before. It has therefore, become important for university management in particular to encourage academic staff to development through in-service training such workshops, seminars and conferences. This will no doubt increase the academic staff's output in the Nigerian universities.

However, an academic staff here is referred as a teacher or lecturer at tertiary institutions of higher learning. Therefore teachers/lecturers are the main determinants of quality in education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, antisocial, the whole nation is doomed. If they are ignorant in their discipline and impart wrong knowledge, they become not only redundant, but dangerous. This view was also accepted by Oderinde (2002:20), who described the teacher as "the spark that fixe the whole developmental process, the key man in the drive for progress." Abeh (2002:10) agreed that the teacher is a person who instructs learners and guide learning especially in

an educational institution and is reported by Sadiq (2007:18) as "the main objective of teaching is to help the child responds to his environment in an effective way."

Above all the issue of lecturers workload and their inability to attend professional workshops is seen to be difficult to accommodate by the academic staff of Nigerian Universities. This could be due to the excessive workload they have to shoulder. This assertion is confirmed by Ellingson (2005:10) when he stated that "lecturers workload is an important consideration since it can affect lecturers confidence in attending professional workshops, conference, seminars and commitment to quality work outcomes. He further stated that if a faculty member perceives workload policies to be unfair then that lecturer may not perform to the highest potential. If confidence is severely affected, the lecturer may even decide to relocate to another institution. Fair and equitable workload distributions with corresponding records are necessary if institutions want to keep their best lecturers. However, Comm and Mathaise (2003:5) agree that a good workload policy should also coordinate with and reinforce strategic goals and promotion and tenure standards. Nevertheless, writers such as Mancing (1991), Massey (2002) and Massey (2004) agreed that academic staff are not required to undertake work that exceeds a normal working week or a normal working year.

- Work allocation and duties are developed based on the strategic goals of the school and university and are to contribute to their achievement, recognizing the requirement to focus finite resources on priority areas.
- There is normally a balance of academic activities within staff members workload, although this requirement may be varied by agreement between the staff member and the Head.

Several studies have highlighted the consequences of high workloads or workload. According to Willes (1998) work overload and time constraints were significant contributors to work stress and inability to attend any capacity building among community nurses. Al – Ameri (2003) mentioned in his study that one of the six factors of occupational stress is pressure originating from workload. Stamatios (2003) also agreed that factors intrinsic to the job means exploring workload, variety of responsibilities or tasks and rates of pay. This may be a cause that prevents the university academic staff from attending professional workshops and therefore, affect their morale.

However, according to Suleiman (2007:5) leaders or lecturers are referred to as mediators of educational innovations. It is equally reported by Sadiq (2007:18) that: "the teacher should also relate the teaching learning activities to actual life situations or experiences of the learners." It is for this purpose that the teacher is globally recognized as the most prominent and important factor that impact on the learning processes, especially in the school context. However, Nicholas and Average (2007) viewed the nomenclature of a teacher within the context of Nigeria society as varied depending on the level of operation. Thus, at the primary school level he is referred to a teacher, tutor at the secondary school and lecturer or university don at the tertiary level.

Despite the differences in nomenclature, the duties performed by this fellow are similar or related to its level. In the different levels of our educational system, particularly at the university level, we are faced with acute shortage of academic staff and so much excess workload which could result to failure to attend professional workshops. This view is shared by the Management Monitoring Committee and Academic Staff Union of Universities, A.B.U. Held on Friday, 25th to 31st October, (2000:4). The

committee noted that the non-release of funds for the payment of excess workload allowance is a common problem to both management and ASUU, which both should aim at solving. Hence, the need opportunity to attend professional workshops by academic staff.

2.8 The issue of University Librarianship of Academic Staff and its influence on reflective thinking in the management of universities in Nigerian

The importance of reflective thinking in the management of Nigerian universities cannot be overemphasized. In spite of this fact, very few lecturers think of it as an exciting and interesting variable. Reflective thinking has been established as one of the goals of teacher preparation and re-training programmes. Indeed, reflective thinking may improve the quantity and quality of teaching strategies used in the classroom. Therefore, reflective thinking may be a way of getting the teacher or lecturer to think about what has been done rightly or wrongly during the just concluded lesson. This submission is concurred and elaborated in Olaofe (2008:5) when he noted that reflective thinking is at its best when done immediately after the lesson. Therefore, the more reflective thinking is delayed the less effective, this is because a lot of activities and events that transpired during teaching might have been forgotten in a delayed reflective thinking activity.

Now it is interesting for one to understand that in addition to all the above mention importance of reflective thinking in pedagogical re-orientation of teachers towards better and effective teaching strategies, additional responsibilities of academic staff may have much greater negative impact otherwise on the reflective thinking of academic staff in the management of Nigerian universities.

Consequently, reflective thinking could be seen as something that all lecturers should learn and practice in Nigerian universities. The submission made by Grant and Zeichner (1984:5) shows that "teaching that dominated the 1980s has given way to a new, more complex examination of teaching that focused on reflection and the need for teachers to become reflective practitioners in teaching-learning enterprise". It was also reported by Wildman and Niles (1987:5) and Gore (1987:2) that "the general acceptance of reflection in teacher education literature marks a multitude of concept and critical issues. It is seen as desirable at pre-service and in-service training and re-training levels." But Shank (1985:20) opined that reflective thinking is a practical problem-solving phenomenon.

The potentials inherent in reflection in teacher education programmes are well documented in a number of studies abroad which includes, Crandall, (2000:6), Dart, Boulton-Lewis, Brownlee and Mc-Crindle (1998) and Halbatch (1999). They show that by emphasizing the importance of providing contexts where teachers use their educational experiences to construct understanding of their philosophy of teaching, the reflective approach profitably integrates theory and practice geared towards personal and professional development."

It is the recommendation of Olaofe (2008:62) that "reflective thinking on action should be allowed to survive and thrive in the Nigerian school systems across all educational levels from primary schools to university." On their part Calderhead (1989:5) and Jarvis (1992:1) asserted that, "reflective approaches to teacher education programs, often seek to engage teachers in articulating and examining the assumption that underlie

their teaching. This is done through developing personal principles of best practice that can support their approach."

Zeichner and Histon (1987:2) on their part,asserted that reflective thinking is a process that can facilitate both learning and understanding.A reflective view of lecturing seeks to develop lecturers who are ever ready to reflect on the origins and consequences of their actions. They look at the materials, ideological constraints and encouragements embedded in the classroom, school and organizational contexts in which they belong. Reflective thinking, according to Barlett (1990:205) is an activity or process in which an experience is recalled, considered and evaluated usually to a broader purpose. It is a response to past experience and involves conscious recall and examinations of the experience as a basis for evaluation and decision making that is a source for planning and action. Newman and Wehlage (1995:2) reported that collaborative classroom model uses such what and why questions in the classroom, where good instruction, assessment and student performance are the areas of concern. Whatever the lecturer or teacher does in the area of lesson planning, teaching, designing assessment or evaluating students' performance, the goal is to incorporate construction of knowledge and disciplined inquiry.

Finally, the submission made by Daura (2007:256) shows that it is only possible to develop expertise if one is willing to experiment, make mistakes and analyze those mistakes with everyone else in front of him. There is no other way for new knowledge to be infused in the system to create stronger instructional practice other than collaborative practice that produces reflective thinkers.

2.9 The Impact of Research Committee Chairmanship of academic staff and its influence on Time Management in the Management of Universities in Nigerian

It may likely be that, as an academic staff, you find that your time, as a resource, is very scarce. It is impossible to restore, stretch or restore, once it has passed. As an academic staff you may appreciate how important it is for you to manage your time if you wish to achieve your objectives. Consequently, you and your students may need to reflect regularly on how to use your time to ensure that you are making the best use of it. Making the best use of the available time by any academic staff in Nigerian Universities may be a key element of good lecturing or teaching. This view mentioned above is in consonance with submission made by Macalphine (1991:130) agreeing with this view noted that "Time Consciousness is fundamental to the effectiveness of educational administrators and academic staff at all levels, in our university system". This is because all academic staff have the same amount of time each day, but how they use this time makes the different between them. Plunkett (1983:10) noted that time is wasted on the job through a variety of means. These include too much excess workload among academics staff, making personal phone calls or receiving them and not planning work wisely. By assigning time to tasks, academic staff in Nigerian universities will use time well by ensuring the completion of work on schedule, so that other responsibilities could be undertaken.

Managing time effectively for the day to day activities of the academic staff in particular is a persistent challenge which must be met in order to promote progressive performance. This is because the achievement of set goals and objectives depend on the ability of the academic staff to use time effectively. It is the opinion of Adair (2003) that

time is inelastic and it is something that cannot be stored, delayed or replaced. This is why academic staff and other managers in education should guard their time resources judiciously. It was also reported by Duewel (1999) that "there is no doubt that time management is of intrinsic value and has to be given due attention". It is important that every worker (staff) has to follow the schedule of time from day to day. For instance, no one should be above the rule, if work is to start at 7.30am, everyone has to comply, be he the organizational leader, the head of department or the labourer. The idea of African time, which tends to legalize lateness is thus unethical and counter-productive.

Added to this submission is the stance of Measure (2002:5) who opined that, "Every worker should operate within the framework of the time-schedule. Any departure from it must be formally reported or it would amount to a shirk of responsibility or a dereliction of duty.Indeed, what is worth doing is worth doing well" and of course 'punctuality is the soul of business'." It is essential for the work environment to be favourable and comfortable with regard to welfare services such as means of transportation and communication and business systems. Information appliances, medical and health services, awards, bursaries and scholarships, regular payment of remuneration and any other benefits, must be put in place to encourage and motivate staff to do their best.

However, it was reported by Getz (1984) that "The management of time gives allowance for staff training and development. Indeed, in the process of regular work, duty and service, lateness will be minimized, absence will be reduced while laziness or idleness will be curbed". Essentially, time management may make room for self-consciousness, self-examination, self control and self advancement. Time management

may also provide the academic staff the opportunity to evaluate his own workload and to identify duties that are necessary for delegation. Emetaron (1997:130) asserted that the need for effective time management stems from the fact that there is nothing so certain as the passing of time, it waits for nobody and so its management requires special skills. This is specifically crucial for an academic staff in Nigeria Universities who finds himself saddled with some administrative responsibilities, such as being in the position of Head of departmental ship. Such lecturer could face the problem of allocating time to his numerous other equally important tasks apart from his basic primary assignment given to him as an academic staff. For instance, such a person saddled with some administrative duties must see his staff and students who come to him with problems. He will have to supervise staff and students, keep performance records of individuals, groups and entire system. He is also expected to plan the financial, physical, materials and human resources of the organization, make decisions, conduct meetings, write and read memos, make and receive telephone calls, as well as attend drop-in visitors. These and some other institutional activities may happen in one day depending on one's ability to accommodate all these demands on his time without neglecting or forgetting giving of them. It is therefore crucial for an academic staff to reflect on how he can make the best use of his time for the accomplishment of his responsibilities.

2.9.1 Rationale for Effective Time Management

Managing time efficiently and effectively for the daily activities of an academic staff in Nigerian Universities may be a persistent challenge which must be met in order to promote progressive performance. This is because the total achievement of objective depends on the ability of the lecturers to use time judiciously. This submission is

concurred and elaborated in Eresimadu and Nduka (1978:2)when they noted that "there is need for flexibility in operating this schedule in order to accommodate unforeseen contingencies that may arise".

2.9.2 Strategies for Effective Time Management

An academic staff in Nigerian Universities may need to have a daily or weekly plan in order for him to avoid or eliminate problems that may arise later. In order to accomplish your plans, you may make appointment, specifying to the visitors in advance how much time you have got. Reschedule appointment with your students in project supervision or visits by drop-in-visitors, if possible, if someone is late, to avoid taking up time for other plans. This submission above is in consonance with opinion of Emetoron (1997:131-135) when he states that in planning, concentrate on specific problems which should be prioritized for each day. For each item on your list jot down a list of things that you will need to do, highlighting action areas, check vital deadlines while planning and prioritizing". The writer further outlined four other means or strategies for the time management under the following administrative task areas: drop in visitors, meetings, paper-work and telephone calls.

a) Drop-in-visitors

Drop-in-visitors do hinder good time management if not handled well by the administrator. This will result in non accomplishment of set plans for the day. It is therefore, important for the administrator to adopt various ways of attending to such people, both during the visit and before the visit. During such visits the educational administrators should practice listening skills while keeping control. This can be done by

paying individual attention and being patient. While you jot down important points do not react in such a way which leads the visitor to amplify side issues, or summarize what you have heard, rather ask what it is they expect from you. Secondly, the educational administrator should keep control of drop-in-visitors by asking people to bookappointments and by ensuring the administrator's secretary screens visitors. Other strategies are meeting the visitor outside the office for easy getway; stand up to greet the visitor and stay standing and or walk to the door as you draw the conversation to a close. The administrator can ask the visitor to walk along with him to the next office-meaning the conversation must stop. Visitors should know when you are accessible and when not. However, the administrator should be flexible so as not to ignore urgent cases. Encourage visitors to come with facts and figures about their problems as well as to put forward at least two possible solutions to any problems they bring. While there is need for a clock to be kept in full view of visitors to know how much time they have spent in order to avoid over staying, the administrator should establish the time limit for each visitor at the beginning of the visit.

b) Meetings

Presiding over meetings is one of the activities performed by the educational administrator. The need for educational administrators to manage time during meetings are because meetings are costly both in money and time as well as tendency of its being for sociability rather than for purpose. Meetings, therefore, be they statutory, adhoc or emergency, should have some element of time attached to them, for administrative effectiveness. To maximize the time attached to meetings, the administrator should plan meetings in details, by answering the questions; who; where and how, the who tells who

should be invited for the meeting, with possible limit put on attendance by scheduling members to attend only that part they can contribute to, so as to limit discussion on issues and shorten the meeting time. The what, provides agenda for the meeting. Each item on the agenda should be deliberated on by both the administrator and all in attendance with respect to the problem, causes of the problems, possible solutions and the best solution. The 'where' should indicate the meeting venue, possibly away from the administrator's office in order to eliminate interruption. Arrange seats so that all can see each other.The 'how', requires setting time limits for discussing topics and summarizing often to reach a decision for each topic discussed.In addition to getting top executive approval for meetings, administrators should schedule meetings before the end of the day or before lunch.

c) Paper Work

Dealing with paper work is another area of concern in time management for the educational administrator. This is because official letters might flow in and out, and the dispatch with which the administrator treats these letters may be part of the indicators of his effectiveness. In dealing with paper work therefore, the administrator should divide his work into three categories: read and discard, to be delegated, and must do (Plunkett: 1983).Each material will fall into one of these categories. For instance, memos sent to keep informed or notice of meetings fall into the first. Work you want others to act upon falls into the second, while work only you can do falls into the third. For this third category the administrator may determine how much time each task will take and its completion date. These times may be blocked out on the calendar, so that early completions may be achieved.

It is necessary that while categorizing memos by using folders, dividers, colour codes, files etc, the educational administrators should ask their personal secretaries to screen in coming mails daily for the important ones to be seen by him that day, for his categorization as specified above. In dealing with the category, Macalphine (1991) suggested that specific trays should be created by the administrator indicating things like: do today, do this week, read, file, pass on, awaiting information etc. Lindblom (1959) recommended meetings with secretaries every morning to have a session on incoming mail, made from previous day, as well as review mail in the brought forward file which should be created. Also time in travel in the car, train or plane, as well as time spent in an office waiting room can be used by the administrator to capture up on essential work-related tapes or reading. In addition the administrator, can capture and remember good ideas as they occur anytime by making note of them with a note pad, and pen or portable tape recorder (Plunkett, 1983). By dealing with paper work and memos in these ways the administrator will get more accomplished and effective.

d) The Telephone

The telephone is an important support service that may make for easy communication particularly for administration in the complex high educational institutions. Hence, it is meant to be a time tool. However, it can be a disadvantage when not used appropriately. For instance, it is the most frequent source of interruption. Therefore, to be able to manage telephone time and take advantage of its service, the administrator may adopt several strategies. Telephone message should be brief and to the point, specifying purpose with brief explanation as well as action to be taken. Support staff should be trained to screen incoming call. When receiving calls, let the caller know

your time constraint. For calls that are not urgent the caller can be asked to call back at a designated time or to wait for return call later.

When making calls, they should be placed in priority order, and donot be put in hold, rather get them to ring you back. Ensure that appropriate reference materials are kept at hand if possible before making calls. Paper and pen should be kept by the phone always for taking messages. Generally, there is need to occasionally, but consistently monitor how effectively you use your time. This is with a view to determining what wastes time depending on the administrators special situation. This exercise is important since what hinders effective time management may vary from one individual to another and will thus imply differences in adjustment areas. Therefore, to improve their use of time, by determining what wastes time educational administrators should review a self made daily log, by ticking 'Yes' or 'No' in the appropriate column and the total for each column determined. By doing this the administrator may have an idea about how well he has used the time for the day of consequent adjustments in the areas concerned for improved time management and administrative effectiveness.

2.10 The impact of Planning and Development Committee Chairmanship of academic staff and its influence on management of change in the management of Universities in Nigerian

The effectiveness of any academic staff may depend on his capability and means of controlling the direction by influencing in some way the outcome of changes. This view is further elaborated by Dare (2009:65) who noted that "it is very unlikely that any human society has ever been completely static, though some have experienced substantially less or different kind of change from others". This connotes the importance attached to management of change in Nigerian universities.

Omenyi (1997:137) agreed with Morish (1976) that "Management of change may be seen as the application of management principles at all available procedures and techniques to changes that are to occur or that have occurred". It was reported by Morphet (1974:8) that changes have occurred generally because:

1. People are now better educated and better informed than before, and therefore understand problems, can analyse problems and can suggest solutions.
2. The increase in knowledge and understanding has given rise to the development of further knowledge which has led to further new ideas, and
3. The advent of technology has led to the intensification of research which often results in new ideas, new knowledge, and new theories which have led to the replacement of old ideas with the most recent discoveries. Theiranf (1977:20) also submitted that "Through planning and popper organization, a change can be anticipated and when it occurs it can be properly directed and controlled". Indeed, it was reported by Haveclock (1973) that management of change may be seen as the application of management principles to all available procedures and techniques to changes that are to occur or that have occurred. Such changes may have been previously planned for in which case provisions would have been made for the anticipated outcome. To this end, it becomes imperative in Nigerian universities for academic staff to take cognizance of the importance of management of change.

Thus, an academic staff in the Nigerian university may be expected to be influencing result arising from changes instead of waiting to survive the effects and consequences of change. Indeed, he may be expected to manage change. Under normal

circumstances, there may be a range of sources or pressures for change and the sort of changes occurring. These may include changes in class populations, curriculum, language policies and structural reforms. It is clear that changes may either be imposed on a university from outside or initiated inside.

However, changes may call for extensive patience, emotional stability, self restraint and control by all lecturers in a university, students and university communities at large. Specifically, this portion of study looks at some aspects of this process of change and examines how additional responsibilities of academic staff could make or otherwise impact on management of change in the management of Nigerian universities.

2.11 The impact of Committee of Deans and Directors Chairmanship of academic staff and its influence on teaching and learning in the management of universities in Nigerian

Firstly, learning can be seen as a key process in behavioural modification. Learning may play a significant role in any language spoken to communicate to be understood in traditional practices, attitude and unpredictable personality traits and even the way human being perceives have bearing with how the individual learn and the situation in which he or she learns. The knowledge of the fundamental principles of learning may help the pre-service and in-service teacher or lecturer become conversant with how learning plays its important part. For instance, at the university level a lecturer is a major factor in the successful direction of quality education. It is often said that the level of the education of the lecturer determines the level of education of the nation. This view above is concurred in Adeyanju (2000:20) when he noted that "this is one reason why teachers must continue to learn despite being poorly paid." Teaching is not everybody's business, it is a hard decision to take to become a teacher. Certainly, the

teacher is always interested in developing the all round person, the intellect, his or her emotion, social, spiritual and physical make up. The teacher's focus is on the learner, his concern is making the student learn the best that nature provides him. This submission is also assented and elaborated in Imogie and Agun (1986:20) when they stressed that the learner should be the centre of instructional activities. Therefore, it is important to examine what the learning system looks like. Indeed, the submission made by Thomas and Amite (2007:3) describes the different ways by which learners learn. Learning styles may be visual-non verbal, visual-verbal, tactile-kinesthetic or auditory verbal. Certainly, all this learning styles mentioned above may not be successfully achieved without giving the teacher or lecturer an utmost rest and motivation.

Visual-nonverbal learning style: This indicates that a learner in this group will learn best when information is presented in visual formal through the use of pictures, images or designs.

Visual-verbal learning style: Learners with this learning style learn best when information is visually presented as well as in spoken written language format. The learner may prefer teachers or lecturers history or outlining essential ideas on the chalkboard during a lesson. Such learners should also benefit from class notes and textbooks.

Tactile-kinesthetic learning style: Learners in this category learn best when allowed to engage in hand-on activities, that is, such learning activities that involve manipulation of materials or that are practical in nature.

Auditory-verbal learners prefer the presentation of information in oral language mode like lectures, listening to video or audio-tapes as well as group discussion. For these learners to gain effectively in learning situation, regularity in class is necessary.

The principles of effective teaching and learning are now presented in line with the submission of Joyce and Mashall (1990:20) when they assert that "teachers knowledge of the subject matter is essential to the implementation of important teaching tasks and active involvement of the learner enhances learning." This submission is concurred and fully elaborated in Edem (1982:63) when he noted that Nigerian universities are currently facing so much excess workload and assignments. Fleming (2001:05), Garrison (2008:20), Thomas (2007) and others, based on that alarming rate of problems affecting academic staff, made suggestions to solve the problems as follows: universities management and heads of departments in particular must plan their organizational duties to be done and assign them to the academic staff with skill and training to do them. For the assignments to be fruitful, the education managers must prepare a plan containing what each lecturer's post involves and the qualifications that its holder require. A lecturer's morale is also likely to be affected by his teaching load. A lecturer may be demoralized if he finds his class too large or if he has too many responsibilities, and lessons to teach daily which require a great deal of preparation, or if his responsibilities are of intolerable complexity and magnitudeso that he exceeds the average of twenty five to thirty periods a week.

Consequently, the following may be taken into account in assigning responsibilities to academic staff in Nigerian universities in order to make an effective teaching and learning:

i. his teaching qualifications, experience and previous training

ii. the number of students and lessons to be taught daily or weekly

iii. the amount of preparation required

iv. the length of class periods

v. the nature of the subject taught with the amount of time required for grading students work.

2.12 The impact of University Tenders Chairmanship of academic staff and its influence on problem-solving in the management of universities in Nigerian

Problem-solving may involve seeking of solutions to problems that arise in an organization. The problem process could lead to the formulation of decisions intended to resolve a recognized problem. The importance and steps of problem-solving was elaborated by federal government of Nigeria (1993:5) when it noted that: "the problem-solving process contains six main elements: recognizing the problem, analyzing the problem, workout alternative solutions, choosing the best alternative, implementing the chosen solution and evaluating its effectiveness." The view highlighted by F.M.O.E. (1993) shows the qualities and robustness of problem-solving in Nigerian universities. This implies that when a head of department or an academic staff is required to make unique decisions in a university, there are usually exceptional problems involved which demand creativity and imagination to resolve. The unique decisions could also be referred to as non-programmed decisions. They often take time to implement because various factors (for example, excess workload and resources) may need to be taken into account in the implementation process.

For example, a decision to assess a students' performance or for the head to renovate a departmental reading room to become the departmental resource centre for students and lecturers is an innovative one and may require a lot of precision and calculation to agree on a sound decision.

Problems come in all shapes and sizes and from all angles of life. Human being is born a problem solver. For instance, an academic staff in a Nigerian university is saddled with the responsibility of looking for ways and means of assisting his students to solve problems on their own. In the teaching-learning activities, a lecturer may expect to employ a variety of approaches in his teaching. This in essence may help him to take care of all individual differences of students whether inside or outside the university setting. Since students learn by doing, the lecturer is imperative to organize and plan his work that could cater for both theory and practice in the classroom.

Similarly, Watts (1990:2) advanced a number of reasons why the acquisition of some basic skills in problem-solving are important in the teaching and learning activities. Therefore, he stated the following as some of the reasons:

a. It enables youngsters to take ownership of lessons/tasks
b. It encourages decision-making and many social skills
c. It is a form of both active learning and discovery learning
d. It allows cross curricular activity
e. It provides relevance to real life contexts
f. It enhances the level of communication and promotes interpersonal relationships amongst students
g. It makes students to be creative and inventive.

It is equally, in line with the views of Vines and Rees (1972:5) who described problems as being "unbiquitous and cosmopolitan." By this is meant that problems not only cut across all spheres of life, but are commonly found everywhere. Problem-solving as an educational activity is not confined to school buildings, but is in schools that it generally takes places. Shaibu (1987:2) conceived and categorized problems into four areas as stated below. Problem:

i. Refers to a situation of high derive which lacks a readily available drive-releaving response;
ii. Is a state of disequilibrium in the human thought structure,
iii. Represents a gap between pieces of information,
iv. Is a conflict within an individual, a conflict between the condition at hand and a desired result between end and means to reach it.

Munson's (1988:7) classification of problem is in agreement with that of Shaibu (1987:2)when Munson classified problems into "open", "informal", "formal", "goal", "own", and "given". "Goal" problems have their solutions known to the solver, while "closed" problems have their solutions unknown to the solver. "Goal" problems refer to a situation where the solver is given a goal and nothing else- the solver decides and develops his own strategy (Bentley and Watts, 1989:2).

Ausubel (1970) described problem-solving as a form of discovery learning involving the building of the gap between students' knowledge and solution process. This view is also concurred in Keat and Guerney (1980:10) who outlined the steps in the process of problem-solving as follows:

Step one – recognition of the problem.

The individual recognizes the existence of a problem situation. He feels unhappy, upset and frustrated by circumstances which prevent him from reaching his goal. He has an obstacle (obstacles) between himself and his goal. He can solve his problem only if the obstacle between him and his goal is within his capacity to remove it. The circumstance facing him motivates him to think seriously.

Step two: Identification of the problem

In order to ideal effectively and successfully with the problem facing him. The individual has to identify as specifically as possible just what the problem is. He must be able to analyse the problem to see what elements are relevant to the problem and equally important, what elements are relevant to the solution of the problem and also similarly, what elements are not. If he can do this, he can launch an attack on the problem. His previous experience and what he is as a person (values, interest, feelings, skills, intelligence, etc) can influence what he does at this point. We like to emphasize once again that if an individual cannot clarify and define the problem confronting him and the obstacles to be removed, he can use only blind trial and error method to manage his problem. He emphasizes that an individual cannot begin to resolve a problem until he identifies it, so he should clarify the type of problem he faces. In other words, you cannot solve your problems unless you can clearly define your goal and the consequences of your decision. We should be aware of some of the key factors which may prevent an individual from clarifying his problem sufficiently to plan a mode of attack.

Step three: generate possible ideas, decision choices or alternative solutions to the problem

The next step is for an individual to generate possible ideas, decision choices or alternative solutions to the problem if he is concerned about possible plans of action for reaching the desired goal.

Step four: Evaluate each possible plan of action or attack

An individual should critically evaluate possible ideas, decision choices or alternative solutions to the problem. This means to attempt to decide which possible plan or solution to the problem is the best one for the moment, that is, the one that meets the most needs of the person involved or of the situation requiring action. Which of these alternatives will be the most effective in solving the problem will depend on your analysis of the problem situation. Your past experiences in solving – problems and also on your ability to withstand stress and frustration.

Step five: Carrying out the plan

After one has decided the plan of attack in solving a problem, he must then follow through by actually carrying out the plan. Sometimes this is one of the most difficult part of solving-problems because it means actually doing something about what is bothering you or blocking your progress towards a specific goal. This is the step in which an individual works out a way to put the decision or problem solution into action. It is the "doing step" and represents the trying out of the decision or problem-solving behavior.

Step six: Evaluating the results

After one has actually taken some action in the solution to the problem, he then must evaluate the results. The major question that an individual needs to ask at this stage

is “was it an effective decision, and did the solution to the problem work?” Often the results can immediately be seen in terms of the attainment of the desired goal or the reduction of tension. But sometimes solving problems take time and one cannot expect immediate results. We should learn from our problem-solving efforts and this step provides for that learning. It is true that many people never seem to learn from their problem-solving efforts and as a result they continually use ineffective methods for solving problems and they continually fail to gain satisfaction. There is a definite need to evaluate the results of our behaviours after we have taken decisions so that we may not continually use ineffective methods to solve problems.

To this end, it is important to note that the above analysis and outline of problems-solving steps may help many academic staff to follow in order to solve their problems particularly those related to additional responsibilities in Nigerian universities.

2.13 Empirical Studies

Chinyere (2004) studied the effects of stressors on academic performance and adjustment of university undergraduates in Nigeria. The population of his study was made up of the final year students of selected Nigerian universities in the six geo-political zones of the federation of Nigeria. The approximated number of sampled population was 6450. One hundred and ten (110) copies of the instrument were distributed in each of the selected universities in the six geo-political zones south-south, south-east, south-west, north-central, north-east and north-west of Nigeria. All the completed questionnaires were expected to give a total number of six hundred and sixty (660) students used for the study. However, not all the questionnaires were returned. Survey design was used in his study. Four (4) major hypotheses were formulated and tested at 0.05 level of

significance. However, four instruments were employed togather data for the study, viz (i) students stress questionnaire (SSQ); (ii) students stressful experiences questionnaire (SSEQ); (iii) students academic performance scores (SAPSQ); and (iv) students stress coping questionnaire (SSCQ). This data collected were subjected to statistical analysis using descriptive and correlation procedure to determine relationships between the variables. His findings indicated that:

1. Environmental and administrative stressors contribute significantly to student stressful conditions
2. No significant difference was established between the academic performance of male and female students under the same stressful conditions.
3. The enhancement of the counselling units to cope with the various stressful conditions of students is one of the recommendations made.

Based on the findings of the study the following recommendations were made:

1. There should be well-equipped counselling units in every university with qualified counsellors and psychologists. Such a unit will be in a better position to understand and tackle students emotional, social, psychological and mental as well as academic problems.
2. The counselling unit should organize seminars, workshops and even distribute handouts to incoming and old students sensitizing them to certain new experiences they could encounter in the universities and possible strategies to cope with them.

3. Lecturers and students should explore alternatives to strikes dialogue between contending parties could go a long way in minimizing closure of universities due to strike action.
4. Courses should be assigned to students on the basis of choice or interest. Imposing courses on students either by parents or quota system should be discouraged.

However, his population of 6450 people was quite adequate. All of his respondents were students but the current study make use of lecturers in the Nigerian universities.

However, Ofoegbu and Nwadiani (2006) studied the level of perceived stress among lectures in Nigerian universities. The population of their study was made up of the whole federal, state and private universities in Nigeria. On the whole, eight (8) universities were used for the study. A sample of 228 (123 male and 105 female) lecturers was selected according to the variables of age, sex, marital status, experience, domicile, areas of specialization, and administrative responsibilities. The stress Research Questionnaire developed by the researchers was used to collect data on the level of stress in relation to the variables. The purpose of their study was to provide empirical evidence on the level of stress among lecturers in Nigerian universities. In order to guide the thrust of their study, the following hypotheses were formulated and tested at 0.05 level of significance, thus,

- HO_1: the perceived level of stress among university lecturers will not be significant.

- HO_2: the perceived level of stress among male and female, married and single lecturers, those living within and outside the campus and those working in federal and state universities will not be significantly different.
- HO_3: There will be no significant difference in perceived level of stress among experienced and non experienced lecturers, according to administrative responsibilities, specialization and age.
- HO_4: The factors that may influence the perceived level of stress among lecturers will not be significantly different.

Methodology

Five out of the thirteen federal and three out of the eleven state universities were randomly selected for intensive study from the list of Nigerian universities sited in the southern part of Nigeria. The private universities and the younger generation federal universities were excluded from their study.

The stress research instrument titled 'Stress Assessment Questionnaire' (SAQ) developed by the two researchers was adopted. Their questionnaire was pilot tested using 60 lecturers from one of Nigeria's private universities, which yielded a reliability co-efficient of 0.87.

Results

The results of their study revealed that the perceived level of stress among university lecturers was not significant. The calculated t-value of 2.620, exceeded the table value at .05 level of significance. It also showed that the calculated mean of 75.8 is significantly higher than the theoretical mean of 72. Therefore, the null hypothesis which

stated that the perceived level of stress among university lecturers will not be significant is not accepted. The situation here is one of an occupational group putting in an average day's work throughout the year under stressful conditions.

HO_2: The perceived level of stress among male and female, married and single, those living within and outside the campus and those working in federal and state universities will not be significant different. Therefore,the calculated Z-tests values and their means reveal that the stress level of lecturers in Nigerian universities will not differ significantly based on the variables of ownership (z=.079, mean =75.9), gender (z-236, mean = 75.9_, and domicile (z=1.381, mean = 75.0) and marital status (z-265, mean = 76.5). The hypotheses are therefore accepted at P<.05 level of significance. Lecturers in Nigerian universities are stressed significantly whether they work in a federal or state university, married or single, living off campus of within campus, and whether they are male and female lecturers.

Furthermore, Anazodo, Onyeizugbe and Uchenna (2012) studied the effects of occupational stress on the performance of university lecturers in Nigeria. Their study was modeled on the person-environment fit theory and transactional model of job stress. Their study sought amongst others: to ascertain the extent to which the academic workload affects the health of Nigerian university lecturers; to identify the effect of work life conflict on their performance.

The focus of their study was to assess the effect of job stress on output of Nigerian university lecturers. The research questions of their study tends to answer the following questions:

1. In what ways does academic workload affect the performance of Nigerian university lecturers?
2. What is the effect of worklife conflict on the job performance of Nigerian university lecturers? The specific objectives of their study include the following:
    a. To ascertain the extent to which academic workload affects the health of Nigerian university lecturers
    b. To identify the effect of worklife conflict on the performance of Nigerian university lecturers.

Hypotheses

The following hypotheses guided their study:

- Academic workload does not affect the health of Nigerian university lecturers.
- Worklife conflict does not affect the performance of Nigerian university lecturers.

In the light of the findings of this research, the following recommendations were made:

i. The Ministry of Education, both at federal and state levels, should see to it that children are not engaged in long hours of stressful academic activities.

ii. Summer school should be discouraged so that the pupils have enough time with their parents during the holidays.

Guidance and counselling units in secondary schools should be activated and made functional. In schools where there are no guidance and counselling units, the school administrators should ensure that the unit exists in the school so that career talk can be organized for students from time to time and also the unit can take care of delinquent students to help them to become responsible students.

Methodology

Their study was limited to six federal universities in Nigeria. The selected universities include, university of Benin, Edo state, federal university of technology, Owerri, Imo state, university of Lagos, Lagos state, university of Jos, Plateau state, Ahmadu Bello University, Zaria, Kaduna State and University of Maiduguri, Borno State.

The research design used for their study is the descriptive survey involving the questionnaire administration. Questionnaires were administered to one hundred and ten respondents selected from each of the six federal universities using a simple random sampling technique. Their data obtained were analyzed using a statistical summation technique and z-test was used at 0.05 level of significance to empirically test their two hypotheses that guided the study.

Research Findings

The finding of the test of the first hypothesis shows that academic workload affects the health of Nigerian university lectures. The second hypothesis reveal that there is a significant relationship between work-life balance and performance of Nigerian university lecturers.

Recommendations

The findings of their study showed that stress management is an imperative for improving the performance of Nigerian university lecturers. Based on their findings, the following are recommended:

- The university management should recruit specialists in stress management. These specialist will encourage productive stress. They can help the lecturers build challenge into their work and assume incremental responsibility and autonomy overtime.
- The management can help lecturers cope with dysfunctional stress in the following ways: helping them secure treatment at work for the symptoms of stress for example through counseling and organizing stress-reduction workshops, encouraging stress reduction activities such as exercise, diet, relaxation or physiological support.
- Nigerian universities can change or remove the stressors by redesigning jobs to reduce role conflicts, role overload, role ambiguity, or conversely, boredom.

2.14 Summary

The chapter reviewed the following topics: introduction and review of related literature. Under the review of related literature, an overview of the following conceptual framework are outlined as follows: Concept of management in organization, the university management, concept of responsibility in organization, the issue of additional responsibility in organization, the historical development of Nigerian universities, rank of staff and workload of Nigerian universities.

Others include, impact of additional responsibilities of academic staff and its influence on decision-making in the management of Nigerian universities, the issue of additional responsibilities of academic staff and its influence on communication in the management of Nigerian universities, the issue of additional responsibilities of academic staff and its influence on writing papers for publications in management of Nigerian

universities, the issue of additional responsibilities of academic staff and its influence on prompt supervision, evaluation and assessment of students projects in the management of Nigerian universities, the issue of lecturers workload and their capability to attend professional workshops in the management of Nigerian universities, the impact of additional responsibilities of academic on reflective thinking in the management of Nigerian universities, the impact of additional responsibilities of academic staff and its influence on time-management in the management of Nigerian universities, the impact of additional responsibilities of academic staff and its influence on management of change in the management of Nigerian universities, the impact of additional responsibilities of academic staff and its influence on teaching and learning in the management of Nigerian universities, the impact of additional responsibilities of academic staff and its influence on problem-solving in the management of Nigerian universities. Other aspects include the empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the method used for the research. It presents the research design, population of the study, sample and sampling techniques, instrumentation and its administration. The content validity and reliability of the research instrument and procedure for data analysis were also presented based on the outcome of the pilot study carried out.

3.2 Research Design

Descriptive survey design was adopted for this research. It is a design that was based on sample selected from the entire population since entire population is too large. The survey approach is described by Denga and Ali (1989:33) "as a systematic and organized attempt to analyze, interpret and report the present status of social institution, group or area". The approach helped the researcher to gather data for the purpose of testing hypotheses or answering research questions related to the impact of additional responsibilities of academic staff on the management of Nigerian universities. However, it has been observed by Asika (1991:29) that: "survey approach serves as an important means through which researchers could find data through manipulation of the variables for his research."

Specifically, the subjects of this study are the Deans of faculties, Heads of departments, Examination officers, and the University Directors of Institutes and Colleges in Nigeria universities and the purpose was to find out their opinions on the

impacts of additional responsibilities of academic staff on the management of Nigerian Universities. All information obtained were presented in Tables, described and analyzed by use of frequency and simple percentages. In order to test the hypotheses postulated, simple percentages and frequencies as well as one way analysis of variance (ANOVA) at 0.05 level of significance were applied.

3.3 Population of the Study

The population for this study, according to the report from the office of executive secretary bulletin 10 September, 2012 Vol. 7 No. 37 and Blue Print No. 320 of Monday, Nov 12, 2012 consists of thirty seven thousand five hundred and four (37,504) lecturers in the nation's public universities and other four thousand one hundred and ninety six (4,196) academic staff in private universities. This raised to a total of 41,700 academic staff located in the six (6) geo-political zones of Nigeria.

However, the study consists of thirty seven (37) federal universities, thirty seven (37) state universities and fifty (50) private owned universities. This comprises the total of 124 universities. Furthermore, the study had four (4) different sets of population groups which included, all Deans of Faculties, Heads of Departments, Examination officers, and Directors of Institutes and Colleges in Nigerian Universities. Based on their geo-political zones, year of establishment, number of faculties, number of departments and number of academic staff in each university.

3.4 Sample and Sampling Techniques

This research is on the assessment of the impact of additional responsibilities of academic staff on the management of Nigerian Universities. In order to have a fair

representation of the target population of universities in each of the six geo-political zones of Nigeria, 30% (percent) technique was used as recommended by Aderounmu (1985) that the sample of any given research can be 30% of the population. For this reason therefore, (37) representing thirty percent of the one hundred and twenty four (124) universities were randomly selected and used in this study.

In selecting the sample size of the respondents a proportional sampling technique was used. For this reason, Eke (1990:83) recommended that "In proportion allocation a good idea of the total number of each sub-group must be possessed by the researcher".

However, Nworgu (1991:74) supported and reported that:

> *If the researcher for example, wishes to draw a sample of 1,000 elements from any population, he determines the number of elements or respondents to be drawn from each stratum by multiplying the proportion of each stratum in the population by the desired sample.*"

Therefore, the proportionate distribution of a given population of 1,200 Academic staff involves in excess administrative duties according to respondents are as follows: University Directors of Institutes/Colleges and Centres (266), Deans of Faculties (266), Heads of Departments (2326), and Examination Officers (2326).

The above population was considered as the representation of the entire approximate of (5,184) for this research which covers the entire federal, state and private universities in the six geo-political zones of Nigeria.

In selecting the respondents used in each university, simple random sampling technique was used. All the academic staff concerned in this research were listed, given numbers and these numbers were written on small pieces of paper which were folded and put in a cup, hybridized and one paper selected after the other until the required number

of respondents was obtained for that universities. The above submission is represented in Table 3.4.1 and 3.4.2. below:

Table 3.4.1: Breakdown of the Entire Respondents of the 37 Sampled Public and Private Universities in the Six Geo-Political Zones of Nigeria under the Study.

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of faculties	Heads of Departments	Examination Officers	University Directors of Institutes/Colleges	
1.	North – Central	University of Abuja, Abuja FCT	F	9	60	60	9	138
2		Federal University, Lafia, Nasarawa state	F	6	45	45	6	102
3		Benue State University, Makurdi, Benue state	S	7	50	50	7	114
4		Nasarawa State University Keffi, Nasarawa state	S	6	40	40	6	92
5		Al-Hikima University, Ilorin, Kwara state	P	4	28	28	4	64
6		University of Mkar, Benue State	P	5	45	45	5	100
7	North-East	Abubakar Tafawa Balewa, University, Bauchi, Bauchi State	F	7	50	50	7	114
8		Federal University of Technology, Yola, Adamawa State	F	6	47	47	6	106

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes /Colleges	
9		Adamawa State University, Mubi Adamawa State	S	5	45	45	5	100
10		Gombe State University, Gombe State	S	5	40	40	5	90
11		Abti-American University, Yola, Adamawa State	P	5	42	42	5	94
12	North-West	Ahmadu Bello University, Zaria, Kaduna state	F	12	100	100	12	224
13		Bayero University, Kano, Kano State	F	9	80	80	9	178
14		Kano State University of Science and Technology Wudil, Kano State	S	4	38	38	4	84
15	South-East	University of Nigeria, Nsukka, Enugu State	F	13	120	120	13	266
16		Imo State University, Owerri, Imo state	S	10	100	100	10	220

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes/Colleges	
17		Enugu State University of Science and Technology	S	9	60	60	9	138
18		Madona University, Okija, Anambra state	P	5	35	35	5	80
19		Caritas University, Amoriji Nke, Enugu state	P	5	36	36	5	82
20	South-South	University of Port Harcourt, Rivers state	F	12	80	80	12	184
21		University of Benin, Benin City	F	13	120	120	13	266
22		Ambrose Alli University, Ekpoma, Edo state	S	6	90	90	6	192
23		Rivers State University of Science and Technology Port Harcourt – Rivers state	S	6	80	80	6	172
24		Igbinedon University, Okada, Edo state	P	5	60	60	5	130
25		BensonIEdahosa University, Benin City, Edo state	P	6	60	60	6	132
26		Novena University, Ogume, Delta state	P	5	35	35	5	80

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes /Colleges	
27	South-West	University of Ibadan, Ibadan, Oyo state	F	13	130	130	13	286
28		University of Lagos, Lagos State	F	13	131	131	13	288
29		Lagos State University, Ojo, Lagos state	S	10	100	100	10	220
30		Olabisi Onabanjo University, Ago-Iwoye, Ogun State	S	9	99	99	9	216
31		Cetep City University, Lagos, Lagos State	P	8	75	75	8	166
32		Pan-African University, Lagos, Lagos State	P	5	35	35	5	80
33		Ajayi Crowther University, Oyo, Oyo State	P	4	30	30	4	68
34		Redeemers University, Mowe, Lagos State	P	4	35	35	4	78
35		Covenant University, Ota, Ogun State	P	5	32	32	5	74
36		Babcock University, Ilishan Remo, Ogun State	P	5	33	33	5	76
37		Bowen University, Iwo, Osun State	P	5	40	40	5	90
	Total			**266**	**2,326**	**2,326**	**266**	**5,184**

Source: NUC, 2012.

Table 3.4.2: A Proportionate Distribution of the Sampled Respondents from the 37 Public and Private Universities in the Six Geo-Political Zones of Nigeria under the Study

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes / Colleges	
1.	North – Central	University of Abuja, Abuja FCT	F	2	14	14	2	32
2		Federal University, Lafia, Nasarawa state	F	1	10	10	1	22
3		Benue State University, Makurdi, Benue state	S	2	12	12	2	28
4		Nasarawa State University Keffi, Nasarawa state	S	1	9	9	1	20
5		Al-Hikima University, Ilorin, Kwara state	P	1	6	6	1	14
6		University of Mkar, Benue state	P	1	10	10	1	22
7	North-East	Abubakar Tafawa Balewa, University, Bauchi, Bauchi state	F	2	12	12	2	28
8		Federal University of Technology, Yola, Adamawa state	F	1	11	11	1	24
9		Adamawa State University, Mubi Adamawa State	S	1	10	10	1	22
10		Gombe State University, Gombe, Gombe State	S	1	9	9	1	20

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes / Colleges	
11		Abti-American University, Yola, Adamawa State	P	1	10	10	1	22
12	North-West	Ahmadu Bello University,Zaria, Kaduna state	F	3	23	23	3	52
13		Bayero University, Kano, Kano State	F	2	19	19	2	42
14		Kano State University of Science and Technology Wudil, Kano State	S	1	9	9	1	20
15	South-East	University of Nigeria, Nsukka, Enugu State	F	3	28	28	3	62
16		Imo State University, Owerri, Imo state	S	2	23	23	2	50
17		Enugu State University of Science and Technology	S	2	14	14	2	32
18		Madona University, Okija, Anambra state	P	1	8	8	1	18
19		Caristas University, Amoriji Nke, Enugu State	P	1	8	8	1	18
20	South-South	University of PortHarcourt, Rivers State	F	3	19	19	3	44

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes / Colleges	
21	South-south	University of Benin, Benin City	F	3	28	28	3	62
22		Ambrose Alli University, Edo State, Ekpoma	S	1	21	21	1	44
23		Rivers State University of Science and Technology Port Harcourt – Rivers State	S	1	19	19	1	40
24		Igbinedeon University, Okada, Edo State	P	1	14	14	1	30
25		Benson Edahosah University, Benin City, Edo state	P	1	14	14	1	30
26		Novena University, Ogume Delta State	P	1	8	8	1	18
27	South-West	University of Ibadan, Oyo State	F	3	30	30	3	66
28		University of Lagos, Lagos State	F	3	30	30	3	66
29		Lagos State University, Oyo, Lagos State	S	2	23	23	2	50
30		Olabisi Onabanjo University, Ago-Iwoye, Ogun State	S	2	23	23	2	50

S/N	Geo-Political Zones	Name of Universities	Number of Academic Management Staff					Total No.
			Status	Deans of Faculties	Heads of Departments	Examination Officers	University Directors of Institutes / Colleges	
31		Cetep City University, Lagos, Lagos State	P	2	21	21	2	46
32		Pan-African University, Lagos, Lagos State	P	1	8	8	1	18
33		Ajayi Crowther University, Oyo, Oyo State	P	1	7	7	1	16
34	South-West	Redeemers University, Mowe, Lagos State	P	1	8	8	1	18
35		Covenant University, Ota, Ogun State	P	1	7	7	1	16
36		Babcock University, Ilishan Remo, Ogun State	P	1	8	8	1	18
37		Bowen University, Iwo, Osun State	P	1	9	9	1	20
	Total			**58**	**542**	**542**	**58**	**1,200**

Keys:

F = Federal Universities
S = State Universities
P = Private Universities

3.5 Instrumentation

Questionnaire was designed by the researcher based on the issues raised in the objectives. The questionnaire was designed to serve as instrument to gather information on the opinions of respondents on the impact of additional responsibilities of academic staff on the management of Nigerian universities. It is reported in Imam (2000:21) and Maina (2006:93) that questionnaire is preferred in most cases where the sample size is large or where factual information is required with relative degree where respondents are given different options to respond to by ticking the appropriate column.

The researcher adopted closed structured questions where the respondents were requested to indicate the extent to which they agreed or disagreed with a given statement on issues raised by the research. The researcher finally, used a five point Likert scale to determine the extent to which Deans of faculties, Heads of departments, Examination officers, University Librarians and University Directors of Institutes and Colleges perceived the impact of additional responsibilities of academic staff on the management of Nigerian universities. The five point scale used was therefore ranked as shown below:

Strongly Agree	SA	5
Agree	A	4
Undecided	U	3
Disagree	D	2
Strong Disagree	SD	1

The instrument is meant to elicit information from the Deans of faculties, Heads of departments, Examination officers, and University Directors of Institutes and Colleges.

The instrument contained 10 question items each. The questionnaire were in two sections. Section "A" deals with personal information / biodata such as sex, state of origin, nationality, nature of duties, university and so on. Section "B" deals with 5 Likert scale type questions designed to elicit information on the assessment of the impact of additional responsibilities of academic staff on the management of Nigerian universities. The questionnaire however, requires the respondents to tick (√) options relevant to their choice.

3.5.1 Validity of the Instrument

Before administering the instruments to respondents, the researcher gave the questionnaire to three supervisors who were specialists in the field of Educational Administration and Planning for their input. The three supervisors made valuable and necessary corrections. However, the instruments were also given to specialists in Statistics, Measurement and Evaluation to determine the statistical techniques used. This was in line with the submission of Fox (1969:370) who noted that research is best done when experts are requested by a researcher to critically examine the drafted instrument with a view to effecting corrections, amendments and modification to make it authentic or valid for research study. Furthermore, it was supported by Mehrens and Lehmann (1975:115) as cited by Razaq and Ajayi (2000:57) that "validation is ascertained by simply showing the instruments to people (experts) and asking them to identify purpose".

3.5.2 Pilot Study

For the purpose of reliability of the instrument for the study, the researcher administered 100 copies of the questionnaire to the (four) 4 categories of respondents in University of Jos, Plateau State. 6 copies were distributed to Deans of Faculties, 42 copies to Heads of Departments, 42 copies to Examination Officers and 10 copies to University Directors. The questionnaire consisted of 70 item statements; out of the 100 copies of the questionnaire distributed, eighty(80) copies were retrieved. This was subjected to reliability test. The result of the pilot study revealed that all the questions were attempted by respondents, perhaps this was possible in view of the fact that the language used was direct and simple and the nature of the instrument was validated where specialist were asked to critically examine the items. They made some observations which were later effected by the researcher. This can be achieved as noted by Kerlinger (1973:457) that the idea of this is necessary in order to ascertain the validity and reliability of the instrument before the research is carried out". However, the scale was given value in the following order: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; and Strongly-disagree = 1.

Guttman's split half method was also employed to find the level of instruments reliability using the SPSS package, the consistency of the items was estimated. The consistency level was calculated to be 0.8939. Thus, the level of reliability was significant since the reliability coefficient can be approximated to 1. Therefore, the instrument is reliable for this study.

3.5.3 Reliability of the Instrument

Afolabi (1998:5) explains that "reliability is the consistency and dependability of the instrument to measure what it is intended to measure". The reliability of the instruments is calculated using split-half method. According to Wimmer and Dominick (1989:231), this method involves the division of the scores of respondents in the test items during the pilot study into two split halves (Even and odd numbers) separately and correlated. Therefore, Pearson Product Moment co-efficient of correlation was adopted to ascertain the reliability of the instruments. The reliability score is 0.89. This indicates that the items are reliable within the acceptable limits. Murkherjee (2000:17) opined that, "the requirements for internal consistency is an average value of the correlation co-efficient, which must be higher than 0.80". In compliance with the author, the items were adjudged reliable before administration of the instruments to the respondents.

3.6 Procedure for Data Collection

The questionnaire was administered by the researcher with the aid of field assistants. Indeed, where the researcher could not have access to the respondents, he solicited for the assistance of reliable hands. After distributing copies of the questionnaire, the researcher went back after two weeks to collect them. During the course of collecting completed copies of the questionnaire, the researcher encountered some problems in some universities. Such problems basically, had to do with that of not meeting the right person(s) to collect copies of the questionnaire or in some situations meeting empty copies. In either of the instances, the researcher may be asked to come back later. In some places the researcher went back five times before he could retrieve completed copies of the questionnaire.

During the data collection, the researcher used random sampling technique as well as proportional sampling technique for determining sample size of respondents and used it in distributing the sampled questionnaire to the respondents in the identified universities for study.

3.7 Methods of Data Analysis

All the information through questionnaire were compiled, analysed and discussed by the researcher. The researcher used descriptive and inferential statistics of one-way analysis of variance (ANOVA). In the descriptive statistics, mean scores, frequency counts, simple percentages and tables were used.

However, the inferential statistics of one-way analysis of variance (ANOVA) and Scheffe's –test was applied to test the ten (10) hypotheses raised to determine whether, the four (4) groups under study differ significantly in their opinions or not. The level of significance used in the study was 0.05 to justify agreement or rejection of the hypotheses. This is commonly used in social sciences and by educational researchers where five percent (0.05) error is allowed.This is confirmed in Best (1981:05) and as recommended by Gall and Borg (1983:20), "the one-way analysis of variance is useful in determining whether the groups under study differ significantly among themselves or not"

The completed copies of the questionnaire were examined for their adequacy to be used in data analysis, the responses were coded and recorded on the computer coding sheets. The data was analysed with the use of statistical package for the social sciences (SPSS) Batch system for the items in the positive form. The score of 5 was assigned to

strongly agree (SA), 4 to agree (A), 3 to undecided (u), 2 to disagree (d) and 1 to strongly disagree (SD).

The weighted mean was calculated from the summated ratings. The weighted mean score for each item on the questionnaire was obtained. Indeed, a criterion weighted mean was established by calculating the scores assigned to each response divided by the total number of possible responses.

CHAPTER FOUR

RESULTS, ANALYSES AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and discussion of data related to the issues raised in chapter one. It presents the analyzed bio-data section of the instrument for the respondents which are followed by the rate of return of the questionnaire from the selected universities, Rate of return of the questionnaire according to the status of the respondents in the university, Responses of respondents on gender in each university, Response of respondents on university type, Responses of respondents by age, Response of respondents on highest academic qualification, Responses of respondents on rank in the university and Response of respondents on Geo-political zones of Nigeria.

These have been presented in tabular form with the frequencies and responses of the Directors of Institute/Colleges and Centres, Deans of Faculties, Heads of Departments and Examination Officers to items related to their personal data. However, section two of the study dealt with the analysis of the data in the questionnaire as follows:

1. Impact of Additional Responsibilities of Academic Staff and its influence on decision-making in the management of Nigerian Universities.
2. Issue of Additional Responsibilities of Academic Staff and its influence on communication in the Management of Nigerian Universities.
3. Influence of staff workload on his ability to produce publications in the management of Nigerian Universities.
4. Impact of staff workload on effective supervision of students academic work.
5. Lecturers workload and their capability to attend professional workshops.

6. Issue of additional responsibilities of Academic Staff and its influence on reflective thinking in the management of Nigerian Universities.
7. Impact of additional responsibilities of Academic Staff and its influence on Time Management in the Management of Nigerian Universities.
8. Impact of additional responsibilities of Academic Staff and its influence on Management of Change in the Management of Nigerian Universities.
9. Impact of additional responsibilities of Academic Staff and its influence on teaching and learning in the Management of Nigerian Universities.
10. Impact of additional responsibilities of Academic Staff and its influence on problem-solving in the Management of Nigerian Universities.

The statistical test used to test the significance of the differences in the opinions of the respondents was the Analysis of Variance (ANOVA) and Shefest-test:

4.2 Results and Analyses of Personal Data of the Respondents

This section examines the rate of return of the questionnaire by the respondents and the analysis of their personal data. The results of the analysis were tabulated with percentages in respect of each variable as follow:

Table 4.2.1: Rate of Return of the Questionnaire from the Selected Universities

S/No	Geo-political Zone	University	No. of Questionnaire Administered	No. Returned
1.	North-Central	University of Abuja, Abuja FCT	32	32
2.	North-Central	Federal University, Lafia, Nasarawa State	22	22
3.	North-Central	Benue State University, Makurdi, Benue State	28	28
4.	North-Central	Nasarawa State University, Keffi, Nasarawa State	20	20
5.	North-Central	Al-Hikima University, Ilorin , Kwara State	14	14
6.	North-Central	University of Mkar, Benue State	22	22
7.	North-East	Abubakar Tafawa Balewa University, Bauchi, Bauchi State	28	28
8.	North-East	Federal University of Technology Yola, Adamawa State	24	24
9.	North-East	Adamawa State University, Mubi, Adamawa State	22	22
10.	North-East	Gombe State University, Gombe State	20	20
11.	North-East	Abti-American Universty, Yola, Adamawa State	22	22
12.	North-West	Ahmadu Bello University, Zaria, Kaduna State	52	52
13.	North-West	Bayero University, Kano, Kano State	42	42
14.	North-West	Kano State University of Science and Technology Kano State	20	20
15.	South-East	University of Nigeria, Nsukka, Enugu State	62	62
16.	South-East	Imo State University, Owerri, Imo State	50	50
17.	South-East	Enugu State University of Science and Technology,	32	32
18.	South-East	Madona University, Okiji, Anambra State	18	18
19.	South-East	Caristas University, Amorji, Nke, Enugu State	18	18
20.	South-South	University of Port-Harcourt, Rivers State	44	42
21.	South-South	University of Benin, Benin City, Edo State	62	52
22.	South-South	Ambrose Alli University, Ekpoma, Edo State	44	40
23.	South-South	Rivers State University of Science and Technology, Port-Harcourt, Rivers State	40	35
24.	South-South	Igbinedion University, Okada, Edo State	30	24
25.	South-South	Benson Edahosah University, Benin City	30	25
26.	South-South	Novena University Ogume, Delta State	18	16
27.	South-West	University of Ibadan, Oyo State	66	40
28.	South-West	University of Lagos, Lagos State	66	42
29.	South-West	Lagos State University, Ojo, Lagos State	50	45
30.	South-West	Olabisi Onabanjo University, Ago-Iwoye, Ogun State	50	46
31.	South-West	Cetep City University, Lagos, Lagos State	46	40
32.	South-West	Pan-African University, Lagos, Lagos State	18	18
33.	South-West	Ajayi Crowther University, Oyo, Oyo State	16	16
34.	South-West	Redeemers University, Mowe, Lagos State	18	18
35.	South-West	Covenant University, Ota, Ogun, State	16	16
36.	South-West	Babock University, Ilishan Remo, Ogun State	18	18
37.	South-West	Bowen University, Iwo, Osun State	20	19
			1,200	**1100**

Table 4.2.1 above presents the rate of return of the questionnaire by each of the selected university. A total of 1200 copies of questionnaire were administered. Out of which 1100 questionnaires were filled and returned. This represents 91.7% response rate.

Table 4.2.2, presents the rate of return of questionnaire according to the status of respondents. Out of the fifty eight (58) University Directors of Institute/Colleges and Centres and Deans of Faculties, 48 and 54 of them have returned their questionnaire. Thirty six (36) out of the 542 Heads of Departments failed to return the questionnaire. Indeed, out of the 542 Examination Officers sampled for the study 492 representing 90.77% filled and returned the questionnaire.

Table 4.2.2: Rate of Return of the Questionnaire according to Status of the Respondents in the University

S/No	Status of Respondents	No of Questionnaire Administered	No of Questionnaire Returned	Percentage of the returned
1.	University Directors of Institute/Colleges and Centres	58	48	82.75%
2.	Deans of Faculties	58	54	93.10%
3.	Heads of Departments	542	506	93.35%
4.	Examination Officers	542	492	90.77%
	Total	**1200**	**1100**	**359.97**%

In Table 4.2.3 below, the responses obtained have shown that the majority of the respondents i.e. 464 representing (93.0%) of male were Heads of Departments and 460 representing 95.2 were male Examination Officers while, 21 female were University Directors of Institute and Colleges.

Table 4.2.3 presents the response of respondents on gender in the University.

Table 4.2.3: Response ofRespondents on their Gender in the University

Gender	**Frequency**				**Percentage**			
	Directors		**Deans of faculties**		**Heads of Departments**		**Examination Officers**	
Male	F 38	64.4%	F 42	% 71.2%	F 464	% 93.0	F 460	% 95.2%
Female	21	35.5	17	28.8	35	7.0	23	4.8
Total	**59**	**100%**	**59**	**100%**	**499**	**100%**	**483**	**100%**

The response of respondents on university type (in Table 4.2.4) indicates that thirty seven (37) representing 29.8% were Federal Government owned university, while 37 representing 29.8% are the State Government owned university and fifty (50) representing 40.3% are the Private owned University.

Table 4.2.4: Rate of University Type

	Frequency	**Percentage**
Federal Government owned University	**37**	**29.8**
State Government owned University	**37**	**29.8**
Private owned University	**50**	**40.3**
Total	**124**	**100%**

Table 4.2.4 presents the rate of university type.

Table 4.2.4.1 present the response of the subjects on university type.

Table 4.2.4.1 Response of subjects onUniversity type

	Frequency	**Percentage**
Federal Government owned university	450	40.9
State owned university	300	27.3
Private university	350	31.8
Total	1100	100%

The opinion of the respondents on university type (in Table 4.2.4.1) above indicated that 450 representing 40.9% were from Federal Government owned university, and 300 representing 27.3% were from the state owned. However, 350 representing 31.8% were the response from private-owned universities.

In Table 4.2.5, the respondents were rated on their age background thus; three (3) people representing 0.3% have worked between twenty three to thirty seven years in the university, three (3) representing 0.3% have worked between twenty eight to thirty two years in the university, twenty people representing 1.8% have worked between thirty three to thirty seven years in the university, two representing 0.2% have worked between thirty eight to forty two years in the university, one hundred and three (103) representing 9.4% have worked between forty three to forty seven years in the university, nine hundred and sixty nine (969) representing 88.1% have worked between forty eight years and above in the university.

Table 4.2.5 presents the response of respondents on their age.

Table 4.2.5: Response of Respondents on Age

Years	**Frequency**	**Parentage**
23 – 27	3	0.3
28 – 32	3	0.3
33 – 37	20	1.8
38 – 42	2	0.2
43 – 47	103	9.4
48 and above	969	88.1
TOTAL	**1100**	**100**

In table 4.2.6 below, the respondents were rated based on their Highest Academic Qualification. Subsequently, forty six (46) staff representing 4.2% have the Master Degree in Art (M.A), one hundred and twenty two (122) representing 11.1% have

the Master Degree in Education (M. Ed.), twenty (20) staff representing 1.8% have Master of Science Degree, six (6) representing 0.5% have the Master Degree in Legal Law,one(1) representing 0.1% have the Bachelor Degree in Education and Art. Indeed, one (1) representing 0.1% have the Bachelor Degree in Art Education i.e. B.A. (Ed), however, one (1) representing 0.1% have the Bachelor Degree in Science and eight hundred and eighty four staff, representing 8.4% have Doctor of Philosophy Degree and nine (9), representing 1.7% have the equivalent Degree in the university.

Table 4.2.6, presents the response of respondent on Highest Academic Qualification in the university.

Table 4.2.6: Response of Respondents on Highest Academic Qualification

	FREQUENCY	**PERCENTAGE**
M.A	46	4.2
M.(ED)	122	11.1
M.SC	20	1.8
LLM	6	0.5
B.ED/BA	1	0.1
B.A. (ED)	1	0.1
B.SC.	1	0.1
Ph.D	884	80.4
Dr.	19	1.7
Total	**1100**	**100%**

In Table 4.2.7, it indicated that seventy eight (78) representing 7.1% of the staff were Professors, one hundred and eighty three (183) staff representing 16.6% were Readers or Associate Professors in the University, four hundred and sixty three (463) representing 42.1% of staff were Senior Lecturers, while one hundred and ninety five (195) representing 17.7% were Lecturer I, one hundred and six (106) representing 9.6% were Lecturer II;seventy five (75) representing 6.8% were the Assistant Lecturers and

finally, zero (0) representing 0% were in the rank of Graduate Assistant in the University. This means that there were no Graduate Assistants responsein the sampled universities.

Table 4.2.7: Response of Respondents on their Rank in the University

	FREQUENCY	**PERCENTAGE**
Professor	78	7.1
Reader/Associate Professor	183	16.6
Senior Lecturer	463	42.1
Lecturer I	195	17.7
Lecturer II	106	9.6
Assistant Lecturer	75	6.8
Graduate Assistant	00	00
Total	**1100**	**100**

In Table 4.2.8, it was indicated that one hundred and thirty eight (138) respondents and representing 12.5% were from the North-Central Zone of Nigeria, one hundred and sixteen (116) representing 10.5% were from the North-East Zone of Nigeria, one hundred and fourteen (114) representing 10.4% were from the North-West Zone of Nigeria, one hundred and eighty (180) representing 16.4% of were from the South-East Zone of Nigeria and two hundred and thirty four (234) representing 21.3% were from south-South Zone of Nigeria and three hundred and eighteen (318) representing 28.9% were from the South-West Zone of Nigeria.

Table 4.2.8: Response of Respondents according to Geo-political Zones in Nigeria

	FREQUENCY	**PERCENTAGE**
North-Central	138	12.5
North-East	116	10.5
North-West	114	10.4
South-East	180	16.4
South-South	234	21.3
South-West	318	28.9
	1100	**100**

4.3 Presentation and Analysis of Data

This section presents the analysis and discussion of Data for each research questions related to the objectives of the study raised in chapter one. The research was based on the results of the researchers investigations and findings through documentary sources and questionnaire administered to selected Nigerian universities. The academic staff involved, were 58 university Directors of institutes/colleges and centres, 58 Deans of faculties, 542 heads of departments and 542 examination officers of the Nigerian universities. The general population of the study comprised the entire Nigerian universities federal, state and private owned as well as all lecturers engaged with administrative roles in Nigerian universities. Altogether 1,200 subjects were proportionally selected for the research. Indeed, ten research questions were formulated.For easy analysis and description of data collected the whole information has been put in the table form. The analysis and description of data are strictly presented based on the respondents responses to these research questions below.

4.3.1 Impact of additional responsibilities of academic staff on decision-making in the Management of Universities in Nigerian?

The items of the questionnaire that are related to this question are those in items 11 to 20. The items obtained the opinions of respondents on the impact of additional responsibilities of academic staff on decision-making in the Management of Nigerian Universities. Using frequency table and simple percentages, the responses were analyzed.

There are ten (10) items used by the researcher in an attempt to find out the impact of additional responsibilities of academic staff on decision-making in the Management of Nigeria Universities. Consequently, to achieve this, the researcher collected data and analyzed responses of the respondents which were later presented in Table 4.3.1.

Table 4.3.1: Opinions of Respondents on the Impact of Additional Responsibilities of academic staff on decision-making in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
11	Once engaged with additional responsibilities, I do not have time to take decision on important areas related to assessment and evaluation of students' performances.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	21	43.8	22	45.8	0	0	3	6.2	2.	3.7	54	100.0
		Deans of Faculties.	21	38.9	24	44.4	0	0	7	13.0	2	3.7	54	100.0
		Heads of Departments.	184	36.4	247	48.8	10	2.0	42	8.3	23	4.5	506	100.0
		Examination Officers.	185	37.6	256	52.0	6.	1.2	29	5.9	16	3.3	492	100.0
12.	Being occupied with additional responsibilities makes it difficult for me to assess and select the best alternatives whenever there is problem at stake.	University Directors of Institute and Colleges/Centres.	12	25.0	30	62.5	4	8.3	1	2.1	1	2.1	48	100.0
		Deans of Faculties.	9	16.7	31	57.4	1	1.9	12	22.2	1	1.9	54	100.0
		Heads of Departments.	98	19.4	308	60.9	25	4.9	51	10.1	24	4.7	506	100.0
		Examination Officers.	103	20.9	312	63.4	21	4.3	40	8.1	16	3.3	492	100.0
13.	Engagement with additional responsibilities boosts my ego to examine the nature of the issues or problems at stake.	University Directors of Institute and Colleges/Centres.	11	22.9	22	45.8	7	14.6	6	12.5	2.	4.2	48	100.0
		Deans of Faculties.	11	20.4	26	48.1	6	11.1	10	18.5	1	1.9	54	100.0
		Heads of Departments.	97	19.2	248	49.0	61	12.1	73	14.4	27	5.3	506	100.0
		Examination Officers.	91	18.5	247	50.2	80.	16.3	57	11.6	17	3.5	492	100.0

Item No.	Item Statement	Category of Respondents	Frequency/Percentage

Item No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Agree		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
14.	Being engaged with additional responsibilities, makes me loose focus in identifying the alternative actions and or solutions.	University Directors of Institute and Colleges/Centres.	12	25.0	18	37.5	7	14.6	9	18.8	2	4.2	48	100.0
		Deans of Faculties.	10	18.5	26	48.1	5	9.3	10	18.5	3	5.6	54	100.0
		Heads of Departments.	112	22.1	262	51.8	27	5.3	83	16.4	22	4.3	506	100.0
		Examination Officers.	87	17.7	253	51.4	63	12.8	70	14.2	19	3.9	492	100.0
15.	Being engaged with additional responsibilities, makes me not to implement and measure the results.	University Directors of Institute and Colleges/Centres.	12	25.0	16	33.3	5	10.4	8	16.7	7	14.6	48	100.0
		Deans of Faculties.	13	24.1	21	38.9	4	7.4	13	24.1	3	5.6	54	100.0
		Heads of Departments.	116	22.9	237	46.8	35	6.9	80	15.8	38	7.5	506	100.0
		Examination Officers.	103	20.9	219	44.5	50	10.2	94	19.1	26	5.3	492	100.0
16	Once engaged with additional responsibilities, I do not have time to process and make the best choice out of many other conflicting pressing alternatives.	University Directors of Institute and Colleges/Centres.	11	22.9	16	33.3	5	10.4	12	25.0	4	8.3	48	100.0
		Deans of Faculties.	11	20.4	30	55.6	5	9.3	6	11.1	2	3.7	54	100.0
		Heads of Departments.	83	16.4	242	47.8	58	11.5	94	18.6	29	5.7	506	100.0
		Examination Officers.	97	19.7	227	46.1	63	12.8	81	16.5	24	4.9	492	100.0

			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Agreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
17	Being occupied with additional responsibilities, I cannot solve problems and affect the achievement of the goals and objectives of the University.	University Directors of Institute and Colleges/Centres.	9	18.8	17	35.4	4	8.3	17	35.4	1	2.1	48	100.0
		Deans of Faculties.	11	20.4	20	37.0	6	11.1	16	29.6	1	1.9	54	100.0
		Heads of Departments.	95	18.8	219	43.3	63	12.5	112	22.1	17	3.4	506	100.0
		Examination Officers.	105	21.3	199	40.4	57	11.6	108	22.0	23	4.7	492	100.0
18	Being occupied with additional responsibilities, makes it difficult for me to take decision on important areas of my work	University Directors of Institute and Colleges/Centres.	7	14.6	24	50.0	5	10.4	8	16.7	4	8.3	48	100.0
		Deans of Faculties.	10	18.5	31	57.4	2	3.7	9	16.7	2	3.7	54	100.0
		Heads of Departments.	71	14.0	259	51.2	54	10.7	99	19.6	23	4.5	506	100.0
		Examination Officers.	91	18.5	220	44.7	65	13.2	92	18.7	24	4.9	492	100.0
19	Once engaged with additional responsibilities, I do not have time to make things to happen or not.	University Directors of Institute and Colleges/Centres.	8	16.7	21	43.8	4	8.3	15	31.2	-	-	48	100.0
		Deans of Faculties.	9	16.7	25	46.3	4	7.4	11	20.4	5	9.3	54	100.0
		Heads of Departments.	99	19.6	228	45.1	54	10.7	92	18.2	33	6.5	506	100.0
		Examination Officers.	83	16.9	239	48.6	48	9.8	93	18.9	29	5.9	492	100.0

Item No.	Item Statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Agreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
20	Being occupied with additional responsibilities it makes me not to recognize and define the problems or issues.	University Directors of Institute and Colleges/Centres.	12	25.0	18	37.5	7	14.6	10	20.8	1	2.1	48	100.0
		Deans of Faculties.	7	13.0	24	44.4	5	9.3	15	27.8	3	5.6	54	100.0
		Heads of Departments.	92	18.2	226	44.7	46	9.1	96	19.0	46	9.1	506	100.0
		Examination Officers.	90	18.3	231	47.0	39	7.9	96	19.5	36	7.3	492	100.0

The question treated in item 11 of Table 4.3.1 above, sought to find out whether the respondents agreed or otherwise about the fact that if one engaged with additional responsibilities, he would not have time to take decision on important areas related to assessment and evaluation of students' performances. The distribution figures of the respondents' responses explain the assertion of the situation, which read as follows: 43 out of 48 University Directors representing 89.6, 45 out of 54 Deans of Faculties, representing 83.3 percent, 431 out of 506 Heads of Departments representing 85.2 percent, and 441 out of 492 Examination Officers, representing 89.6 percent. These results revealed that over 80 percent of the four groups of responses agreed on the issue. This thus means that engagement with additional responsibilities, could make one not have time to take decision on important areas related to assessment and evaluation of students' performances.

On the other hand, 5 University Directors, representing 10.4 percent, 9 Deans of Faculties, representing 16.7 percent, 65 Heads of Departments, representing 12.8 percent, and 45 Examination Officers, representing 9.3 percent disagreed on the issue.This means that if one is engaged with additional responsibilities, he could not have time to take decision on important areas related to assessment and evaluation of students' performances.

Item 12 of Table 4.3.1 above sought to investigate whether the respondents agreed or otherwise about the fact that, being occupied with additional responsibilities could make one difficult to assess and select the best alternatives whenever there is problem at stake.

The researcher discovered from the responses of the four groups of respondents that 42 out of 48 University Directors, representing 87.5 percent, 40 out of 54 Deans of Faculties, representing 74.1 percent, 406 out of 506 Heads of Departments, representing 80.3 percent and 415 out of 492 Examination Officers, representing 84.3 percent.This means that being occupied with additional responsibilities, makes it difficult for one to assess and select the best alternatives whenever there is problem at stake.

On the other hand, 2 University Directors, representing 4.2 percent, 13 Deans of Faculties, representing 24.1 percent, 75 Heads of Departments, representing 14.8 percent, and 56 Examination Officers, representing 11.4 percent, making a total of 146 respondents representing 54.5 percent disagreed with above assertions. This means that being occupied with additional responsibilities could not make it difficult for one to assess and select the best alternatives whenever there is problem at stake.

Furthermore, item 13 of Table 4.3.1 above sought to investigate whether the respondents were agreed or not about the fact that engagement with additional responsibilities boosts ones ego to examine the nature of the issues or problems at stake.

The researcher identified from the four categories of respondents that 33 out of 48 University Directors, representing 68.7 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 345 Heads of Departments, representing 68.2 percent, and 338 Examination Officers, representing 68.7 percent agreed that engagement with additional responsibilities, boosts one's ego to examine the nature of the issues or problems at stake.

However, 8 University Directors, representing 16.7 percent, 11 Deans of Faculties, representing 20.4 percent, 100 Heads of Departments, representing 19.7 percent, and 74 Examination Officers, representing 15.1 percent, disagreed with above

assertions that, engagement with additional responsibilities cannot boost one's ego to examine the nature of the issue or problems at stake.

Based on the above respondents opinions, and the degree of agreement among them the researcher concluded that engagement with additional responsibilities boosts one's ego to examine the nature of the issues or problems at stake.

Item 14 of Table 4.3.1.above stated that being engaged with additional responsibilities, makes one lose focus in identifying the alternative actions and solutions. It was discovered from the four groups of respondents that 30 out of 48 University Directors, representing 62.5 percent, 36 out of 54 Deans of Faculties, representing 66.6 percent, 374 out of 506 Heads of Departments, representing 73.9 percent, and 340 out of 492 Examination Officers, representing 69.1 percent, agreed with item 13 statement above.

However, 11 University Directors, representing 23 percent, 13 Deans of Faculties, representing 24.1 percent, 105 Heads of Departments, representing 20.7 percent and 89 Examination Officers, representing 18.1 percent disagreed with above assertions that, being engaged with additional responsibilities could not makes one to lose focus in identifying the alternative actions and solutions.

In view of the above respondents' opinions, the researcher concluded that being engaged with additional responsibilities makes one loose focus in identifying the alternative actions and solutions, as majority of the respondents concurred with the statement.

Item 15 of Table 4.3.1 above, sought to find out whether the level of agreement of the respondents about the fact that being engaged with additional responsibilities makes one not to implement and measure the results.

It was discovered from the four groups of respondents that 28 out of 48 University Directors, representing 58.3 percent, 34 out of 54 Deans of Faculties, representing, 63 percent, 353 out of 506 Heads of Departments, representing, 69.7 percent, 322 out of 492 Examination Officers, representing 65.4 percent, agreed with the above item statement.

However, the results from the four categories of respondents that 15 University Directors, representing 31.1 percent, 16 Deans of Faculties, representing 29.7 percent, 118 Heads of Departments, representing 23.3 percent, and 120 Examination Officers, representing 24.4 percent, disagreed with above assertion that being engaged with additional responsibilities makes one not to implement and measure the results. Thus, in their opinion being engaged with additional responsibilities makes one to implement and measure the results.

In view of the above respondents' opinions, the results showed that being engaged with additional responsibilities, makes one not to implement and measure the results.

In item 16 of Table 4.3.1 above, sought to find out whether the respondents could agreed or not about the fact that, if once engaged with additional responsibilities, one do not have time to process and make the best choice out of many other conflicting pressing alternatives?

The researcher discovered from the four categories of respondents' that out of 48 University Directors, representing 56.2 percent, 41 out of 54 Deans of Faculties, representing 76 percent, 325 out of 506 Heads of Departments, representing 64.2 percent,

and 324 out of 492 Examination Officers, representing 65.8 percent, agreed with the statement.

Furthermore,it was discovered from the four categories of respondents' that, 16 University Directors, representing 33.3 percent, 8 Deans of Faculties, representing 14.8 percent, 123 Heads of Department, representing 24.3 percent, and 105 Examination Officers, representing 21.4 percent, disagreed with the assertion that if one was engaged with additional responsibilities, he would not have time to process and make the best choice out of many other conflicting pressing alternatives. Thus, to them means that, if one was engaged with additional responsibilities, he could still have time to process and make the best choice out of many other conflicting pressing alternatives.

In respect to what respondents responses revealed above, the researcher concluded that, once engaged with additional responsibilities, one did not have time to process and make the best choice out of many other conflicting pressing alternatives, as the number of stakeholders who agreed with the statement was higher than those that disagreed.

Item 17 sought responses from the respondents whether they agreed or otherwise about the fact that, being occupied with additional responsibilities, one cannot solve problems and affect the achievement of the goals and objectives of the university. The stakeholders responses revealed that 26 out of 48 University Directors, representing 54.2 percent, 31 out of 54 Deans of Faculties, representing 57.4 percent, 314 out of 506 Heads of Departments, representing 62.1 percent and 304 out of 492 Examination Officers, representing 61.7 percent, agreed with above item statement.

On the other hand, 18 University Directors, representing 37.5 percent, 17 Deans of Faculties, representing 25.5 percent, and 131 Examination Officers, representing 26.7 percent, disagreed with above assertion which says that being occupied with additional responsibilities, one cannot solve problems and affect the achievement of the goals and objectives of the university. This means that, being occupied with additional responsibilities could make one to solve problems and affect the achievement of the goals and objectives of the university. It could be summed up from the responses that being occupied with additional responsibilities, cannot make one to solve problems and affect the achievement of the goals and objectives of the university.

Item 18, that being occupied with additional responsibilities, could make one difficult to take decision on important areas of his work. From the responses of the four groups, it was found that 31 out of 48 University Directors, representing 64.6 percent, 41 out of 54 Deans of Faculties, representing 75.9 percent, 330 out of 506 Heads of Departments, representing 65.2 percent, and 311 out of 492 Examination Officers, representing 63.2 percent,agreed with above assertion.

However, the four categories of respondents that is 12 University Directors, representing 25 percent, 11 Deans of Faculties, representing 20.4 percent, 122 Heads of Departments, representing 24.1 percent, and 116 Examination Officers, representing 23.6 percent, disagreed with the statement.

It is obvious from the responses of higher percentage of respondents that being occupied with additional responsibilities, makes it difficult for one to take decision on important areas of his work.

Item 19 sought to find out whether the respondents could agree or not about the fact that if one was engaged with additional responsibilities, he would not have time to make things to happen or not.

The researcher discovered from the four respondents responses that, 29 out of 48 University Directors, representing 60.5 percent, 34 out of 54 Deans of Faculties, representing 63 percent, 327 out of 506 Heads of Departments, 64.7 percent, and 322 out of 492 Examination Officers, representing 65.5 percent agreed that once engaged with additional responsibilities, could make one have time to make things to happen or not.

In other way round, the researcher discovered from the four respondents responses that, 15 University Directors, representing 31.2 percent, 16 Deans of Faculties, representing 29.7 percent, 125 Heads of Departments, representing 24.7 percent, and 122 Examination Officers representing 24.8 percent disagreed that if one engaged with additional responsibilities, he would have time to make things to happen or not.

In respect to various opinions of respondent responses above, the researcher concluded that, if one engaged with additional responsibilities, he do not have time to make things to happen or not as far as 712 respondents, representing 253.7 percent agreed, 278 respondents, representing 110.4 percent disagreed and 110 respondents, representing 36.2 percent were undecided.

In item 20 of Table 4.3.1, sought to find out whether, the respondents could agreed or otherwise about the fact that, being occupied with additional responsibilities, could make one not to recognize and define the problems or issues?

The researcher discovered that 30 out of 48 University Directors, representing 62.5 percent, 318 out of 506 Heads of Departments, representing 62.9 percent, and 321

out of 492 Examination Officers, representing 65.3 percent, agreed that, being occupied with additional responsibilities, could make one not to recognize and define the problems or issues.

However, 11 University Directors, representing 22.9 percent, 18 Deans of Faculties representing 33.4 percent, 142 Heads of Departments, representing 28.1 percent disagreed with the fact that, being occupied with additional responsibilities, could not make one to recognize and define the problems or issues. Thus to them additional responsibilities, makes one to recognize and define the problems or issues.

In view of the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one not to recognize and define the problems or issues as far as 700 respondents representing 248.1 percent agreed, and 303 respondents representing 111.2 percent disagreed.

4.3.2 Impact of Additional Responsibilities Academic Staff on Communication in Universities in Nigeria?

Research question two above deals with analysis and presentation of various responses of respondents on items 21 to 30.

Subsequently,this ten items were used by the researcher is an attempt to ascertain the impact of additional responsibilities of academic staff on communication in the Management of Nigerian Universities. The researcher collected and analyzed responses of the respondents which later presented in table 4.3.2.

Table 4.3.2: Opinions of respondents on the impact of additional responsibilities of academic staff on communication in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
21	Being engaged with additional responsibilities, it helps me to control the behaviour of my students, through verbal communication		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges / Centres.	15	31.2	17	35.4	3	6.2	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	20	37.0	21	38.9	2	3.7	9	16.7	2	3.7	54	100.0
		Heads of Departments.	124	24.5	244	48.2	25	4.9	64	12.6	49	9.7	506	100.0
		Examination Officers.	150	30.5	218	44.3	37	7.5	60	12.2	27	5.5	492	100.0
22.	Being engaged with additional responsibilities, it helps me to motivate my students communication skills in the Universities.	University Directors of Institute and Colleges / Centres.	8	16.7	21	43.8	4	8.3	12	25.0	3	6.2	48	100.0
		Deans of Faculties.	12	22.2	29	53.7	6	11.1	6	11.1	1	1.9	54	100.0
		Heads of Departments.	87	17.2	261	51.6	32	6.3	109	21.5	17	3.4	506	100.0
		Examination Officer	88	17.9	265	53.9	43	8.7	81	16.5	15	3.0	492	100.0
23.	Being engaged with additional responsibilities, it provides a release for the emotional expression of feelings and for fulfillment of social needs.	University Directors of Institute and Colleges/Centres.	12	25.0	16	33.3	6	12.5	13	27.1	1	2.1	48	100.0
		Deans of Faculties.	9	16.7	30	55.6	3	5.6	12	22.2	0	0	54	100.0
		Heads of Departments.	68	13.4	281	55.5	41	8.1	98	19.4	18	3.6	506	100.0
		Examination Officer	82	16.7	227	46.1	72	14.6	92	18.7	19	3.9	492	100.0

Item No	Item Statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	F	%	F	%	F
24.	Being occupied with additional responsibilities, it makes me to interchange facts, thoughts, value judgments and opinions.	University Directors of Institute and Colleges/Centres.	8	16.7	27	56.2	3	6.2	6	12.5	4	8.3	48	100.0
		Deans of Faculties.	13	24.1	29	53.7	2	3.7	8	14.8	2	3.7	54	100.0
		Heads of Departments.	83	16.4	254	50.2	46	9.1	84	16.6	39	7.7	506	100.0
		Examination Officer	90	18.3	248	50.4	59	12.0	64	13.0	31	6.3	492	100.0
25.	Being engaged with additional responsibilities, it allows me to receive urgent information from the top management.	University Directors of Institute and Colleges/Centres.	9	18.8	26	54.2	5	10.4	7	14.6	1	2.1	48	100.0
		Deans of Faculties.	15	27.8	28	51.9	4	7.4	3	5.6	4	7.4	54	100.0
		Heads of Departments.	114	22.5	238	47.0	55	10.9	80	15.8	19	3.8	506	100.0
		Examination Officer	113	23.0	224	45.5	66	13.4	73	14.8	16	3.3	492	100.0

Item No	Item Statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	F	%	F	%	F
26.	Being occupied with additional responsibilities, it enables me to communicate effectively with all levels of University Management.	University Directors of Institute and Colleges/Centres.	12	25.0	17	35.4	7	14.6	11	22.9	1	2.1	48	100.0
		Deans of Faculties.	15	27.8	30	55.6	2	3.7	6	11.1	1	1.9	54	100.0
		Heads of Departments.	113	22.3	221	43.7	53	10.5	97	19.2	22	4.3	506	100.0
		Examination Officer	111	22.6	227	46.1	51	10.4	86	17.5	17	3.5	492	100.0
27.	Being occupied with additional responsibilities, it enables me to steer meetings for decision-making and problem-solving on University matters.	University Directors of Institute and Colleges/Centres.	15	31.2	18	37.5	6	12.5	6	12.5	3	6.2	48	100.0
		Deans of Faculties.	11	20.4	34	63.0	2	3.7	7	13.0	0	0	54	100.0
		Heads of Departments.	105	20.8	225	44.5	58	11.5	93	18.4	25	4.9	506	100.0
		Examination Officer	102	20.7	211	42.9	63	12.8	101	20.5	15	3.0	492	100.0
28.	Being engaged with additional responsibilities, it enables me to prepare reports, records and develop proposals better.	University Directors of Institute and Colleges/Centres.	11	22.9	24	50.0	6	12.5	6	12.5	1	2.1	48	100.0
		Deans of Faculties.	17	31.5	17	31.5	7	13.0	10	18.5	3	5.6	54	100.0
		Heads of Departments.	106	20.9	237	46.8	54	10.7	82	16.2	27	5.3	506	100.0
		Examination Officer	91	18.5	238	48.4	60	12.2	79	16.1	24	4.9	492	100.0

Item No	Item Statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
29.	Being engaged with additional responsibilities, it enables me to have skills in gathering, analyzing and interpreting data and information on school matters.	University Directors of Institute and Colleges/Centres.	11	22.9	24	50.0	3	6.2	7	14.6	3	6.2	48	100.0
		Deans of Faculties.	11	20.4	24	44.4	9	16.7	7	13.0	3	5.6	54	100.0
		Heads of Departments.	93	18.4	262	51.8	51	10.1	75	14.8	25	4.9	506	100.0
		Examination Officer	77	15.7	250	50.8	59	12.0	88	17.9	18	3.7	492	100.0
30.	Being engaged with additional responsibilities, it enables me to have substantial experience and training in oral and written presentations with proven writing skills.	University Directors of Institute and Colleges/Centres.	12	25.0	18	37.5	10	20.8	6	12.5	2	4.2	48	100.0
		Deans of Faculties.	17	31.5	24	44.4	5	9.3	6	11.1	2	3.7	54	100.0
		Heads of Departments.	99	19.6	254	50.2	43	8.5	87	17.2	23	4.5	506	100.0
		Examination Officer	112	22.8	240	48.8	47	9.6	78	15.9	15	3.0	492	100.0

In item 21 of table 4.3.2, sought to find out whether, the respondents could agreed or not about the fact that, being engaged with additional responsibilities, could help one to control the behavior of his students, through verbal communication?

The researcher discovered that, 32 out of 48 University Directors, representing 66.6 percent, 41 out of 54 Deans of Faculties, representing 75.9 percent, 368 out of 506 Heads of Departments, representing 72.7 percent, and 368 out of 492 Examination Officers, representing 74.8 percent agreed with fact that, being engaged with additional responsibilities, it helps one to control the behavior of his students through verbal communication.

However, 13 University Directors, representing 27.1 percent, 11 Deans of Faculties, representing 20.4 percent, 113 Heads of Department, representing 22.3 percent, and 87 Examination Officers representing 17.7 percent disagreed that, being engaged with additional responsibilities, could not help one to control the behavior of his students, through verbal communication.

Based on the respondents responses views, the researcher concluded his finding that: being engaged with additional responsibilities, could help one to control the behavior of his students, through verbal communication, as far as 809 respondents, representing 290 percent agreed, 224 respondents, representing 87.5 percent disagreed.

In item 22 of table 4.3.2, sought to investigate whether, the respondents could agreed or otherwise about the fact that, being engaged with additional responsibilities, it helps one to motivate his students communication skills in the university?

The researcher identified that, 29 out of 48 University Directors, representing 60.5 percent, 41 out of 54 Deans of Faculties, representing 75.9 percent, 348 out of 506 Heads

of Departments, representing 68.8 percent, and 353 out of 492 Examination Officers, representing 71.8 percent agreed with fact that, being engaged with additional responsibilities, it helps one to motivate his students communication skills in the university.

In other way round, 15 University Directors, representing 31.2 percent, 7 Deans of Faculties, representing 13 percent, 126 Heads of Departments representing 24.9 percent and 96 Examination Officers, representing 19.5 percent disagreed with fact that engagement with additional responsibilities helps one to motivate his students communication skills in the university. Thus to them, being engaged with additional responsibilities, could not help one to motivate his students communication skills in the university.

Based on the above respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, it helps one to motivate his students communication skills in the university, as far as 771 respondents representing 277 percent agreed, and 244 respondents, representing 88.6 percent disagreed.

In item 23 of table 4.3.2, sought to investigate whether, the respondents could agree or otherwise about the fact that, being engaged with additional responsibilities, it provides a release for the emotional expression of feelings and for fulfillment of social needs?

The researcher identified that, 28 out of 48 University Directors, representing 58.3 percent, 39 out of 54 Deans of Faculties, representing 72.3 percent, 349 out of 506 Heads of Departments, representing 68.9 percent, and 309 out of 492 Examination Officers representing 62.8 percent agreed with fact that, being engaged with additional

responsibilities, could provide one with a release for the emotional expression of feelings and for fulfillment of social needs.

However, 14 University Directors, representing 29.2 percent, 12 Deans of Faculties representing 22.2 percent, 116 Heads of Departments representing 23 percent, and 111 Examination Officers, representing 22.6 percent disagreed with fact that, being engaged with additional, it provides a release for the emotional expression of feeling, and for fulfillment of social needs. Therefore, to them, being engaged with additional responsibilities could not provide a release for the emotional expression of feelings and for fulfillment of social needs.

In view of the above differences in opinions, the researcher concluded that, being engaged with additional responsibilities, could provide a release for the emotional expression of feelings and for fulfillment of social needs as far as 725 respondents, representing 262.3 percent agreed, and 253 respondents, representing 97 percent disagreed.

In item 24 of table 4.3.2, sought to find out whether, the respondents could agree or otherwise about the fact that, being occupied with additional responsibilities, it makes one to interchange facts, thoughts, value judgment and opinions?

The researcher discovered that, 35 out of 48 University Directors, representing 72.9 percent, 42 out of 54 Deans of Faculties, representing 77.8 percent, 337 out of 506 Heads of Departments, representing 66.6 percent, and 338 out of 492, Examination Officers, representing 68.7 percent agreed with fact that, being occupied with additional responsibilities, it makes one to interchange facts, thoughts, value judgment and opinions.

In other way round, 10 University Directors, representing 20.8 percent, 10 Deans of Faculties, representing 18.5 percent, 123 Examination Officers, representing 24.3 percent, and 95 percent disagreed with above assertions.

In view of the above assertions of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one to interchange facts, thoughts, value judgments and opinions, as far as 752 respondents representing 286 percent agreed and 238 respondents representing 82.8 percent were disagreed.

The question treated in item 25 of table 4.3.2, sought the respondents to agree or otherwise about the extent whether being occupied with additional responsibilities, could allow one to receive urgent information from the top management. The distribution figures of the respondents responses explains the assertion of the situation, which read as follows: 35 respondents, representing 73 percent of University Directors, 43 respondents, representing 79.7 percent of Deans of Faculties, 352 respondents, representing 69.5 percent of Heads of Departments, and 337 respondents, representing 68.5 percent of Examination officers agreed that being engaged with additional responsibilities could allows one to receive urgent information from the top management. But 203 respondents representing, 67.4 percent disagreed with above assertions which says being engaged with additional responsibilities it allows one to receive urgent information from the top management.

The researcher concluded that 767 respondents agreed, 130 respondents undecided and 203 respondents were disagreed with the statements above. In view of the above all, the researcher's conclusion here is that: being engaged with additional responsibilities could allow one to receive urgent information from the top management

in Nigerian Universities as far as the majority of the respondents agreed and only 130 respondents were undecided, and 203 respondents were disagreed.

The question raised in item 26 of table 4.3.2 responded to, sought to find out whether the respondents could agreed or otherwise about the fact that being occupied with additional responsibilities, could enables one to communicate effectively with all levels of University Management in Nigerian Universities? The researcher discovered from the respondents responses raw data that 29 out of 48 University Directors agreed that being occupied with additional responsibilities could enables one to communicate effectively with all levels of University Management. However, 45 out of 54 Deans of Faculties, 334 out of 506 Heads of Departments and 338 out of 492 Examination Officers agreed with above statements which says that being occupied with additional responsibilities, could enables one to communicate effectively with all levels of University Management. But, in other way round, 12 University Directors, 7 Deans of Faculties, 119 Heads of Departments, and 103 Examination Officers disagreed with fact that being occupied with additional responsibilities, could enables one to communicate effectively with all levels of University Management.

In view of the above all, the researcher's conclusion here is that: being occupied with additional responsibilities could enable one to communicate effectively with all levels of University Management as far as 746 of the respondents agreed and only 241 respondents were disagreed.

The question which was raised in items 27 of table 4.3.2, sought to find out whether the respondents could agree or otherwise about the fact that being occupied with additional responsibilities, could enable one to steer meetings for decision-making and

problem-solving on University Matters? The researcher discovered from the four respondents responses raw data that 33 out of 48 University Directors were agreed with above item statement. However, 45 out of 54 Deans of Faculties, 330 out of 506 Heads of Departments and 313 out of 492 Examination Officers agreed with above statement which says that being occupied with additional responsibilities, could enable one to steer meetings for decision-making and problem-solving on University Matters. In other way round, 9 University Directors, 7 Deans of Faculties, 118 Heads of Department, and 116 Examination officers disagreed with fact that being occupied with additional responsibilities, could enables one to steer meeting, for decision-making and problem-solving on university matters.

In view of the above all, the researchers conclusion here is that: being occupied with additional responsibilities could enables one to steer meetings for decision-making and problem-solving in university matters as far as 721 of the respondents agreed and only 250 respondents disagreed.

The question raised in item 28 of table 4.3.2, sought to find out whether, the respondents could agreed or otherwise about the fact that being engaged with additional responsibilities, it could enables one to prepare reports, records and develop proposals better?

The researcher discovered from the respondents responses that 35 out of 48 University Directors agreed that, being occupied with additional responsibilities, it could enable one to prepare reports, records and develop proposals better. Indeed, 34 out of 54 Deans of Faculties, 343 out of 506 Heads of Departments, and 329 out of 492 Examination Officers agreed with above assertions which also says that being occupied

with additional responsibilities, could enable one to prepared reports, records and develop proposals better.

In other way round, 7 University Directors, 13 Deans of Faculties, 109 Heads of Departments, and 103 Examination officers disagreed with fact that being occupied with additional responsibilities, could enable one to prepare reports, records and develop proposals better.

The researcher concluded that 741 respondents, representing 270.5 percent were agreed with the assertion that being occupied with additional responsibilities, could enable one to prepare reports, records and develop proposals better, while only 232 respondents were disagreed with above item statement.

In view of the above all, the researcher's conclusion here is that: being occupied with additional responsibilities could enable one to prepare reports, records and develop proposals better as far as 741 of the respondents agreed and 232 respondents were disagreed.

The question treated in item 29 of table 4.3.2, sought to find out from the various subjects involved in this study whether they could agreed or otherwise and to identified if being engaged with additional responsibilities, if being engaged with additional responsibilities, it enables one to have skills in gathering, analyzing and interpreting data and information on school matters? According to various opinions of the respondents stated that engagement with an additional responsibilities, it enables one to have more skills in gathering, analyzing and interpreting data and information school matters, but to others were objected.

Basically, the researcher, identified from the respondents responses that 35 out of 48 University Directors, 35 out of Deans of Faculties, 355 out of 506 Heads of Departments, and 327 out of 492 Examination Officers agreed that being engaged with additional responsibilities, could enables one to have skills in gathering, analyzing and interpreting data and information on school matters.

In other way round, 10 University Directors, 10 Deans of Faculties, 100 Heads of Departments, and 106 Examination Officers disagreed with fact that being engaged with additional responsibilities could enable one to have skills in gathering, analyzing and interpreting data and information on school matters.

The researcher concluded that 752 respondents, representing, 274.4% agreed with the assertion that being engaged with additional responsibilities, could enable one to have skills in gathering, analyzing and interpreting data and information on school matters. While it is only 226 respondents, disagreed with above item statement.

In view of the above all, the researcher's comments here is that: being engaged with additional responsibilities, could enables one to have skills in gathering, analyzing and interpreting data and information on school matters, as far as 752 of the respondents were agreed and 122 respondents were undecided, and only 226 respondents were disagreed.

The question treated in item 30 of table 4.3.2, sought to find out whether, the respondents could agree or otherwise about the fact that being engaged with additional responsibilities, could enable one to have substantial experience and training in oral and written presentations with proven writing skills?

The researcher discovered from the four respondents' responses that 30 out of 48 University Directors, 41 out of 54 Deans of Faculties, 354 out of 506 Heads of Departments, and 352 out of 492 Examination Officers agreed that, being engaged with additional responsibilities, could enable one to have substantial experience and training in oral and written presentations with proven writing skills.

In other way round, 8 University Directors, 8 Deans of Faculties, 110 Heads of Departments, and 93 Examination Officersdisagreed with fact that being engaged with additional responsibilities, could enables one to have substantial experience and training in oral and written presentations with proven writing skills.

In view of the above therefore, the researcher concluded that 776 respondents, representing, 229.1% were agreed with the item statement, which says that being engaged with additional responsibilities, could enable one to have substantial experience and training in oral and written presentations with proven writing skills, while only 219 respondents were disagreed with above item statement.

Indeed, the researcher's conclusion here is that: being occupied with additional responsibilities, could enable one to have substantial experience and training in oral and written presentations with proven writing skills as far as 776 of the respondents were the majority who agreed and 105 respondents were undecided, and only 219 respondents were disagreed. To them, additional responsibilities could not enable one to have substantial experience and training in any oral or written presentation with proven writing skills.

4.3.3 Impact of additional responsibilities of academic staff on their ability to write papers for publication in the Management of Nigerian Universities?

In this section analysis of the responses of four groups of respondents obtained from items 31 to 40 of the questionnaire is presented. Analysis of the respondents responses are presented in table 4.3.3.

Table 4.3.3 Opinion of respondents on the impact of additional responsibilities of academic staff on ability to write papers for publication in the Management of Nigerian Universities.

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
31	Additional responsibilities may not allow me to write adequate journal publications required for my promotion and this affects my academic output in the management of Nigerian Universities.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	20	41.7	19	39.6	1	2.1	6	12.5	2	4.2	48	100.0
		Deans of Faculties.	22	40.7	20	37.0	3	5.6	8	14.8	1	1.9	54	100.0
		Heads of Departments.	164	32.4	230	45.5	14	2.8	84	16.8	14	2.8	506	100.0
		Examination Officers.	174	35.4	228	46.3	14	2.8	64	13.0	12	2.4	492	100.0
32.	Due to my engagement with additional responsibilities, I prefer to shelve off my research writing until the pressure of work eases out.	University Directors of Institute and Colleges/Centres.	11	22.9	25	52.1	7	14.6	3	6.2	2	4.2	48	100.0
		Deans of Faculties.	12	22.2	31	57.4	1	1.9	9	16.7	1	1.9	54	100.0
		Heads of Departments.	99	19.6	268	53.0	36	7.1	87	17.2	16	3.2	506	100.0
		Examination Officers.	107	21.7	272	55.3	31	6.3	64	13.0	18	3.7	492	100.0
33.	Due to my engagement with additional responsibilities, I cannot have adequate time to concentrate in research writing.	University Directors of Institute and Colleges/Centres.	17	35.4	21	43.8	1	2.1	9	18.8	0	0	48	100.0
		Deans of Faculties.	11	20.4	25	46.3	7	13.0	8	14.8	3	5.6	54	100.0
		Heads of Departments.	96	19.0	269	53.2	34	6.7	89	17.6	18	3.6	506	100.0
		Examination Officers.	113	23.0	257	52.2	46	9.3	68	13.8	8	1.6	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
34.	Being occupied with additional responsibilities, I will not be able to mount research programmes, projects and professorial chairs in Nigerian Universities.	University Directors of Institute and Colleges/Centres.	12	25.0	20	41.7	3	6.2	10	20.8	3	6.2	48	100.0
		Deans of Faculties.	12	22.2	25	46.3	7	13.0	9	16.7	1	1.9	54	100.0
		Heads of Departments.	86	17.0	267	52.8	48	9.5	79	15.6	26	5.1	506	100.0
		Examination Officers.	93	18.9	254	51.6	61	12.4	69	14.0	15	3.0	492	100.0
35.	Due to engagement with additional responsibilities, I may wish the authority to reduce the minimum number of journal publications required for my promotion.	University Directors of Institute and Colleges/Centres.	10	20.8	22	45.8	2	4.2	10	20.8	4	8.3	48	100.0
		Deans of Faculties.	14	25.9	25	46.3	6	11.1	7	13.0	2	3.7	54	100.0
		Heads of Departments.	78	15.4	237	46.8	62	12.3	84	16.6	45	8.9	506	100.0
		Examination Officers.	105	21.3	239	48.6	58	11.8	68	13.8	22	4.5	492	100.0
36.	Being occupied with additional responsibilities, I find it so difficult to produce an extensive empirical paper for publications.	University Directors of Institute and Colleges/Centres.	8	16.7	21	43.8	9	18.8	7	14.6	3	6.2	48	100.0
		Deans of Faculties.	13	24.1	26	48.1	4	7.4	9	16.7	2	3.7	54	100.0
		Heads of Departments.	78	15.4	244	48.2	42	8.3	103	20.4	39	7.7	506	100.0
		Examination Officers.	112	22.8	221	44.9	55	11.2	87	17.7	17	3.5	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
37.	Engagement with additional responsibilities makes me not to produce international papers for publications.	University Directors of Institute and Colleges/Centres.	9	18.8	22	45.8	7	14.6	9	18.8	1	2.1	48	100.0
		Deans of Faculties.	12	22.2	23	42.6	4	7.4	14	25.9	1	1.9	54	100.0
		Heads of Departments.	64	12.6	227	44.9	52	10.3	129	25.5	34	6.7	506	100.0
		Examination Officers.	83	16.9	240	48.8	53	10.8	100	20.3	16	3.3	492	100.0
38.	Being occupied with additional responsibilities, I find it very difficult to produce books, novels and magazines.	University Directors of Institute and Colleges/Centres.	9	18.8	19	39.6	6	12.5	10	20.8	4	8.3	48	100.0
		Deans of Faculties.	8	14.8	27	50.0	6	11.1	9	16.7	4	7.4	54	100.0
		Heads of Departments.	60	11.9	243	48.0	46	9.1	110	21.7	47	9.3	506	100.0
		Examination Officers.	85	17.3	241	49.0	46	9.3	91	18.5	29	5.9	492	100.0
39.	Additional responsibilities have often resulted into unorganized and erratic information in the publications.	University Directors of Institute and Colleges/Centres.	11	22.9	20	41.7	4	8.3	12	25.0	1	2.1	48	100.0
		Deans of Faculties.	13	24.1	24	44.4	9	16.7	8	14.8	0	0	54	100.0
		Heads of Departments.	67	13.2	244	48.2	46	9.1	115	22.7	34	6.7	506	100.00
		Examination Officers.	83	16.9	230	46.7	47	9.6	105	21.3	27	5.5	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
40.	Due to my engagement with additional responsibilities, I often have no time to follow the right procedure of research for publications.	University Directors of Institute and Colleges/Centres.	11	22.9	21	43.8	3	6.2	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	9	16.7	22	40.7	4	7.4	11	20.4	8	14.8	54	100.0
		Heads of Departments.	80	15.8	235	46.4	27	5.3	116	22.9	48	9.5	506	100.0
		Examination Officers.	84	17.1	247	50.2	25	5.1	103	20.9	33	6.7	492	100.0

The question treated in item 31 of table 4.3.3, sought to investigate whether, the respondents could agreed or otherwise about the fact that additional responsibilities may not allow one to write adequate journal publications required for his promotion and this could affect his academic output in the Management of Nigerian Universities?

The researcher discovered from the four respondents' responses that 39 University Directors representing 44.3%, 42 Deans of Faculties, representing 42.6%, 394 Heads of Departments, representing 77.9%, and 402 Examination officers, representing 81.7% agreed that additional responsibilities may not allow one to write adequate journal publications required for promotion and this could affect ones academic output in the Management of Nigerian Universities.

In other way round, 8 University Directors, 9 Deans of Faculties, 98 Heads of Departments, and 76 Examination Officersdisagreed with opinions that additional responsibilities may not allow one to write adequate journal publications required for their promotion and this could affect ones academic output in the Management of Nigerian University.

In view of the above, the researcher's conclusion here that additional responsibilities may not allow one to write adequate journal publications required for his promotion and this could affect his academic output in the Management of Nigerian Universities as far as the majority of respondents have agreed with the assertion above. To them additional responsibilities could allow one to write adequate journal publications required for their promotion and this could not affect their academic output in the Management of Nigerian Universities.

The question raised in item 32 of table 4.3.3, sought to find out whether the respondents could agreed or otherwise about the fact that being engaged with additional responsibilities, could prefer one to shelve off his research writing until the pressure of work eases out? The researcher discovered from the respondents responses raw data that 36 out of 48 University Directors 43 out of 54 Deans of Faculties, 367 out of 506 Heads of Departments, and 379 out of 492 Examination officers agreed that engagement with additional responsibilities could prefer one to shelve off his research writing until the pressure of work eases out.

In other way round, 5 University Directors, 10 Deans of Faculties, 103 Heads of Departments, and 82 Examination Officers making a total of 200 respondents, representing 66.1% disagreed with the fact that being engaged with additional responsibilities, could makes one to prefer to shelve off his research writing until the pressure of work eases out.

In view of the above item statement disparity among respondents, the researcher has made his final conclusion that: engagement with additional responsibilities could make one to prefer to shelve off his research writing until the pressure of work eases out as far as 825, representing 304.2% of the respondents were agreed and only 241 representing, 66.1% disagreed with the fact that engagement with additional responsibilities could not make one to shelve off his research writing until the pressure of work eases out.

The question treated in item 33 of table 4.3.3, sought to investigate whether the four respondents could agree or otherwise about the fact that due to ones engagement with an additional responsibilities could make him not have adequate time to concentrate

in research writing? Therefore, the researcher discovered from the respondents responses that 38 out of 48 University Directors, 36 out of 54 Deans of Faculties, 365 out of 506 Examination Officers, and 370 out of 492 Examination Officers agreed that engagement with additional responsibilities, could not make one have adequate time to concentrate in research writing.

In other way round 9 University Directors, 11 Deans of Faculties, 107 Heads of departments, and 76 Examination Officers, representing 75.8% were disagreed with the fact that being engaged with additional responsibilities, could not make one to have adequate time to concentrate in research writing.

In view of the above item statement differences among respondents, the researcher has made his conclusion that being engagement with additional responsibilities could not make one to have adequate time to concentrate in research writing, as far as 809, representing 293.3% of the respondents agreed and only 203 representing 75.8% were disagreed with statement which says that engagement with additional responsibilities could not allow one to have adequate time to concentrate in research writing.

To them, it means that engagement with additional responsibilities could make one to have adequate time to concentrate in research writing.

The question treated in item 34 of table 4.3.3, sought to investigate whether being, occupied with additional responsibilities, could not allow one to mount research programmes, projects and professional chairs in Nigerian Universities?

The researcher discovered that 30 University Directors representing 66.7%, 37 Deans of Faculties representing 68.5%, 353 Heads of Departments, representing 69.8%,

and 347 Examination Officers representing 70.5% agreed that being occupied with additional responsibilities, could not allow one to mount research programmes, projects, and professional chairs in Nigerian Universities.

The researcher also identified those other respondents who disagreed with fact that being occupied with additional responsibilities, will enable one to mount research programmes, projects and professorial chairs in Nigerian Universities: such respondents were 13 University Directors, 10 Deans of Faculties, 105 Heads of Departments and 84 Examination Officersdisagreed.

Therefore, the general consensus here is that being occupied with additional responsibilities, will not allow one to amount research programmes, projects, and professorial chairs in Nigerian University, as far as 767, respondents agreed and only 212 respondents were disagreed.

The question treated in item 35 of table 4.3.3, sought to find out whether being occupied with additional responsibilities could makes one to wish the authority to reduce the maximum number of journal publications required for his promotion.

The researcher discovered that 32 University Directors representing 66.6%, 39 Deans of Faculties representing 73.2%, 237 Heads of Departments representing 62.2%, and 344 Examination Officers representing 69.9% were agreed that being occupied with additional responsibilities, could make one to request the authority to reduce the minimum number of journal publications required for his promotion, while 14 University Directors, 9 Deans of Faculties, 129 Heads of Departments, and 90 Examination Officers, disagreed.

Therefore, the researcher conclusion here is that engagement with additional responsibilities, could makes one to wish the authority to reduce the minimum number of journal publications required for his promotion as far as 652 respondents representing 271.9% agreed and only 242 respondents were disagreed.

The question raised in item 36 of table 4.3.3, sought to find out whether the respondents could agreed or otherwise about the fact that being occupied with additional responsibilities, could make one to feel so difficult to produce an extensive empirical paper for publications? The researcher discovered from the respondents responses raw data that 29 out of 48 University Directors, 39 out of 54 Deans of Faculties, 322 out of 506 Heads of Department, and 333 out of Examination Officers agreed that being occupied with additional responsibilities, could makes one to feel so difficult to produce an extensive empirical paper for publications. But, in other way round, 10 University Directors representing 20.8%, 11 Deans of Faculties representing 28.1%, and 104 Examinations Officers representing 21.2% disagreed with fact that being occupied with additional responsibilities, could make one to feel so difficult to produce an extensive empirical paper for publications.

In view of the above all differences, the researchers conclusion here is that: Being occupied with additional responsibilities could make one to feel so difficult to produce an extensive empirical paper for publications as far as the majority of the respondents responses scores in agreement were 723 representing 264%. While the minority of the respondents responses were only 267 scores representing 90.5%.

The question raised in item 37 of table 4.3.3, sought to investigate whether the respondents could agreed or otherwise about the fact that engagement with additional responsibilities could makes one not to produce international papers for publications?

The researcher discovered from the respondents responses raw data that 31 out of 48 University Directors, 35 out of 54 Deans of Faculties, 291 out of 506 Heads of Departments, and 323 out of 492 Examination Officers. This have raised to a total of 680 respondents representing 252.6% agreed that engagement with additional responsibilities, could make one not to produce international papers for publications. In other way round, 10 University Directors representing, 20.9%, 15 Deans of Faculties representing 27.8%, 163 Heads of Departments representing 32.2%, and 116 Examination Officers representing 23.6% disagreed with fact that engagement with additional responsibilities could make one not to produce international papers for publications, which mean that to them additional responsibilities could not make one to produce international papers for publications.

However, 116 respondents representing 43.1% were undecided. In view of the above all disparity in opinions, the researcher concluded that: Engagement with additional responsibilities make one not to produce international papers for publications as far as the majority of the respondents scores in agreement were 680 representing 252.6%. While the minority of the respondents responses were only 304 respondents representing 104.5%.

The question treated in item 38 of table 4.3.3, sought to investigate whether the respondents could agreed or otherwise about the fact that, being occupied with additional responsibilities, could make one difficult to produce books, novels and magazines?

The researcher identified from the respondents responses raw data that 28 University Directors representing 58.4 percent, 33 Deans of Faculties representing 64.8 percent, 303 Heads of Departments representing 57.1 percent, and 326 Examination Officers representing 66.3 percent and generally, this have raised to a total of 690 respondents representing 246.6 percent agreed that being occupied with additional responsibilities, could make one very difficult to produce books, novels and magazines.

But in other way round, 14 University Directors representing 29.1 percent, 13 Deans of Faculties representing 24.1 percent, 157 Heads of Departments representing 31 percent, and 120 Examination Officers representing 24.4 percent disagreed that being occupied with additional responsibilities, could make one very difficult to produce books, novels and magazines.This mean that being occupied with additional responsibilities, could not make one very difficult to produce books, novels and magazines.

In this regard therefore, the researcher discovered that the majority of the respondents tended to agree that being occupied with additional responsibilities, could make one very difficult to produce books, novels and magazines as far as the majority of the respondents scores in agreement were 690 representing 246.6%.

The question treated in item 39 of table 4.3.3, sought to find out whether the respondents could agreed or otherwise about the fact that additional responsibilities have often resulted into unorganized and erractice information in the publications?

The researcher discovered from the respondents responses raw data that 31 University Directors representing 64.6 percent, 39 Deans of Faculties representing 68.5 percent, 39 Deans of Faculties representing 68.5 percent, 311 Heads of Departments representing 61.4 percent, and 313 Examination Officers representing 63.6 percent

agreed that additional responsibilities have often resulted into unorganized and erratic information in the publications.

In other way round, 13 University Directors representing 27.1%, 8 Deans of Faculties representing 14.8 percent, 149 Heads of Departments representing 29.4 percent and 132 Examination Officers representing 26.8 percent disagreed that additional responsibilities, could not cause any unorganized and erractic information in the publications.

In this regard therefore, the researcher concluded that additional responsibilities have often resulted into unorganized and erractice information in the publications as far as the majority of the respondents scores in agreement were 692 respondents representing 258.1 percent. While 302 respondents representing 98.1 percent were in disagreement.

The question treated in item 40 of table 4.3.3, sought to find out whether the respondents could agreed or otherwise about the fact that if one engaged with additional responsibilities, he often have no time to follow the right procedure of research for publications?

The researcher identified from the respondents responses raw data that 32 University Directors representing 66.7 percent, 31 Deans of Faculties representing 57.4 percent, 315 Heads of Departments, representing 62.2 percent, and 331 Examination Officers representing 67.3 percent, agreed that due to engagement with additional responsibilities, it makes one often have no time to follow the right procedure of research for publications.

In other way round, 13 University Directors representing 27.1 percent, 19 Deans of Faculties representing 35.2 percent, 164 Heads of Departments representing 32.4

percent, and 136 Examination Officers representing 27.6 percent disagreed with item statement above.

In this regard therefore, the researchers final conclusion was that if one engaged with additional responsibilities, he often have no time to follow the right procedure of research for publications as far as the majority of the respondents scores in agreement were 709 respondents representing 253.6 percent. While 332 respondents representing 122.3 percent disagreed.

4.3.4 Additional Responsibilities of Lecturers on Prompt Supervision, EvaluationandAssessment of Students' Projects in Universities in Nigeria?

Research question four above carries analysis of the responses of four categories of respondents, using frequency tables and simple percentages. However, responses of respondents from items 41 to 50 are used. The items obtained the opinions of respondents on the impact of additional responsibilities of academic staff on prompt supervision, evaluation and assessment of students' academic work in the Management of Nigerian Universities.The ten items attempted to ascertain the impact on prompt, evaluation and assessment of students' in the Management of Nigeria Universities Analysis of the respondents response are presented in table 4.3.4.

Table 4.3.4: Opinions of respondents on the impact of additional responsibilities of academic staff on prompt supervision, evaluation and assessment of students' academic work in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
41	Being occupied with additional responsibilities, I cannot monitor the development and progress of my students promptly.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	16	33.3	23	47.9	1	2.1	6	12.5	2	4.2	48	100.0
		Deans of Faculties.	17	31.5	27	50.0	1	1.9	9	16.7	0	0	54	100.0
		Heads of Departments.	137	27.1	271	53.6	14	2.8	59	11.7	25	4.9	506	100.0
		Examination Officers.	129	26.2	268	54.5	16	3.3	63	12.8	16	3.3	492	100.0
42.	Due to engagement with additional responsibilities, I cannot analyze my students work including take home assignments and tests.	University Directors of Institute and Colleges/Centres.	8	16.7	29	60.4	4	8.3	5	10.4	2	4.2	48	100.0
		Deans of Faculties.	8	14.8	33	61.1	4	7.4	7	13.0	2	3.7	54	100.0
		Heads of Departments.	96	19.0	274	54.2	40	7.9	72	14.2	24	4.7	506	100.0
		Examination Officers.	87	17.7	283	57.5	39	7.9	66	13.4	17	3.4	492	100.0
43.	Due to engagement with additional responsibilities, I cannot assess the degree to which the objectives of my lesson have been achieved.	University Directors of Institute and Colleges/Centres.	5	10.4	21	43.8	10	20.8	8	16.7	4	8.3	48	100.0
		Deans of Faculties.	8	14.8	30	55.6	3	5.6	10	18.5	3	5.6	54	100.0
		Heads of Departments.	76	15.0	265	52.4	50	9.9	82	16.2	33	6.5	506	100.0
		Examination Officers.	67	13.6	235	47.8	72	14.6	89	18.1	29	5.9	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
44.	Being occupied with additional responsibilities, I can not determine, evaluate and refine my instructional techniques to teach effectively.	University Directors of Institute and Colleges/Centres.	7	14.6	28	58.3	5	10.4	7	14.6	1	2.1	48	100.0
		Deans of Faculties.	9	16.7	33	61.1	5	9.3	4	7.4	3	5.6	54	100.0
		Heads of Departments.	85	16.8	262	51.8	47	9.3	90	17.8	22	4.3	506	100.0
		Examination Officers.	72	14.6	253	51.4	65	13.2	83	16.9	19	3.9	492	100.0
45.	Being occupied with additional responsibilities, I do not administer aptitude and achievement tests to my students promptly.	University Directors of Institute and Colleges/Centres.	10	20.8	21	43.8	5	10.4	9	18.8	3	6.2	48	100.0
		Deans of Faculties.	12	22.2	22	40.7	5	9.3	13	24.1	2	3.7	54	100.0
		Heads of Departments.	104	20.6	246	48.6	53	10.5	80	15.8	23	4.5	506	100.0
		Examination Officers.	87	17.7	257	52.2	57	11.6	76	15.4	15	3.0	492	100.0
46.	Additional responsibilities do not allow me to find out the ability and needs of the students and success with which contents was presented.	University Directors of Institute and Colleges/Centres.	11	22.9	21	43.8	5	10.4	6	12.5	5	10.4	48	100.0
		Deans of Faculties.	4	7.4	34	63.0	7	13.0	7	13.0	2	3.7	54	100.0
		Heads of Departments.	105	20.8	229	45.3	46	9.1	101	20.0	25	4.9	506	100.0
		Examination Officers.	84	17.1	249	50.6	47	9.6	97	19.7	15	3.0	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
47.	Engagement with additional responsibilities can prevent my effective appraisal of the student's progress.	University Directors of Institute and Colleges/Centres.	8	16.7	24	50.0	5	10.4	8	16.7	3	6.2	48	100.0
		Deans of Faculties.	9	16.7	26	48.1	3	5.6	11	20.4	5	9.3	54	100.0
		Heads of Departments.	101	20.0	217	42.9	52	10.3	100	19.8	36	7.1	506	100.0
		Examination Officers.	102	20.7	205	41.7	44	8.9	116	23.6	25	5.1	492	100.0
48.	Being occupied with additional responsibilities, I am often saddled with responsibilities of attending meetings thus making me not to be prompt in the assessment of my students.	University Directors of Institute and Colleges/Centres.	11	22.9	21	43.8	2	4.2	9	18.8	5	10.4	48	100.0
		Deans of Faculties.	4	7.4	35	64.8	5	9.3	9	16.7	1	1.9	54	100.0
		Heads of Departments.	101	20.0	215	42.5	47	9.3	107	21.1	36	7.1	506	100.0
		Examination Officers.	76	15.4	253	51.4	56	11.4	93	18.9	14	2.8	492	100.0
49.	Being occupied with additional responsibilities, I some time delegate my senior students and colleagues to record students examination and continuous assessment.	University Directors of Institute and Colleges/Centres.	14	29.2	16	33.3	7	14.6	9	18.8	2	4.2	48	100.0
		Deans of Faculties.	10	18.5	26	48.1	3	5.6	13	24.1	2	3.7	54	100.0
		Heads of Departments.	93	18.4	212	41.9	62	12.3	109	21.5	30	5.9	506	100.0
		Examination Officers.	70	14.2	242	49.2	64	13.0	91	18.5	25	5.1	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
50.	Due to engagement with additional responsibilities I can not finish marking and assessing my students work on time.	University Directors of Institute and Colleges/Centres.	9	18.8	25	52.1	3	6.2	8	16.7	3	6.2	48	100.0
		Deans of Faculties.	14	25.9	25	46.3	6	11.1	6	11.1	3	5.6	54	100.0
		Heads of Departments.	88	17.4	217	42.9	52	10.3	104	20.6	45	8.9	506	100.0
		Examination Officers.	96	19.5	219	44.5	63	12.8	86	17.5	28	5.7	492	100.0

The question treated in item 41 of table 4.3.4, sought to find out whether the respondents could agreed or otherwise about the fact that being occupied with additional responsibilities, could make one not monitor the development and progress of his students promptly?

The researcher discovered from the respondents responses that 39 University Directors representing 81.2 percent, 44 Deans of Faculties representing 81.5 percent, 408 Heads of Departments representing 80.7 percent, and 397 Examination Officers representing 80.7 percent agreed that being occupied with additional responsibilities, makes one not monitor the development and progress of his students promptly.

In other way round, 8 University Directors representing 16.7 percent, 9 Deans of Faculties representing 16.7 percent, 84 Heads of Departments representing 16.6 percent, and 79 Examination Officers representing 16.1 percent, disagreed with item statement of 41 above.

In view of the above respondents responses, the researcher has made his final conclusion that being occupied with additional responsibilities, could make one not monitor the development and progress of his students promptly as far as the majority of the respondents scores in agreement were 888 respondents representing 324.1 percent, while only 180 respondents representing 66.1 percent were disagreed with view above.

The question raised in item 42 of table 4.3.4, sought to find out whether the respondents could agree or otherwise about the fact that if one engaged with additional responsibilities, he cannot analyze his students work including take home assignments and tests?

The researcher identified from the respondents responses that 37 University Directors representing 77.1 percent, 41 Deans of Faculties representing 75.9 percent, 370 Heads of Departments representing 73.2 percent, and 370 Examination Officers representing 75.2 percent agreed with fact that engagement with additional responsibilities, could make one not analyze his students work including take home assignments and tests.

In other way round, 7 University Directors representing 14.6 percent, 9 Deans of Faculties representing 16.7 percent, 96 Heads of Departments representing 18.9 percent, and 83 Examination Officers representing 16.9 percent disagreed with what others agreed.

In respect to what other respondents says above, the researcher has made this final conclusion that engagement with additional responsibilities, makes one not to analyze any students work including take home assignment and tests, as far as the majority of the respondents scores in agreement were 818 respondents representing 301.4 percent. While only 195 respondents representing 67.1 percent disagreed with others view above.

The question treated in item 43 of table 4.3.4 above, sought to find out whether the respondents could agree or otherwise about the fact that if one engaged with additional responsibilities, he cannot assess the degree to which the objectives of his lesson have been achieved?

In this regard, the researcher discovered from the respondents responses that 26 University Directors representing 54.2 percent, 38 Deans of Faculties representing 70.4, 341 Heads of Departments representing 67.4, and 302 Examination Officers representing

61.4 percent agreed with fact that engagement with additional responsibilities, could make one not assess the degree to which the objectives of his lesson have been achieved.

In other way round, 12 University Directors representing 25 percent, 13 Deans of Faculties representing 24.1 percent, 115 Heads of Departments representing 22.7 percent, and 118 Examination Officers representing 24 percent, in totality 258 respondents representing 95.8 percent disagreed.

Nevertheless, 10 University Directors representing 20.8 percent, 3 Deans of Faculties representing 5.6 percent, 50 Heads of Departments representing 9.9 percent.

The researcher's conclusion here is that engagement with additional responsibilities, makes one not to assess the degree to which the objectives of his lesson have been achieved as far as the majority of the respondents responses in agreement were 707 respondents representing 253.4 percent. While only 258 respondents representing 95.8 percent were disagreed.

The question treated in item 44 of table 4.3.4, sought to find out whether the respondents could agree or otherwise about the fact that being occupied with additional responsibilities, one could not determine, evaluate and define his instructional techniques to teach effectively?

Therefore, the researcher identified from the respondents responses that 35 University Directors representing 72.9 percent, 42 Deans of Faculties representing 77.8 percent, 347 Heads of Departments representing 68.6 percent and 325 examination officers representing 66 percent agreed with fact that being occupied with additional responsibilities, one could not determine techniques to teach effectively.

In other way round, 8 University Directors representing 16.7 percent, 7 Deans of Faculties representing 13 percent, 112 Heads of Departments representing 22.1 percent, and 102 examination officers representing 20.8 percent, disagreed.

In view of the above item statements differences of opinion, the researcher have concluded that being occupied with additional responsibilities, one could not determine, evaluate and refine his instructional techniques to teach effectively as far as the majority of the respondents responses in agreement were 749 respondents representing 68.6 percent. While only 229 respondents representing 72.6 percent disagreed.

The question treated in item 45 of table 4.3.4, sought to find out whether the respondents could agree or not about the fact that being occupied with additional responsibilities could make one not to administer aptitude and achievement test to his students promptly required for their promotion?

The researcher discovered from the respondents responses that 31 University Directors representing 64.6 percent, 34 Deans of Faculties representing 62.9 percent, 350 Heads of Departments representing 69.2 percent, and 344 examination officers representing 69.9 percent agreed with fact that being occupied with additional responsibilities, do not make one to administer aptitude and achievement tests to his students promptly. In other way round, 12 University Directors, representing 25 percent, 15 Deans of Faculties representing 27.8 percent, 103 Heads of Departments representing 20.3 percent and 91 examination officers representing 18.4 percent disagreed.

In view of the above differences in opinions, the researcher concluded that being occupied with additional responsibilities, one do not administer aptitude and achievement tests to his students promptly as far as the majority of respondents responses in agreement

were 759 respondents representing 266.6 percent. While only 221 respondents representing 91.5 percent disagreed.

In item 46 of table 4.3.4, there was a consensus of opinion among 32 University Directors representing 66.7 percent, 38 Deans of Faculties representing 70.4 percent, 334 Heads of Departments representing 66.1 percent, and 333 examination officers representing 67.7 percent that additional responsibilities do not allow one to find out the ability and needs of the students and success with which contents was presented.

This view was not shared by a frequency of 11 out of 48 University Directors, representing 22.9 percent, 9 out 54 Deans of Faculties representing 16.7 percent, 126 out of 506 Heads of Departments representing 24.9 percent, and 112 out of 492 examination officers representing 22.7 percent.

In view of the above respondents responses the researcher concluded that additional responsibilities do not allow one to find out the ability and needs of the students and success with which contents was presented as far as the majority of respondents responses in agreement were 737 respondents representing 270.9 percent. While 258 respondents representing 87.2 percent disagreed.

In item 47 of table 4.3.4, there was a positive consensus of opinion among 32 out of 48 University Directors representing 66.7 percent, 35 out of 54 Deans of Faculties representing 64.8 percent, 318 out of 506 Heads of Departments, representing 62.9 percent, and 307 out of 492 Examination officers, representing 62.4 percent that engagement with additional responsibilities, can prevent one from effective appraisal of his students progress.

This view was not agreed by a frequency of 11 University Directors representing 22.9 percent, 16 Deans of Faculties, representing 29.7 percent, 136 Heads of Departments, representing 26.9 percent, and 141 examination officers, representing 28.7 percent.

In view of the above respondents opinions, the researcher has made his final conclusion that: Additional responsibilities do not allow one to find out the ability and needs of the students and success with which contents was presented as far as 692 respondents, representing 256.8 percent agreed. While, 304 respondents, representing 108.2 percent disagreed with the assertions.

In item 48 of total 4.3.4, there was an agreement of opinions among the respondents that 32 out of 48 University Directors, representing 66.7 percent, 39 out of Deans of Faculties, representing 72.2 percent, 316 out of Head of Departments, representing 62.5 percent and 329 out of 492 examination officers, representing 66.8 percent agreed with fact that, being occupied with additional responsibilities, could often make one saddled with responsibilities of attending meetings thus making him not to be prompt in the assessment of his students.

This view was not agreed by a frequency of 14 University Directors, representing 29.2 percent, 10 Deans of Faculties, representing 18.6 percent, 143 examination officers, representing 28.2 percent, and 107 examination officers, representing 21.7 percent

Based on the above similarities and differences of respondents opinions, the researcher, concluded that; being occupied with additional responsibilities, could often make one saddled with responsibilities of attending meetings. Thus making one not to be prompt in the assessment of his students as far as 716 respondents, representing 268.2

percent wereunanimously agreed. Indeed, 274 respondents, representing 97.7 percent disagreed.

In item 49 of table 4.3.4, there was an agreement of opinions among the respondents that 30 out of 48 University Directors, representing 62.5 percent, 36 out of 54 Deans of Faculties, representing 66.6 percent, 305 out of 506 Heads of Departments, representing 60.3 percent, and 312 out of 492 examination officers representing 63.4 percentagreed with fact that, being occupied with additional responsibilities, makes one sometime to delegate his senior students and colleagues to record students examination and continuous assessment.

This view above was not agreed by a frequency of 11 University Directors, representing 23 percent, 15 Deans of Faculties, representing 27.8 percent, 139 Heads of Departments, representing 27.4 percent, and 116 Examination officers, representing 23.6 percent.

The researcher concluded that, being occupied with additional responsibilities, one could sometime delegate his senior students and colleagues to record students examination and continuous assessment, as far as 683 respondents, representing 252.8 percent agreed. However, 281 respondents, representing 101.8 percent disagreed.

The question raised in item 50 of table 4.3.4, sought to find out whether the respondents could agree or not about the fact that due to engagement with additional responsibilities, could make one not finish marking and assessing his students work on time?

The researcher identified from the respondents responses that 34 out of 48 University Directors, representing, 70.9 percent, 39 out of 54 University Directors,

representing, 70.9 percent, 39 out of 54 Deans of Faculties representing 72.2 percent, 305 out of 506 Heads of Departments representing 60.3 percent, and 315 out of the 492 examination officers representing 64 percent agreed with fact that: Due to engagement with additional responsibilities, could makes one not finish marking and assessing his students work on time.

In other way round, 11 University Directors, representing 22.9 percent, 9 Deans of Faculties representing 16.7 percent, 149 Heads of Departments representing 29.5 percent and 114 examination officers representing 23.2 percent disagreed with assertions above. Thus, a engagement with additional responsibilities, makes one to finish marking and assessing his students work on time.

However, 3 University Directors, representing 6.2 percent, 6 Deans of Faculties representing 11.1 percent, 52 Heads of Departments representing 10.3 percent and 63 examination officers representing 12.8 percent.

Based on what other respondents says above, the researcher has therefore, made this conclusion as the fact that due to engagement with additional responsibilities, one cannot finish marking and assessing his students work on time, as far as the majority of the respondents scores in agreement were 693 respondents representing 267.4 percent. While only 283 respondents representing 92.3 percent disagreed.

4.3.5 Impact of Additional Responsibilities of Academic Staff on Regular Attendance/Participation at Professional Workshops in the Management Of Universities in Nigeria?

Research question five carries analysis of the responses of four categories of respondents. The responses of respondents from item 51 to 60 are used. Indeed, the

items obtained the opinions of respondents on the impact of additional responsibilities of academic staff on regular attendance/participation at professional workshops in the Management of Nigerian Universities.

Analysis of the respondents responses are presented in table 4.3.5.

Table 4.3.5: Opinions of Respondents on the Impact of Additional Responsibilities of Academic Staff on Regular Attendance and Participation at Professional Workshops in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
51	Due to engagement with additional responsibilities, I do not have time to attend professional workshops.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	14	29.2	24	50.0	3	6.2	7	14.6	0	0	48	100.0
		Deans of Faculties.	16	29.6	28	51.9	1	1.9	6	11.1	3	5.6	54	100.0
		Heads of Departments.	155	30.6	250	49.4	16	3.2	65	12.8	20	4.0	506	100.0
		Examination Officers.	165	33.5	228	46.3	27	5.5	59	12.0	13	2.6	492	100.0
52.	Sometimes, I delegate my colleagues or senior students to represent me at conferences and workshops.	University Directors of Institute and Colleges/Centres.	7	14.6	28	58.3	5	10.4	8	16.7	0	0	48	100.0
		Deans of Faculties.	8	14.8	32	59.3	6	11.1	7	13.0	1	1.9	54	100.0
		Heads of Departments.	89	17.6	283	55.9	43	8.5	76	15.0	15	3.0	506	100.0
		Examination Officers.	76	15.4	293	59	41	8.3	67	13.6	15	3.0	492	100.0
53.	Being occupied with additional responsibilities I don't have interest to attend any professional workshops.	University Directors of Institute and Colleges/Centres.	11	22.9	23	47.9	2	4.2	10	20.8	2	4.2	48	100.0
		Deans of Faculties.	11	20.4	19	35.2	7	13.0	12	22.2	5	9.3	54	100.0
		Heads of Departments.	93	18.4	255	50.4	57	11.3	74	14.6	27	5.3	506	100.0
		Examination Officers.	80	16.3	246	50.0	72	14.6	78	15.9	16	3.3	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
54.	Being occupied with additional responsibilities, I attend professional workshops at late hours.	University Directors of Institute and Colleges/Centres.	8	16.7	26	54.2	4	8.3	6	12.5	4	8.3	48	100.0
		Deans of Faculties.	4	7.4	35	64.8	6	11.1	5	9.3	4	7.4	54	100.0
		Heads of Departments.	59	11.7	280	55.3	61	12.1	80	15.8	26	5.1	506	100.0
		Examination Officers.	50	10.2	283	57.5	71	14.4	64	13.0	24	4.9	492	100.0
55.	Sometimes, I leave before the closing date of workshops.	University Directors of Institute and Colleges/Centres.	8	16.7	24	50.0	4	8.3	9	18.8	3	6.2	48	100.0
		Deans of Faculties.	7	13.0	33	61.1	4	7.4	9	16.7	1	1.9	54	100.0
		Heads of Departments.	65	12.8	249	49.2	71	14.0	81	16.0	40	7.9	506	100.0
		Examination Officers.	71	14.4	240	48.8	81	16.5	80	16.3	20	4.1	492	100.0
56.	Additional responsibilities sometimes causes me stress and sleepy during the workshops period.	University Directors of Institute and Colleges/Centres.	6	12.5	24	50.0	6	12.5	11	22.9	1	2.1	48	100.0
		Deans of Faculties.	9	16.7	32	59.3	4	7.4	8	14.8	1	1.9	54	100.0
		Heads of Departments.	94	18.6	253	50.0	39	7.7	94	18.6	26	5.1	506	100.0
		Examination Officers.	80	16.3	260	52.8	60	12.2	69	14.0	23	4.7	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
57.	Being occupied with additional responsibilities, I present very scanty information and unreliable facts during the professional workshops.	University Directors of Institute and Colleges/Centres.	4	8.3	25	52.1	6	12.5	8	16.7	5	10.4	48	100.0
		Deans of Faculties.	9	16.7	27	50.0	5	9.3	8	14.8	5	9.3	54	100.0
		Heads of Departments.	81	16.0	245	48.4	52	10.3	97	19.2	31	6.1	506	100.0
		Examination Officers.	72	14.6	238	48.4	59	12.0	98	19.9	25	5.1	492	100.0
58.	Being occupied with additional responsibilities, I can only send my papers for publications and conference fees.	University Directors of Institute and Colleges/Centres.	4	8.3	25	52.1	5	10.4	10	20.8	4	8.3	48	100.0
		Deans of Faculties.	9	16.7	26	48.1	5	9.3	10	18.5	4	7.4	54	100.0
		Heads of Departments.	109	21.5	206	40.7	55	10.9	98	19.4	38	7.5	506	100.0
		Examination Officers.	89	18.1	200	40.7	62	12.6	107	21.7	34	6.9	492	100.0
59.	Being occupied with additional responsibilities, I sometimes feel like not to come back on time from any professional workshop or conference attended.	University Directors of Institute and Colleges/Centres.	10	20.8	23	47.9	2	4.2	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	8	14.8	26	48.1	5	9.3	12	22.2	3	5.6	54	100.0
		Heads of Departments.	91	18.0	235	46.4	41	8.1	104	20.6	35	6.9	506	100.0
		Examination Officers.	79	16.1	229	46.5	55	11.2	92	18.7	37	7.5	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
60.	Being occupied with additional responsibilities, I cannot have the determination and courage to attend professional workshops.	University Directors of Institute and Colleges/Centres.	13	27.1	23	47.9	0	0	10	20.8	2	4.2	48	100.0
		Deans of Faculties.	13	24.1	21	38.9	5	9.3	12	22.2	3	5.6	54	100.0
		Heads of Departments.	94	18.6	229	45.3	54	10.7	86	17.0	43	8.5	506	100.0
		Examination Officers.	96	19.5	217	44.1	45	9.1	101	20.5	33	6.7	492	100.0

The question treated in item 51 of table 4.3.5, sought to findout whether the respondents could agree or otherwise about the fact that due to engagement with additional responsibilities, one could not have time to attend professional workshops.

The researcher intended to identify from the respondents responses that 38 out of 48 University Directors, representing 79.2 percent, 44 out of 54 Deans of Faculties representing 81.5 percent, 405 out of 506 Heads of Departments, representing 80 percent, and 393 out of 492 Examination officers representing 49.8 percent agreed with fact that; due to engagement with additional responsibilities, one could not have time to attend professional workshops.

In other way round, 7 University Directors representing 14.6 percent, 9 Deans of Faculties, representing 16.7 percent, 85 Heads of Departments representing 16.8 percent, and 72 Examination officers representing 14.6 percent disagreed with agreements above. To them, engagement with additional responsibilities, do not prevent one's time to attend professional workshops.

In view of the above respondents differences, the researcher, concluded that: Due to engagement with additional responsibilities, one could not have time to attend professional workshops as far as it has shown by the majority of respondents above that, 880 respondent, representing 320.5 percent. While 173 respondents, representing 62.7 percent disagreed.

The question raised in item 52 of table 4.3.5, sought to find out whether the respondents could agree or not about the fact that, sometimes, one could delegate his colleagues or senior students to represent him at conferences and workshops?

The researcher discovered from the respondents that 35 out of 48 University directors, representing 72.9 percent, 40 out of 54 deans of faculties representing 74.1 percent, 372 out of 506 Heads of Departments, representing 73.5 percent and 369 out of 492 examination officers, representing 75 percent agreed with the fact that sometimes, one could delegate his colleagues or senior students to represent him at conferences and workshops. In other way round, 8 University Directors, representing 16.7 percent, 8 Deans of Faculties, representing 14.9 percent, 91 Heads of Departments, representing 18 percent, and 82 examination officers representing 16.6 percent disagreed with above opinions. To them, one could not delegate his colleagues or senior students to represent him at conferences and workshops.

Based on the above respondents differences in opinions, the researcher concluded that: sometimes, one delegate his colleagues or senior students to represent him at conferences and workshops as far as the entire respondents agreed with above assertions. Thus 816 respondents representing 295.5 percent agreed and only 189 respondents representing 66.2 percent disagreed.

The question treated in item 53 of table 4.3.5, sought to investigate whether the respondents could agree or not about the fact that: Being occupied with additional responsibilities, could make one not have interest to attend any professional workshops?

The researcher discovered from the respondents that 34 out 48 University Directors, representing 70.8 percent, 30 Deans of faculties, representing 55.6 percent, 348 Heads of Departments representing 68.8 percent, and 326 examination officers, representing 66.3 percent agreed with the fact that being occupied with additional responsibilities, would make one not have interest to attend any professional workshops.

In other suggestions, 12 University Directors representing 25 percent, 17 Deans of Faculties, representing 31.5 percent, 101 Heads of Departments representing 19.9 percent and 94 examination officers, representing 19.2 percent disagreed with above assertions. Thus to them, being occupied with additional responsibilities, could make one have interest to attend any professional workshops.

In view of the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one not to have interest to attend any professional workshops as far as the entire respondents have agreed with above assertions. Thus 738 respondents representing 261.5 percent agreed and 224 respondents representing 95.6 percent were disagreed.

The question treated in item 54 of table 4.3.5, sought to find out whether the respondents could agree or otherwise about the fact that; being occupied with additional responsibilities, makes one to attend professional workshops at late hours?

The researcher discovered from the respondents that 34 out of 48 university Directors, representing 70.9 percent, 39 out of 54 Deans of Faculties, representing, 72.2 percent, 339 out of 506 Heads of Departments, representing 67 percent and 333 out of 492 examination officers, representing 67.7 percent agreed with the fact that, being occupied with additional responsibilities, could make one to attend professional workshops at late hours.

For those respondents who objected the views above were the 10 University Directors, representing 20.8 percent, 9 Deans of Faculties representing 16.7 percent, 106 Heads of Departments, representing 20.9 percent and 88 Examination officers, representing 17.9 percent disagreed with above assertions. Thus to them, means that,

being occupied with additional responsibilities, makes one not to attend professional workshops at late hours.

However, 4 University Directors, representing 8.3 percent, 6 Deans of Faculties, representing 11.1 percent, 61 Heads of Departments, representing 12.1 percent.

For this reasons above, the researcher concluded that, being occupied with additional responsibilities, makes one to attend professional workshops at late hours, as far as most respondents responses were positively accepted. For more details, 745 respondents representing 277.8 percent agreed and 213 respondents representing 76.3 percent were disagreed.

The question treated in item 55 of table 4.3.5, sought to find out whether the respondents could agree or otherwise about the fact that, sometimes, one leave before the closing date of workshops?

The researcher identified from the respondents that 32 out of 48 University directors representing 66.7 percent. 40 out of 54 Deans of Faculties, representing 74.1 percent, 314 out of 506 Heads of Departments, representing 62 percent, and 311 out of 492 examination officers, representing 63.2 percent agreed with fact that, sometimes, one leave before the closing date of workshops.

In other way round, 12 university directors, representing 25 percent, 10 Deans of Faculties, representing 18.6 percent, 121 Heads of Departments, representing 23.9 percent, and 100 examination officers representing 20.4 percentdisagreed with above assertions.

In view of the above respondents differences in opinions, the researcher concluded that, sometimes, one leaves before the closing date of any workshops, as far as

697 respondents, representing 266 percent agreed, 243 respondents representing 87.9 percent disagreed.

The question treated in item 56 of table 4.3.5, sought to investigate whether the respondents could agree or not about the fact that, additional responsibilities, sometimes causes one stress and sleepy during the workshops period?

The researcher discovered from the respondents that 30 out of 48 University Directors, representing 62.5 percent, 41 out of 54 Deans of Faculties, representing 76 percent, 3.47 out of 506 Heads of Departments representing 68.6 percent, and 340 out of 492 examination officers, representing 69.1 percent agreed with item 56 above which says that additional responsibilities, sometimes causes one stress and sleep during the workshops period.

However, 12 University Directors representing 25 percent, 9 Deans of Faculties representing 16.7 percent, 120 Heads of Department, representing 23.7 percent and 92 examination officers representing 18.7 percent disagreed with above assertions.

In view of the above disparity of opinions, the researcher concluded that, additional responsibilities, sometimes causes one stress and sleepy during the workshops as far as 758 respondents, representing 276.2 percent agreed and 233 respondents, representing 84.1 percent were disagreed.

In item 57 of table 4.3.4, sought to find out whether the respondents could agree or otherwise about the fact that, being occupied with additional responsibilities, one present a very scanty information, and unreliable facts during the professional workshops. The researcher identified from the respondents that 29 out of 48 University Directors, representing 60.4 percent, 36 out of 54 Deans of Faculties, representing 66.7

percent, 326 out of 506 Head of Departments, representing 64.40 percent, and 310 examination officers representing 63 percent agreed with item 57 above which says that, being occupied with additional responsibilities, one present a very scanty information and unreliable facts during the professional workshops.

In other way round, 13 University Directors, representing 27.1 percent, 13 Deans of Faculties, representing 24.1 percent, 128 Heads of Department, representing 25.3 percent, and 123 Examination officers, representing 25 percent disagreed with above respondents opinions.

Based on this differences of opinion by the respondents above, the researcher, concluded that, being occupied with additional responsibilities, and unreliable facts during the professional workshops, as far as 701 respondents, representing 254.5 percent agreed and 277 respondents, representing 101.5 percent were disagreed.

The question treated in item 58 of table 4.3.4, sought to find out whether or not if being occupied with additional responsibilities, could only make one to send his papers for publications and conferences fees? The respondents disclosed as could be seen from the illustrated table 4.3.4 above that 29 out of 48 University Directors representing 60.4 percent, 35 out of 54 Deans of Faculties representing 64.8 percent, 315 out of 506 Heads of Departments, representing 62.2 percent, and 289 out of 492 examination officers, representing 58.8 percent were agreed.

For more details, 14 University Directors, representing 29.1 percent, 14 Deans of Faculties, representing 25.9 percent, 136 Heads of Departments representing 26.9 percent, and 141 examination officers representing 28.6 percent disagreed with fact that,

being occupied with additional responsibilities, could not make one to send his paper for publications and conferences fees only.

In this regard, the researcher discovered that, since the majority of the respondents were of the opinion that being occupied with additional responsibilities, could make one to send his papers for publications and conferences fees, it is therefore, a general consensus that, being occupied with additional responsibilities, could make an academic staff to send their papers for publication and conferences fees only.

The question treated in item 59 of table 4.3.4, sought to investigate whether or otherwise, being occupied with additional responsibilities, could sometimes makes one to feel like not to come back on time from any professional workshop or conference, attended? The respondents disclosed as could be seen from the illustrated table 4.3.4 above that, 33 out of 48 University Directors, representing 68.7 percent, 34 out of 54 Deans of Faculties representing 62.9 percent, 326 out of 506 Heads of Departments, representing 64.4 percent, and 308 out of 492 examination officers, representing 62.6 percent agreed.

However, 13 University Directors representing 27.1 percent, 15 Deans of Faculties, representing 27.8 percent, 139 Heads of Departments, representing 27.8 percent, and 129 examination officers, representing 26.2 percent disagreed with above assertion which says that, being occupied with additional responsibilities, could sometimes makes one feel like not to come back on time from any professional workshop or conference attended.

In this situation, the researcher concluded that, being occupied with additional responsibilities, makes one sometimes feel like not come back on time from any

professional workshop or conferences attended, as far as 701 respondents representing 258.6 percent agreed and 296 respondents representing 108.6 percent were disagreed.

The question treated in item 60 of table 4.3.4, sought to find out whether or not, being occupied with additional responsibilities, could not make one have the determination and courage to attend professional workshops? The researcher discovered from the respondents responses that 36 out of 54 Deans of Faculties, representing 63 percent, 323 out of 506 Heads of Department, representing 63.9 percent, and 313 out of 492 examination officers representing 63.6 percent agreed with fact that, being occupied with additional responsibilities, could not makes one to have the determination and courage to attend professional workshops. However, 12 University Directors, representing 25 percent, 15 Deans of Faculties, representing 27.8 percent, 129 Heads of Department, representing 25.5 percent, and 134 examination officers, representing 27.2 percent disagreed with above agreements.

In view of the above, respondents responses disparity in opinions, the researcher concluded that, being occupied with additional responsibilities, cannot makes one to have the determination and courage to attend professional workshops as far as 706 respondents representing 265.5 percent, agreed, 290 respondents, representing 105.5 percent disagreed.

4.3.6 Impact of Additional Responsibilities of Academic Staff on Reflective Thinking in the Management of Universities in Nigerian?

Research question six shows analysis of the respondents' responses by the use of simple percentages in frequent tables. The respondents' responses on items 61, 62, 63,

64, 65, 66, 67, 68, 69 and 70 were used. It were used to get opinions of the respondents on the impact of additional responsibilities of academic staff on reflective thinking in the Management of Nigerian Universities. In table 4.3.6, the researcher presents details of the analysis of respondents' responses on the items.

Table 4.3.6: Opinion of Respondents on the Impact of additional responsibilities of Academic Staff on reflective thinking in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
61	Being occupied with additional responsibilities, it enables me not to make reference to the last lesson.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	11	22.9	19	39.6	4	8.3	13	27.1	1	2.1	48	100.0
		Deans of Faculties.	12	22.2	29	53.7	2	3.7	9	16.7	2	3.7	54	100.0
		Heads of Departments.	113	22.3	246	48.6	18	3.6	100	19.8	29	5.7	506	100.0
		Examination Officers.	121	24.6	244	49.6	28	5.7	87	17.7	12	2.4	492	100.0
62.	Being engaged with additional responsibilities it makes me not to ask students if they have understood the lesson.	University Directors of Institute and Colleges/Centres.	8	16.7	20	41.7	5	10.4	12	25.0	3	6.2	48	100.0
		Deans of Faculties.	10	18.5	30	55.6	2	3.7	10	18.5	2	3.7	54	100.0
		Heads of Departments.	93	18.4	248	49.0	31	6.1	103	20.4	31	6.1	506	100.0
		Examination Officers.	92	18.7	258	52.4	30	6.1	92	18.7	20	4.1	492	100.0
63.	Being engaged with additional responsibilities, it makes me not to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively.	University Directors of Institute and Colleges/Centres.	17	35.4	12	25.0	5	10.4	11	22.9	3	6.2	48	100.0
		Deans of Faculties.	12	22.2	28	51.9	3	5.6	9	16.7	2	3.7	54	100.0
		Heads of Departments.	85	16.8	258	51.0	55	10.9	93	18.4	15	3.0	506	100.0
		Examination Officers.	102	20.7	247	50.2	51	10.4	84	17.1	8	6.1	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
64.	Being engaged with additional responsibilities, it makes it difficult for me to identify students' strengths and weaknesses.	University Directors of Institute and Colleges/Centres.	11	22.9	21	43.8	5	10.4	10	20.8	1	2.1	48	100.0
		Deans of Faculties.	6	11.1	31	57.4	5	9.3	10	18.5	2	3.7	54	100.0
		Heads of Departments.	101	20.0	230	45.5	62	12.3	96	19.0	17	3.4	506	100.0
		Examination Officers.	95	19.3	212	43.1	75	15.2	97	19.7	13	2.6	492	100.0
65.	Being engaged with additional responsibilities, I find it difficult to think about what has been done rightly or wrongly during the first concluded lesson.	University Directors of Institute and Colleges/Centres.	10	20.8	20	41.7	5	10.4	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	12	22.2	25	46.3	7	13.0	10	18.5	0	0	54	100.0
		Heads of Departments.	74	14.6	257	50.8	48	9.5	103	20.4	24	4.7	506	100.0
		Examination Officers.	89	18.1	226	45.9	54	11.0	102	20.7	21	4.3	492	100.0
66.	Being occupied with additional responsibilities, it makes it difficult to pin-point an area of activity which may seek to be evaluated and provide information about it.	University Directors of Institute and Colleges/Centres.	16	33.3	12	25.0	5	10.4	13	27.1	2	4.2	48	100.0
		Deans of Faculties.	14	25.9	26	48.1	2	3.7	8	14.8	4	7.4	54	100.0
		Heads of Departments.	96	19.0	250	49.4	48	9.5	81	16.0	31	6.1	506	100.0
		Examination Officers.	92	18.7	215	43.7	74	15.0	93	18.9	18	3.7	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
67.	Being engaged with additional responsibilities, it is difficult to pass judgment on the quality of the activity in relation to the criteria set.	University Directors of Institute and Colleges/Centres.	8	16.7	21	43.8	6	12.5	13	27.1	0	0	48	100.0
		Deans of Faculties.	6	11.1	32	59.3	6	11.1	5	9.3	5	9.3	54	100.0
		Heads of Departments.	74	14.6	264	52.2	62	12.3	83	16.4	23	4.5	506	100.0
		Examination Officers.	84	17.1	220	44.7	82	16.7	90	18.3	16	3.3	492	100.0
68.	Due to my engagement with additional responsibilities, it is difficult to become a reflective practitioner in the teaching – learning enterprise.	University Directors of Institute and Colleges/Centres.	13	27.1	16	33.3	4	8.3	13	27.1	2	4.2	48	100.0
		Deans of Faculties.	9	16.7	32	59.3	2	3.7	11	20.4	0	0	54	100.0
		Heads of Departments.	106	20.9	228	45.1	54	10.7	105	20.8	13	2.6	506	100.0
		Examination Officers.	94	19.1	237	48.2	45	9.1	103	20.9	13	2.6	492	100.0
69.	Being engaged with additional responsibilities, it diminishes my morale in articulating and examining the assumption under my teaching.	University Directors of Institute and Colleges/Centres.	10	20.8	20	41.7	4	8.3	13	27.1	1	2.1	48	100.0
		Deans of Faculties.	7	13.0	31	57.4	7	13.0	4	7.4	5	9.3	54	100.0
		Heads of Departments.	72	14.2	233	46.0	78	15.4	101	20.0	22	4.3	506	100.0
		Examination Officers.	65	13.2	239	48.6	84	17.1	91	18.5	13	2.6	492	100.0

Items No.	Item statement	Category of Respondents	Category of Respondents											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
70.	Being engaged with additional responsibilities, it is difficult to look at the material, ideological constraints and encouragements embedded in the classroom.	University Directors of Institute and Colleges/Centres.	16	33.3	15	31.2	6	12.5	9	18.8	2	4.2	48	100.0
		Deans of Faculties.	8	14.8	32	59.3	5	9.3	8	14.8	1	1.9	54	100.0
		Heads of Departments.	89	17.6	207	40.9	68	13.4	110	21.7	32	6.3	506	100.0
		Examination Officers.	104	21.1	226	45.9	63	12.8	71	14.4	28	5.7	492	100.0

The question raised in item 61 of table 4.3.6, sought to find out whether or otherwise, being occupied with additional responsibilities, could enables one not to make reference to the last lessons? The respondents, disclosed as could be seen from the illustrated table 4.3.6 above that, 30 out of 48 University Directors, representing 62.5 percent, 41 out of 54 Deans of Faculties representing 75.9 percent, 359 out of 506 Heads of Departments, representing 70.9 percent, and 365 out of 492 examination officers, representing 74.2 percent agreed with fact that being occupied with additional responsibilities, enables one not to make reference to the last lesson.

However, 14 University Directors, representing 29.2 percent, 11 Deans of Faculties representing 20.4 percent, 129 Heads of Departments, representing 25.5 percent and 99 examination officers, representing 20.1 percent disagreed with above assertions made by various respondents.

Based on the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities it enables one not to make reference to the last lesson as far as 795 respondents representing 283.5 percent agreed and 253 respondents, representing 95.2 percent were disagreed.

The question treated in item 62 of table 4.3.5, sought to find out whether or otherwise, being engaged with additional responsibilities, it makes one not to ask students if they have understood the lesson?

The respondents, disclosed as could be seen from the illustrated table 4.3.6 above, that, 28 out of 48 out of 54 Deans of Faculties representing 74.1 percent, 341 out of 506 Heads of Departments, representing 67.4 percent, and 350 out of 492 examination officers, representing 71.1 percentagreed with item statement above.

For more details, 15 University Directors representing 31.2 percent, 12 Deans of Faculties, representing 22.2 percent, 134 Heads of Departments, representing 26.5 percent, and 112 examination officers, representing 22.8 percent disagreed with above assertions, which means that, being engaged with additional responsibilities it makes one to ask students if they have understood the lesson.

In view of the above respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, it makes one not to ask students whether they have understood the lessons, as far as 759 respondents, representing 271 percent agreed and 273 respondents, representing 102.7 percent were disagreed.

The question treated in item 63 of table 4.3.6, sought to find out whether or otherwise, being engaged with additional responsibilities, it makes one not to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively?The researcher discovered from the respondents responses that 29 out of 48 University Directors, representing 60.4 percent, 40 out of 54 Deans of Faculties, representing 74.1 percent, 343 out of 506 Heads of Departments, representing 67.8 percent, and 349 out of 492 Examination officers, representing 70.9 percent agreed, with above item statement.

In other way round, 14 University Directors, representing 29.1 percent, 11 Deans of faculties, representing 20.4 percent, 108 Heads of Departments, representing 21.4 percent, and 92 Examination Officers, representing 18.7 percent disagreed that, being engaged with additional responsibilities, it makes one to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively.

In view of the above, respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, it makes one not to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively, as far as 761 respondents, representing 273.2 percent agreed and 225 respondents, representing 89.6 percent were disagreed.

The question treated in item 64 of table 4.3.6, sought to find out whether or not, being engaged with additional responsibilities, it makes one difficult to identify students' strength and weaknesses?

The researcher identified from the respondents responses that 32 out of 48 University Directors, representing 66.7 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 331 Heads of Departments, representing 65.5 percent, and 307 Examination officers, representing 62.4 percent agreed with item statement above, which says that, being engaged with additional responsibilities, it makes one difficult to identify students' strength and weaknesses.

However, 11 University Directors, representing 22.9 percent, 12 Deans of Faculties, representing 22.2 percent, 113 Heads of Departments, representing 22.4 percent and 110 Examination Officers, representing 22.3 percent were disagreed.

In view of the differences of opinions by the respondents above, the researcher concluded that, being engaged with additional responsibilities, it makes one difficult for him to identify students' strengths and weaknesses, as far as 707 respondents, representing 263.1 respondents agreed and 246 respondents, representing 89.8 percent were disagreed.

The question treated in item 65 of table 4.3.6, sought to investigate whether or otherwise that, being engaged with additional responsibilities, could make one find it difficult to think about what has been done rightly or wrongly during the first concluded lesson?The researcher discovered from the respondents responses that, 30 out of 48 University Directors, representing 62.5 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 331 out of 506 Heads of Departments, representing 65.4 percent, and 315 out of 492 Examination Officers, representing 64 percent agreed with question raised in item 65 above.

However, 13 University Directors, representing 27.1 percent, 10 Deans of Faculties, representing 18.5 percent, 127 Heads of Departments, representing 25.1 percent, and 123 Examination Officers, representing 25 percent disagreed with above assertions.

In view of the above respondents, responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could make one find it difficult to think about what has been done rightly or wrongly during the first concluded lesson, as far as 713 respondents, representing 260.4 percent agreed and 273 respondents, representing 95.7 percent were disagreed.

The question raised in item 66 of table 4.3.6, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one difficult to pin-point an area of activity which may seek to be evaluated and provide information about it?The researcher identified from the respondents responses that, 28 out of 48 University Directors, representing 58.3 percent, 40 out of 54 Deans of Faculties, representing 74 percent, 346 Heads of Departments, representing 68.4 percent, and 307

Examination Officers, representing 62.4 percent agreed with question raised in item 66 above.

In other way round, 15 University Directors, representing 31.3 percent, 12 Deans of Faculties representing 22.2 percent, 112 Heads of Departments, representing 22.1 percent, and 111 Examination Officers, representing 22.6 percent disagreed with fact that, being occupied with additional responsibilities, it cannot make one difficult to pin-point an area of activity which may seek to be evaluated and provide information about it.

Based on the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, it makes one difficult to pin-point an area of activity which may seek to be evaluated and provide information about it.

The question raised in item 67, sought to investigate whether or otherwise, being engaged with additional responsibilities, could make one difficult to pass judgment on the quality of the activity in relation to the criteria set?

The researcher identified from the respondents responses that, 29 out of 48 University Directors, representing 60.5 percent, 38 out of 54 Deans of Faculties, representing 70.4 percent, 338 out of 506 Heads of Departments, representing 66.8 percent, and 304 out of 492 Examination Officers, representing 61.8 percent agreed with the question treated in item 67 above.

However, 13 University Directors, representing 27.1 percent, 10 Deans of Faculties, representing 18.6 percent, 106 Heads of Departments, representing 20.9 percent and 106 Examination Officers, representing 21.6 percent disagreed with what other respondents agreed upon.

In view of this respondents differences in opinions, the researcher realized that, being engaged with additional responsibilities, could make one difficult to pass judgment on the quality of the activity in relation to the criteria set, as far as it has shown that: 709 respondents, representing 259.5 percent agreed and 235 respondents, representing 88.2 percent disagreed.

The question raised in item 68, sought to investigate whether or otherwise, due to one's engagement with additional responsibilities, could make him difficult to become a reflective practitioner in the teaching-learning enterprise?

Subsequently, the researcher discovered from the respondents responses that, 29 out of 48 University Directors, representing 60.4 percent, 41 out of 54 Deans of Faculties, representing 76 percent, 334 out of 506 Heads of Departments, representing 66 percent, and 331 out of 492 Examination Officers, representing 67.3 percent agreed with the question treated in item 68 above.

However, 15 University Directors, representing 31.3 percent, 11 Deans of Faculties, representing 20.4 percent, 118 Heads of Departments, representing 23.4 percent, and 116 Examination Officers, representing 23.5 percent disagreed with above assertions. Thus, to them engagement with additional responsibilities, it is not difficult to become a reflective practitioner in the teaching-learning enterprise.

In view of the above respondents responses of opinions, the researcher concluded that, due to one's engagement with additional responsibilities, it is difficult to become a reflective practitioners in the teaching-learning enterprise, as far as 735 respondents, representing 269.7 percent agreed and 260 respondents, representing 98.6 percent were disagreed.

The question treated in item 69, sought to find out whether or otherwise, being engaged with additional responsibilities, could diminishes one's morale in articulating and examining the assumption under his teaching? The researcher identified from the respondents responses that: 30 out of 48 University Directors, representing 62.5 percent, 38 out of 54 Deans of Faculties, representing 60.2 percent, and 304 out of 492, Head of Department representing 61.8 percent and 677 Examination Officers representing 254.9 percent agreed with item 69 above, which indicated that, being engaged with additional responsibilities, could diminishes one's morale in articulating and examining the assumption under his teaching.

However, 14 University Directors representing 29.2 percent, 9 Deans of Faculties, representing 16.7 percent, 123 Heads of Departments, representing 24.3 percent, and 104 examination officers, representing 21.1 percent disagreed with above respondents responses.

In view of the above respondents responses agreements, the researcher concluded that, being engaged with additional responsibilities, it diminishes one's morals in articulating and examining the assumption under his teaching as far as 677 respondents, representing 254.9 percent agreed and 250 respondents representing 91.3 percent were disagreed.

The question treated in item 70, sought to find out whether or otherwise, being engaged with additional responsibilities, could makes one difficult to look at the material, ideological constraints and encouragements embedded in the classroom?

The researcher discovered from the respondents responses that: 31 out of 48 University directors, representing 64.5 percent, 40 out of 54 Deans of Faculties,

representing 74.1 percent, 296 Heads of Departments, representing 58.5 percent, and 330 out of 492 examination officers, representing 67 percent agreed with fact that being engaged with additional responsibilities, could make one difficult to look at the material, ideological constraints and encouragements embedded in the classroom.

However, 11 University Directors, representing 23 percent, 9 Deans of faculties, representing 16.7 percent, 142 Heads of Departments, representing 20.1 percent disagrees with what other respondents agreed above.

In view of the above respondents responses agreement, the researcher concluded that: being engaged with additional responsibilities, could make one difficult to look at the material, ideological constraints and encouragements embedded in the classroom, as far as 697 respondents, representing 264.1 percent agreed and 261 respondents, representing 87.8 percent were disagreed.

4.3.7 Impact of Additional Responsibilities of Academic Staff on Time Management in the Management of Universities in Nigeria?

Research question seven of this section presents analysis of the responses of respondents, using simple percentages in frequency table. The responses of respondents on item 71, 72, 73, 74, 75, 76, 77, 78, 79 and 80 were used. The researcher used the items to find out views of respondents on the impact of additional responsibilities of academic staff on Time Management in the Management of Nigerian Universities. However, respondents' responses were collected, analyzed and presented in table 4.3.7 below:

Table 4.3.7: Opinions of Respondents on the Impact of Additional Responsibilities of Academic Staff on Time Management in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
71	Being occupied with additional responsibilities, it is difficult to restore my time since it has passed.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	15	31.2	23	47.9	2	4.2	6	12.5	2	4.2	48	100.0
		Deans of Faculties.	24	44.4	24	44.4	3	5.6	3	5.6	0	0	54	100.0
		Heads of Departments.	147	29.1	269	53.2	21	4.2	48	9.5	21	4.2	506	100.0
		Examination Officers.	135	27.4	274	55.7	28	5.7	45	9.1	10	2.0	492	100.0
72.	Being occupied with additional responsibilities, it makes me not to use time effectively.	University Directors of Institute and Colleges/Centres.	10	20.8	24	50.0	5	10.4	8	16.7	1	2.1	48	100.0
		Deans of Faculties.	12	22.2	30	55.6	2	3.7	7	13.0	3	5.6	54	100.0
		Heads of Departments.	86	17.0	299	59.1	42	8.3	66	13.0	13	2.6	506	100.0
		Examination Officers.	87	17.7	306	62.2	35	7.1	59	12.0	5	1.0	492	100.0
73.	Being occupied with additional responsibilities, I can not make a daily or weekly plan in order to avoid or eliminate problems that may arise later.	University Directors of Institute and Colleges/Centres.	9	18.8	26	54.2	4	8.3	6	12.5	3	6.2	48	100.0
		Deans of Faculties.	10	18.5	29	53.7	7	13.0	8	14.8	0	0	54	100.0
		Heads of Departments.	107	21.1	264	52.2	46	9.1	63	12.5	26	5.1	506	100.0
		Examination Officers.	89	18.1	271	55.1	56	11.4	59	12.0	17	3.5	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
74.	Being occupied with additional responsibilities, it makes me to waste too much time on personal phone calls or receiving them.	University Directors of Institute and Colleges/Centres.	8	16.7	26	54.2	4	8.3	10	20.8	0	0	48	100.0
		Deans of Faculties.	17	31.5	21	38.9	5	9.3	9	16.7	2	3.7	54	100.0
		Heads of Departments.	77	15.2	249	49.2	67	13.2	90	17.8	23	4.5	506	100.0
		Examination Officers.	88	17.9	248	50.4	77	15.7	59	12.0	20	4.1	492	100.0
75.	Due to engagement with additional responsibilities, I cannot plan my work properly.	University Directors of Institute and Colleges/Centres.	7	14.6	25	52.1	5	10.4	7	14.6	4	8.3	48	100.0
		Deans of Faculties.	13	24.1	28	51.9	5	9.3	8	14.8	0	0	54	100.0
		Heads of Departments.	58	11.5	276	54.5	52	10.3	104	20.6	16	3.2	506	100.0
		Examination Officers.	79	16.1	227	46.1	84	17.1	80	16.3	22	4.5	492	100.0
76.	Being occupied with additional responsibilities, I cannot attend my work on schedule, so that other tasks could be undertaken.	University Directors of Institute and Colleges/Centres.	8	16.7	25	52.1	1	2.1	13	27.1	1	2.1	48	100.0
		Deans of Faculties.	12	22.2	29	53.7	4	7.4	6	11.1	3	5.6	54	100.0
		Heads of Departments.	58	11.5	276	54.5	52	10.3	104	20.6	16	3.2	506	100.0
		Examination Officers.	88	17.9	246	50.0	52	10.6	93	18.9	13	2.6	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
77.	Being occupied with additional responsibilities. I cannot use time well for completion of my lecture period.	University Directors of Institute and Colleges/Centres.	5	10.4	25	52.1	4	8.3	8	16.7	6	12.5	48	100.0
		Deans of Faculties.	13	24.1	23	42.6	8	14.8	9	16.7	1	1.9	54	100.0
		Heads of Departments.	94	18.6	236	46.6	45	8.9	108	21.3	23	4.5	506	100.0
		Examination Officers.	100	20.3	219	44.5	49	10.0	110	22.4	14	2.8	492	100.0
78.	Being occupied with additional responsibilities, it is difficult for me to allocate time for my numerous tasks.	University Directors of Institute and Colleges/Centres.	7	14.6	24	50.0	9	18.8	7	14.6	1	2.1	48	100.0
		Deans of Faculties.	13	24.1	32	59.3	3	5.6	5	9.3	1	1.9	54	100.0
		Heads of Departments.	75	14.8	257	50.8	59	11.7	95	18.8	20	4.0	506	100.0
		Examination Officers.	81	16.5	246	50.0	59	12.0	96	19.5	10	2.0	492	100.0
79.	Being occupied with additional responsibilities, it is difficult for me to establish routine for meetings.	University Directors of Institute and Colleges/Centres.	8	16.7	25	52.1	7	14.6	8	16.7	0	0	48	100.0
		Deans of Faculties.	10	18.5	29	53.7	10	18.5	5	9.3	0	0	54	100.0
		Heads of Departments.	89	17.6	238	47.0	54	10.7	105	20.8	20	4.0	506	100.0
		Examination Officers.	71	14.4	243	49.4	72	14.6	96	19.5	10	2.0	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
80.	Being occupied with additional responsibilities it makes me come to lectures late.	University Directors of Institute and Colleges/Centres.	10	20.8	18	37.5	7	14.6	8	16.7	5	10.4	48	100.0
		Deans of Faculties.	16	29.6	23	42.6	5	9.3	8	14.8	2	3.7	54	100.0
		Heads of Departments.	95	18.8	234	46.2	51	10.1	95	18.8	31	6.1	506	100.0
		Examination Officers.	100	20.3	226	45.9	70	14.2	84	17.1	12	2.4	492	100.0

The question treated in item 71 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, it could make one difficult to restore his time when it has passed?

The researcher identified from the respondents responses that: 38 out of 48 University Directors, representing 79.1 percent, 48 out of 54 Deans of Faculties, representing 88.8 percent, 416 out of 506 Heads of Departments, representing 82.3 percent, and 409 out of 492 Examination Officers, representing 83.1 percent agreed with the fact that: Being occupied with additional responsibilities, it is difficult for one to restore his time since it has passed.

However, 8 University Directors, representing 16.7 percent, 3 Deans of Faculties, representing 5.6 percent, 69 Heads of Departments, representing 13.7 percent, and 55 Examination Officers, representing 11.1 percent disagreed that, being occupied with additional responsibilities could not make one difficult to restore his time when it has passed.

Based on the above, respondents responses of opinions, the researcher adjudged that, being occupied with additional responsibilities, it is difficult for one to restore his time when it has passed as far as 911 respondents, representing 333.3 percent agreed and 135 respondents representing 47.1 percent were disagreed.

The question raised in item 72 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could makes one not to use time effectively?

The researcher discovered from the respondents responses that: 34 out of 48 University Directors, representing 70.8 percent, 42 out of 54 Deans of Faculties,

representing 77.8 percent, 385 out of 506 Heads of Departments, representing 96.1 percent and 393 out of 492 Examination Officers, representing 79.9 percent agreed with the question raised in item 72 above.

In other way round, 9 University Directors, representing 18.8 percent, 10 Deans of Faculties, representing 18.6 percent, 79 Heads of Departments, representing 15.6 percent and 64 Examination Officers, representing 13 percent disagreed with item 72 of table 4.3.7 above.

In view of the above, respondents responses of opinions, the researcher concluded that: being occupied with additional responsibilities, it makes one not to use time effectively, as far as 854 respondents, representing 304.6 percent agreed and 162 respondents, representing 66 percent were disagreed.

The question treated in item 73 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could not allow one to make a daily or weekly plan in order to avoid or eliminate problems that may arise later?

The researcher identified from the respondents responses that: 35 out of 48 University Directors, representing 73 percent, 39 out of 54 Deans of Faculties, representing 72.2 percent, 371 out of 506 Heads of Departments, representing 73.3 percent, and 360 out of 492 Examination Officers, representing 73.2 percent agreed with the fact raised in item 73 above, that, being occupied with additional responsibilities, could not allow one to make a daily or weekly plan in order to avoid or eliminate problems that may arise later.

However, 9 University Directors representing 18.7 percent, 8 Deans of Faculties representing 14.8 percent, 89 Heads of Departments, representing 17.6 percent, and 76

Examination Officers, representing 15.5 percent disagreed with what other respondents proposed above. Thus, to them being occupied with additional responsibilities, could only allow one to make his daily or weekly plan in order to avoid or eliminate problems that may arise later.

In view of the above respondents responses and different views, the researcher concluded that: being occupied with additional responsibilities, could not allow one to make a daily or weekly plan in order to avoid or eliminate problems that may arise later as far as 805 respondents, representing 291.7 percent agreed and 182 respondents, representing 66.6 percent were disagreed.

The question raised in item 74 of table 4.3.7, sought to investigate whether or not, being occupied with additional responsibilities, could make one to waste too much time on personal phone calls or receiving them?

The researcher discovered from the respondents responses that, 34 out of 48 University Directors, representing 70.9 percent, 38 out of 54 Deans of Faculties, representing 70.4 percent, 326 out of 506 Heads of Departments, representing 64.4 percent, and 336 out of 492 Examination Officers, representing 68.3 percent agreed with respondents responses on the fact that, being occupied with additional responsibilities, could make one to waste too much time on personal phone calls or receiving them.

However, 10 University Directors, representing 20.8 percent, 11 Deans of Faculties, representing 20.4 percent, 113 Heads of Departments, representing 22.3 percent, and 79 Examination Officers, representing 16.1 percent disagreed with above respondents responses of opinions.

In view of the above respondents responses of opinions, the researcher, concluded that, being occupied with additional responsibilities, it makes one to waste too much time on personal phone calls or receiving them, as far as 734 respondents representing 274 percent agreed and 213 respondents, representing 79.6 percent were disagreed.

The question treated in item 75, sought to find out whether or otherwise, being occupied with additional responsibilities could not allow one to plan his work properly?

The researcher identified from the respondents responses that, 32 out of 48 University Directors representing 66.7 percent, 41 out of 54 Deans of Faculties, representing 76 percent, 316 out of 506 Heads of Departments, representing 62.4 percent, and 306 out of 492 Examination Officers, representing 62.2 percent agreed with the fact that, due to engagement with additional responsibilities, cannot allow one to plan his work properly.

However, 11 University Directors, representing 22.9 percent, 8 Deans of Faculties, representing 14.8 percent, 112 Heads of Departments, representing 22.1 percent, and 102 Examination Officers, representing 20.8 percent disagreed with above respondents responses of opinions. Thus, to them being engaged with additional responsibilities, can make one to plan his work properly.

In view of the above, differences of opinions, the researcher concluded that, due to engagement with additional responsibilities, one cannot plan his work properly, as far as 695 respondents, representing 267.3 percent agreed and 233 respondents, representing 80.6 percent were disagreed.

The question raised in item 76 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one not attend his work on schedule, so that other tasks could be undertaken?

The researcher discovered from the respondents responses that, 33 out of 48 University Directors, representing 68.8 percent, 41 out of 54 Deans of Faculties, representing 75.9 percent, 334 out of 506 Heads of Department, representing 66 percent, and 334 out of 492 Examination Officers, representing 67.9 percent agreed with fact that, being occupied with additional responsibilities, could make one not complete his work on schedule, so that other tasks could be undertaken.

However, 14 University Directors, representing 29.2 percent, 9 Deans of Faculties, representing 16.7 percent, 120 Heads of Departments, representing 23.8 percent, and 106 Examination Officers, representing 21.5 percent, disagreed that, being occupied with additional responsibilities, could make one attend his work on schedule, so that other tasks could be undertaken.

Based on the above, respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one not attend his work on schedule, so that other tasks could be undertaken as far as 742 respondents, representing 278.6 percent agreed and 249 respondents, representing 91.2 percent were disagreed.

The question raised in item 77 table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one not use time well for completion of his lecture period?

The researcher identified from the respondents responses that, 30 out of 48 University Directors, representing 62.5 percent, 36 out of 54 Deans of Faculties, representing 66.7 percent, 330 out of 506 Heads of Departments, representing 65.2 percent, and 319 Examination Officers, representing 64.8 percent agreed with fact that, being occupied with additional responsibilities, could make one not use time well for completion of his lecture period.

However, 14 University Directors, representing 29.2 percent, 10 Deans of Faculties, representing 18.6 percent, 131 Heads of Departments, representing 25.8 percent, and 124 Examination Officers, representing 25.2 percent disagreed, that, being occupied with additional responsibilities, could make one to use time well for completion of his lecture period.

In view of the above, respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could not allow one to use time well for completion of his lecture period, as far as 715 respondents, representing 259.2 percent agreed and 279 respondents, representing 98.8 percent were disagreed.

The question treated in item 78 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one difficult to allocate time for his numerous tasks?

The researcher discovered from the respondents responses that, 31 out of 48 University Directors, representing 64.6 percent, 45 out of 54 Deans of Faculties, representing 83.4 percent, 332 out of 506 Heads of Departments, representing 65.6 percent. 327 out of 492 Examination Officers, representing 66.5 percent agreed with item

statement above as being occupied with additional responsibilities, could make one difficult to allocate time for his numerous tasks.

However, 8 University Directors, representing 16.7 percent, 6 Deans of Faculties, representing 11.2 percent, 115 Heads of Departments, representing 22.8 percent, and 106 Examination Officers, representing 21.5 percent disagreed that, being occupied with additional responsibilities, could not be difficult for one to allocate time for his numerous tasks.

In view of the above differences of opinions by respondents, the researcher concluded that, being occupied with additional responsibilities, could make one difficult to allocate time for his numerous tasks, as far as 735 respondents, representing 280.1 percent agreed and 235 respondents, representing 72.2 percent were disagreed.

The question treated in item 79 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could makes one difficult to establish routine for meetings?

The researcher identified from the respondents responses that, 33 out of 48 University Directors, representing 68.8 percent, 39 out of 54 Deans of Faculties, representing 72.2 percent, 327 Heads of Departments, representing 64.6 percent, and 314 Examination Officers, representing 63.8 percentagreed with fact that being occupied with additional responsibilities, could make one difficult to establish routine for meetings.

In other way round, 8 University Directors representing 16.7 percent, 5 Deans of Faculties, representing 9.3 percent, 125 Heads of Departments, representing 24.8 percent and 106 Examination Officers, representing 21.5 percent disagreed with what other respondents agreed above.

Based on the above respondents responses of opinions, the researcher discovered that, being occupied with additional responsibilities, could make one difficult to establish routine for meetings as far as, 713 respondents, representing 269.4 percent agreed and 244 respondents representing 72.3 percent were disagreed.

The question treated in item 80 of table 4.3.7, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one come to lectures late?The researcher identified from the respondents responses that, 28 out of 48 University Directors, representing, 58.3 percent, 39 out of 54 Deans of Faculties, representing 72.2 percent, 329 out of 506 Heads of Departments, representing 65 percent, and 326 out of 492 Examination Officers, representing 66.2 percent agreed that, being occupied with additional responsibilities, could make one come to lectures late.

In other way round, 13 University Directors, representing 27.1 percent, 10 Deans of Faculties, representing 18.5 percent, 126 Heads of Departments, representing 24.9 percent and 96 Examination Officers, representing 19.5 percent disagreed with item 80 above, thus to them, being occupied with additional responsibilities, could not make one come to lectures late.

In view of the above, respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one come to lectures late as far as 722 respondents, representing 261.7 percent agreed and 245 respondents, representing 90 percent were disagreed.

4.3.8 Impact of Additional Responsibilities of Academic Staff on Management of Change in the Management of Universities in Nigeria?

In research question eight, the researcher presents analysis of the responses of respondents, using simple percentage and frequency table. Responses of respondents on items 81, 82, 83, 84, 85, 86, 87, 88, 89 and 90 were used. The items were used to get views of the respondents on the impact of additional responsibilities of academic staff on the Management of change in the Management of Nigerian Universities. Table 4.3.8 shows analysis of the respondents' responses on the items below:

Table 4.3.8: Opinions of Respondents on the Impact of Additional Responsibilities of Academic Staff on the Managementof Change in the Management of Nigerian Universities

Item No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
81	Being occupied with additional responsibilities, I could not plan to take action on change.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	18	37.5	15	31.2	3	6.2	10	20.8	2	4.2	48	100.0
		Deans of Faculties.	16	29.6	24	44.4	7	13.0	7	13.0	0	0	54	100.0
		Heads of Departments.	135	26.7	226	44.7	36	7.1	90	17.8	19	3.8	506	100.0
		Examination Officers.	136	27.6	216	43.9	43	8.7	80	16.3	17	3.5	492	100.0
82.	Being occupied with additional responsibilities, it is difficult to control the direction by influencing in some way the outcome of changes.	University Directors of Institute and Colleges/Centres.	10	20.8	18	37.5	4	8.3	14	29.2	2	4.2	48	100.0
		Deans of Faculties.	18	33.3	25	46.3	3	5.6	8	14.8	0	0	54	100.0
		Heads of Departments.	104	20.6	247	48.8	42	8.3	95	18.8	18	3.6	506	100.0
		Examination Officers.	103	20.9	242	49.2	53	10.8	85	17.3	9	1.8	492	100.0
83.	Being occupied with additional responsibilities, it is difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred.	University Directors of Institute and Colleges/Centres.	11	22.9	15	31.2	5	10.4	14	29.2	3	6.2	48	100.0
		Deans of Faculties.	14	25.9	22	40.7	6	11.1	11	20.4	1	1.9	54	100.0
		Heads of Departments.	82	16.2	252	49.8	53	10.5	104	20.6	15	3.0	506	100.0
		Examination Officers.	95	19.3	221	44.9	67	13.6	94	19.1	15	3.0	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
84.	Being occupied with additional responsibilities, it is difficult for me to influence result arising from changes instead of waiting to survive the effects and consequences of change.	University Directors of Institute and Colleges/Centres.	12	25.0	17	35.4	4	8.3	13	27.1	2	4.2	48	100.0
		Deans of Faculties.	12	22.2	25	46.3	6	11.1	10	18.5	1	1.9	54	100.0
		Heads of Departments.	86	17.0	245	48.0	63	12.5	96	19.0	16	3.2	506	100.0
		Examination Officers.	92	18.7	249	50.6	64	13.0	81	16.5	6	1.2	492	100.0
85.	Being occupied with additional responsibilities, it reduces my extensive patience, emotional stability, self restraint and control, in dealing with students	University Directors of Institute and Colleges/Centres.	11	22.9	18	37.5	4	8.3	12	25.0	3	6.2	48	100.0
		Deans of Faculties.	7	13.0	27	50.0	8	14.8	7	13.0	5	9.3	54	100.0
		Heads of Departments.	93	18.4	228	45.1	62	12.3	92	18.2	31	6.1	506	100.0
		Examination Officers.	88	17.9	232	47.2	70	14.2	76	15.4	26	5.3	492	100.0
86.	Being occupied with additional responsibilities, it affects the condition of my mind before hand to accept any change when it does occur.	University Directors of Institute and Colleges/Centres.	13	27.1	17	35.4	2	4.2	11	22.9	5	10.4	48	100.0
		Deans of Faculties.	18	33.3	20	37.0	7	13.0	7	13.0	2	3.7	54	100.0
		Heads of Departments.	101	20.0	237	46.8	51	10.1	104	20.6	13	2.6	506	100.0
		Examination Officers.	101	20.5	235	47.8	53	10.8	93	18.9	10	2.0	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
87.	Being engaged with additional responsibilities, it is hard for me to draw up a plan by taking decisions as to appropriate course of action.	University Directors of Institute and Colleges/Centres.	8	16.7	21	43.8	8	16.7	10	20.8	1	2.1	48	100.0
		Deans of Faculties.	13	24.1	20	37.0	11	20.4	9	16.7	1	1.9	54	100.0
		Heads of Departments.	89	17.6	228	45.1	69	13.6	98	19.4	22	4.3	506	100.0
		Examination Officers.	83	16.9	220	44.7	81	16.5	98	19.9	10	2.0	492	100.0
88.	Being engaged with additional responsibilities, it makes me not to adapt to change.	University Directors of Institute and Colleges/Centres.	8	16.7	17	35.4	7	14.6	15	31.2	1	2.1	48	100.0
		Deans of Faculties.	15	27.8	22	40.7	6	11.1	8	14.8	3	5.6	54	100.0
		Heads of Departments.	93	18.4	195	38.5	79	15.6	106	20.9	33	6.5	506	100.0
		Examination Officers.	83	16.9	213	43.3	74	15.0	97	19.7	25	5.1	492	100.0
89.	Being engaged with additional responsibilities, it makes me not to stand as innovator and cause changes both in objectives, structure and techniques of the University system.	University Directors of Institute and Colleges/Centres.	8	16.7	17	35.4	3	6.2	18	37.5	2	4.2	48	100.0
		Deans of Faculties.	10	18.5	23	42.6	7	13.0	12	22.2	2	3.7	54	100.0
		Heads of Departments.	86	17.0	232	45.8	53	10.5	103	20.4	32	6.3	506	100.0
		Examination Officers.	86	17.5	252	51.2	47	96	90	18.3	17	3.5	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
90.	Being engaged with additional responsibilities, it makes me to adapt with environment anywhere.	University Directors of Institute and Colleges/Centres.	11	22.9	17	35.4	4	8.3	10	20.8	6	12.5	48	100.0
		Deans of Faculties.	14	25.9	20	37.0	5	9.3	12	22.2	3	5.6	54	100.0
		Heads of Departments.	105	20.8	191	37.7	60	11.9	111	21.9	39	7.7	506	100.0
		Examination Officers.	100	20.3	212	43.1	66	13.4	88	17.9	26	5.3	492	100.0

The question raised in item 81 of Table 4.3.8, sought to find out whether or otherwise, being occupied with additional responsibilities, could not allow one plan to action on change?The researcher discovered from the respondents responses that, 33 out of 48 University Directors, representing 68.7 percent, 40 out of 54 Deans of Faculties, representing 74 percent, 361 out of 506 Heads of Departments, representing 71.4 percent, and 352 out of 492 Examination Officers, representing 71.5 percent agreed that, being occupied with additional responsibilities, could not make one plan to take action on change.

However, 12 University Directors, representing 25 percent, 7 Deans of Faculties, representing 13.0 percent, 109 Heads of Departments, representing 21.6 percent, and 97 Examination Officers, representing 19.8 percent disagreed that, being occupied with additional responsibilities, could make one plan to take action on change.

In view of the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one plan to take action on change, as far as 786 respondents, representing 285.6 percent agreed and 225 respondents, representing 79.4 percent were disagreed.

The question treated in item 82 of table 4.3.8, sought to investigate whether or otherwise, being occupied with additional responsibilities, could make one difficult to control the direction by influencing in some way the outcome of changes?

The researcher identified from the respondents responses that, 28 out of 48 University Directors, representing 58.3 percent, 43 out of 54 Deans of Faculties, representing 79.6 percent, 351 out of 506 Heads of Departments representing 69.4 percent, and 345 out of 492 Examination Officers representing 70.1 percent agreed with

fact that, being occupied with additional responsibilities, could make one difficult to control the direction by influencing in some way the outcome of changes.

In other way round, 16 University Directors, representing 33.4 percent, 8 Deans of Faculties, representing 14.8 percent, 113 Heads of Departments, representing 22.4 percent, and 94 Examination Officers, representing 19.1 percent disagreed with other respondents responses above.

Based on what other respondents opined above, the researcher now concluded that, being occupied with additional responsibilities, could make one difficult to control the direction by influencing in some way the outcome of changes, as far as 767 respondents, representing 277.4 percent agreed and 231 respondents, representing 89.7 percent were disagreed.

The question treated in item 83 of table, 4.3.8, sought to investigate whether or otherwise, being occupied with additional responsibilities, could make one difficult to apply management principles at all available procedures and techniques to changes that are to occur or that have occurred?The researcher therefore, identified from the respondents responses that, 26 out of 48 University Directors, representing 54.1 percent, 36 out of 54 Deans of Faculties, representing 66.6 percent, 334 out of 506 Heads of Departments, representing 66 percent, and 316 out of 492 Examination Officers, representing 64.2 percent agreed that, being occupied with additional responsibilities, could make one difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred.

In other way round, 17 University Directors, representing 35.4 percent, 12 Deans of Faculties, representing 22.3 percent, 119 Heads of Departments, representing 23.6

percent, and 109 Examination Officers, representing 22.1 percent disagreed, with question treated in item 83 above, that, being occupied with additional responsibilities, could not make one difficult to apply management principle at all available procedures and techniques to change that are to occur or that have occurred.

In view of the above respondents, responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make one difficult to apply management principles at all available procedures and techniques to change that are to occur or that have occurred, as far as 712 respondents, representing 250.9 percent agreed and 257 respondents, representing 103.4 percent were disagreed.

The question raised in item 84 of table 4.3.8, sought to find out whether or otherwise, being occupied with additional responsibilities, could make one difficult to influence result arising from changes instead of waiting to survive the effects and consequences of change?The researcher therefore, identified from the respondents responses that, 29 out of 48 University Directors, representing 60.4 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 331 out of 506 Heads of Departments, representing 65 percent, and 341 out of 492 Examination Officers representing 69.3 percent agreed that, being occupied with additional responsibilities, could make one difficult to influence result arising from changes instead of waiting to survive the effects and consequences of change.

However, 15 University Directors, representing 31.3 percent, 11 Deans of Faculties, representing 20.4 percent, 112 Heads of Departments, representing 22.2 percent, and 87 Examination Offices, representing 17.7 percent disagreed, that being occupied with additional responsibilities could not be difficult for one to influence result

arising from changes instead of waiting to survive the effects and consequences of change.

In view of the above higher respondents responses of opinions, the researcher, concluded that, being occupied with additional responsibilities, could make one difficult to influence result arising from changes instead of waiting to survive the effects and consequences of change, as far as 738 respondents, representing 263.2 percent agreed and 225 respondents, representing 91.6 percent were disagreed.

The question treated in item 85 of table 4.308, sought to investigate whether or otherwise, being occupied with additional responsibilities, could reduces one's extensive patience, emotional stability, self restraint and control?

The research, discovered from the respondents responses that, 29 out of 48 university directors representing 60.4 percent, 34 out of 54 Deans of faculties, representing 63 percent, 321 out of 506 Heads of Departments representing, 63.5 percent, and 320 out of 492 Examination officers, representing 65.1 percent agreed, that, being occupied with additional responsibilities, could reduces one's extensive patience, emotional stability, self-restraint and control in dealing with students

However, 15 university Directors, representing 31.2 percent, 12 Deans of Faculties, representing 22.3 percent, 123 Heads of Departments, representing 24.3 percent, 102 Examination officers, representing 20.7 percent disagreed that, being occupied with additional responsibilities, could not reduces one's extensive patience, emotional stability, self-restraint and control, in dealing with students.

In view of the majority of respondents responses above, the reaches concluded that, being occupied with additional responsibilities, could reduces one's extensive

patience, emotional stability, self restraint and control, In dealing with students, as far as 704 respondents, representing 252 percent agreed and 252 respondents, representing 98.5 percent were disagreed.

The question treated in item 86 of table 4.3.8, sought to find out whether or otherwise, being occupied with additional responsibilities, could affects the condition of one's mind before hand to accept any change when it does occur?

The researcher discovered from the respondents responses that, 30 out of 48 university Directors, representing 62.5 percent, 38 out of 54 Deans of Faculties, representing 70.3 percent, 338 out of 506 Heads of Departments, representing 66.8 percent, and 336 out of 492 Examination officers, representing 68.3 percent agreed that, being occupied with additional responsibilities, could affects the condition of one's mind before hand to accept any change when it does occur.

However, 16 University Directors, representing 33.3 percent, 9 Deans of Faculties, representing 16.7 percent, 117 Heads of Departments, representing 23.2 percent, and 103 Examination officers, representing 20.9 percent disagreed that, being occupied with additional responsibilities, could not affects the condition of one's mind before hand to accept any change when it does occur.

In view of the respondents responses of opinions above that, being occupied with additional responsibilities, could affects the condition of one's mind before hand to accept any change when it does occur as far as 742 respondents, representing 267.9 percent agreed, 245 respondents representing 94.9 percent agreed and 245 respondents, representing 94.1 percent were disagreed.

The question raised in item 87 of table 4.3.8, sought to find out whether or otherwise, being occupied with additional responsibilities, could makes one's hard to draw up a plan by taking decisions as to appropriate course of action?

The researcher, identified from the respondents responses that, 29 out of 48 University Directors, representing 60.5 percent, 33 out of 54 Deans of Faculties, representing 61.1 percent, 317 out of 506 Heads of Departments, representing 62.7 percent, and 303 out of 492 Examination officers, representing 61.6 percent agreed, that being occupied with additional responsibilities, could makes one's hard to draw up a plan by taking decisions as to appropriate course of action.

However, 11 University Directors, representing 22.9 percent, 10 Deans of Faculties, representing 18.6 percent, 120 Heads of Departments, representing 23.7 percent, and 108 Examination officers, representing 21.9 percent disagreed that, being occupied with additional responsibilities, could not be hard for one to draw a plan by taking decisions as to appropriate course of action.

In view of the majority of respondents responses above, the researcher concluded that, being engaged with additional responsibilities, could makes one, hard to draw up a plan by taking decisions as to appropriate course of action as far as 682 respondents, representing 245.9 percent agreed and 249 respondents, representing 87.1 percent were disagreed.

The question treated in item 88 of table 4.3.8, sought to find out whether or otherwise, being engaged with additional responsibilities, could makes one not to adapt to change?The researcher, discovered from the respondents, responses that, 25 out of 48 University Directors, representing 52.1 percent, 37 out of 54 Deans of Faculties

representing 68.5 percent, 288 out of 506 Head of Departments, representing 56.9 percent, and 296 out of 492 Examination officers, representing 60.2 percent agreed with fact that, being engaged with additional responsibilities, could makes on not to adapt to change.In other way round, 16 University Directors, representing 33.3 percent, 11 Deans of Faculties, representing 20.4 percent, 139 Heads of Departments, representing 27.4 percent, and 122 Examination officers, representing 24.8 percent disagreed that, being engaged with additional responsibilities, could make one to adapt to change.

In view of the above respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could makes one not to adapt to change as far as 646 respondents, representing 237.7 percent agreed and 288 respondents, representing 105.9 percent were disagreed.

The question raised in item 89 of table 4.3.8, sought to find out whether or otherwise, being engaged with additional responsibilities, could makes one not stand as innovator and cause changes both in objective, structure and techniques of the University system?The researcher identified from the respondents responses that, 25 out of 48 University Directors representing 52.1 percent, 33 out of 54 Deans of Faculties, representing 61.1 percent, 318 out 506 Heads of Departments, representing 62.8 percent, and 338 out of 492 Examination officers, representing 68.7 percent agreed that, being engaged with additional responsibilities, it makes one not to stand as innovator and cause changes both objectives, structure and techniques of the university system.

In other way round, 20 university Directors representing 41.7 percent, 14 Deans of Faculties, representing 25.9 percent, 135 Heads of Departments, representing 26.7

percent, and 107 Examination officers. Representing 21.8 percent disagreed with other respondent's Reponses agreement above.

Thus to them, being engaged with additional responsibilities, could makes one to stand as innovator and cause changes both in objective, structure and techniques of the university system.

Based on the respondent, responses of opinions above researcher concluded that, being engaged with additional responsibilities, could makes an academic staff not to stand as innovator and cause changes both in objectives, structure and techniques of the university system, as far as 714 respondents, representing 244.7 percent agreed and 276 respondents, representing 116.1 percent were disagreed.

The question treated in item 90, being engaged with additional responsibilities, could makes an academic staff to adapt with environment?The researcher discovered from the respondents responses that, 28 out of 48 university Directors, representing 58.3 percent, 34 out of 54 Deans of Faculties, representing 62.9 percent, 296 out of Heads of Departments representing 58.5 percent, and 312 out of 492. Examination officers, representing 63.4 percent, it makes an academic staff to adapt with his environment anywhere.

In other way round, 16 University Directors representing 33.3 percent, 15 Deans of Faculties, representing 27.8 percent, 150 Heads of Department, representing 29.6 percent, and 114 Examination officers, representing 23.2 percent disagreed with above assertion.

In view of the above respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could makes an academic staff to

adapt with environment anywhere he found himself, and as far as the majority of the respondents shows above, that 670 respondents, represent 243.1 percent agreed and 295 respondents, representing 113.9 percent were disagreed.

4.3.9 Additional Responsibilities of Academic Staff Impact on Teaching and Learning in the Management of Universities in Nigeria?

In research question nine above, the researcher presents analysis of the respondents' responses on items, 91, 92, 93, 94, 95, 96, 97, 98, 99 and 100. The ten items were used by the researcher as an attempt to find out the opinions of respondents on the impact of additional responsibilities of academic staff on teaching and learning in the Management of Nigerian Universities. To achieve this, the researcher collected and analyzed responses of the respondents which he later presented in table 4.3.9 below:

Table 4.3.9: Opinions of Respondents on the Impact of Additional Responsibilities of Academic Staff on Teaching and Learning in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
91.	My present additional responsibility deters me from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	15	31.2	214	3.8	3	6.2	7	14.6	2	4.2	48	100.0
		Deans of Faculties.	25	46.3	22	40.7	0	0.0	6	11.1	1	1.9	54	100.0
		Heads of Departments.	166	32.8	236	46.6	18	3.6	59	11.7	27	5.3	506	100.0
		Examination Officers.	155	31.5	254	51.6	17	3.5	47	9.6	19	3.9	492	100.0
92.	Engagement with additional responsibilities makes me not to allow my students to reach outcomes in different ways.	University Directors of Institute and Colleges/Centres.	5	10.4	25	52.1	9	18.8	6	12.5	3	6.2	48	100.0
		Deans of Faculties.	9	16.7	32	59.3	5	9.3	7	13.0	1	1.9	54	100.0
		Heads of Departments.	113	22.3	256	50.6	48	9.5	73	14.4	16	3.2	506	100.0
		Examination Officers.	116	22.3	256	54.3	44	8.9	55	11.2	10	2.0	492	100.0
93.	My present additional responsibility deters me from arranging the students and resources in my department.	University Directors of Institute and Colleges/Centres.	9	18.8	17	35.4	8	16.7	10	20.8	4	8.3	48	100.0
		Deans of Faculties.	18	33.3	19	35.2	4	7.4	9	16.7	4	7.4	54	100.0
		Heads of Departments.	98	19.4	245	48.4	46	9.1	92	18.2	25	4.9	506	100.0
		Examination Officers.	113	23.0	227	44.9	59	12.0	89	18.1	10	2.0	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
94.	Being occupied with additional responsibilities, it is difficult for me to outline essential ideas on the chalkboard during a lesson.	University Directors of Institute and Colleges/Centres.	7	14.6	19	39.6	8	16.7	12	25.0	2	4.2	48	100.0
		Deans of Faculties.	9	16.7	27	50.0	5	9.3	12	22.2	1	1.9	54	100.0
		Heads of Departments.	84	16.6	239	47.2	48	9.5	106	20.9	29	5.7	506	100.0
		Examination Officers.	87	17.7	230	46.7	55	11.2	98	19.9	22	4.5	492	100.0
95.	Being occupied with additional responsibilities demoralizes me.	University Directors of Institute and Colleges/Centres.	12	25.0	16	33.3	7	14.6	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	9	16.7	29	53.7	4	7.4	7	13.0	5	9.3	54	100.0
		Heads of Departments.	107	21.1	207	40.9	55	10.9	100	19.8	37	7.3	506	100.0
		Examination Officers.	107	21.7	201	40.9	59	12.0	109	22.2	16	3.3	492	100.0
96.	Due to engagement with additional responsibilities, I do not make good use of instructional time and inspires students to do well and to know more.	University Directors of Institute and Colleges/Centres.	7	14.6	24	50.0	5	10.4	8	16.7	4	8.3	48	100.0
		Deans of Faculties.	10	18.5	28	51.9	6	11.1	8	14.8	2	3.7	54	100.0
		Heads of Departments.	85	16.8	240	47.4	49	9.7	96	19.0	36	7.1	506	100.0
		Examination Officers.	81	16.5	243	49.4	59	12.0	88	17.9	21	4.3	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
97.	Being occupied with additional responsibilities, it is difficult for me to be passionate, love learning and continue to seek out new sources of information.	University Directors of Institute and Colleges/Centres.	8	16.7	23	47.9	5	10.4	9	18.8	3	6.2	48	100.0
		Deans of Faculties.	11	20.4	23	42.6	6	11.1	13	24.1	1	1.9	54	100.0
		Heads of Departments.	98	19.4	221	43.7	40	7.9	117	23.1	30	5.9	506	100.0
		Examination Officers.	96	19.5	217	44.1	53	10.8	100	20.3	26	5.3	492	100.0
98.	Additional responsibilities disable me to adapt to instructional situation and handle any situation that comes positively.	University Directors of Institute and Colleges/Centres.	6	12.5	25	52.1	4	8.3	9	18.8	4	8.3	48	100.0
		Deans of Faculties.	11	20.4	25	46.3	8	14.8	8	14.8	2	3.7	54	100.0
		Heads of Departments.	94	18.6	242	47.8	39	7.7	98	19.4	33	6.5	506	100.0
		Examination Officers.	119	24.2	215	43.7	49	10.0	86	17.5	23	4.7	492	100.0
99.	Once engaged with additional responsibilities, I do not use suitable methods that involve student interactivity and values diversity.	University Directors of Institute and Colleges/Centres.	4	8.3	28	58.3	5	10.4	8	16.7	3	6.2	48	100.0
		Deans of Faculties.	17	31.5	22	40.7	3	5.6	10	18.5	2	3.7	54	100.0
		Heads of Departments.	92	18.2	239	47.2	41	8.1	101	20.0	33	6.5	506	100.0
		Examination Officers.	107	21.7	204	41.5	57	11.6	95	19.3	29	5.9	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
100.	Being occupied with additional responsibilities, I have no time to motivate my students to reach their fullest potential.	University Directors of Institute and Colleges/Centres.	7	14.6	24	50.0	3	6.2	9	18.8	5	10.4	48	100.0
		Deans of Faculties.	11	20.4	25	46.3	6	11.1	10	18.5	2	3.7	54	100.0
		Heads of Departments.	87	17.2	231	45.7	51	10.1	97	19.2	40	7.9	506	100.0
		Examination Officers.	100	20.3	209	42.5	54	11.0	90	18.3	39	7.9	492	100.0

The question treated in item 91, sought to find out whether or otherwise, the present additional responsibilities given to academic staff in Nigerian Universities, could deters them from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate?

The researcher discovered from the respondents responses that, 36 out of 48 University Directors, representing 75 percent, 47 out of 54 Deans of Faculties, representing 87 percent, 402 out of 506 Heads of Departments, representing 79.4 percent, and 409 out of 492 Examination Officers, representing 83.1 percent agreed that, the present conditional responsibilities, could deters an academic staff from planning each lesson well and anticipating where questions, explanation and feedback will be appropriate.

However, 9 University Directors, representing 18.8 percent, 7 Deans of Faculties, representing 13 percent, 86 Heads of Departments, representing 17 percent, and 66 Examination Officers, representing 13.5 percent disagreed that, the present additional responsibilities, could not deters academic staff from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate.

In view of the above respondents responses of opinions, the researcher concluded that, the present additional responsibilities, deters, the academic staff from planning each lesson well and anticipating where questions, explanations, and feedback will be appropriate as far as 894 respondents, representing 324.5 percent agreed and 168 respondents representing 62.3 percent were disagreed.

The question raised in item 92, sought to find out whether or otherwise, engagement with additional responsibilities, could make an academic staff not to allow his students to reach outcomes in different ways?

The researcher identified from the respondents responses that, 30 out of 48 University Directors, representing 62.5 percent, 41 out of 54 Deans of Faculties, representing 76 percent, 369 out of 506 Heads of Departments, representing 72.9 percent, and 383 Examination Officers, representing 77.9 percent agreed, that engagement with additional responsibilities makes an academic staff not to allow his students to reach outcomes in different ways.

However, 9 University Directors, representing 18.7 percent, 8 Deans of Faculties, representing 14.9 percent, 89 Heads of Departments representing 17.6 percent, and 65 Examination Officers, representing 13.2 percent disagreed, that engagement with additional responsibilities makes an academic staff to allow his students to reach outcomes in different ways.

Based on the above respondents responses of opinions, the researcher now concluded that, engagement with additional responsibilities, makes an academic staff not to allow his students to reach outcomes in different ways, as far as 823 respondents representing 289.3 percent agreed and 171 respondents, representing 64.4 percent were disagreed.

The question treated in item 93, sought to find out whether or otherwise, the present additional responsibilities, could deters an academic staff from arranging the students and resources in his department?

The researcher discovered from the respondents responses that, 26 out of 48 University Directors, representing 54.2 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 343 out of 506 Heads of Departments, representing 67.8 percent, and 334 out of 492 Examination Officers, representing 67.9 percent agreed, that, the present additional responsibility, deters an academic staff from arranging the students and resource in his department.

In other way round, 14 University Directors, representing 29.1 percent, 13 Deans of Faculties, representing 24.1 percent, 117 Heads of Departments, representing 23.1 percent, and 99 Examination Officers, representing 20.1 percentdisagreed that, the present additional responsibility, could not deters an academic staff from arranging the students and resources in his department.

In view of the above, respondents responses of opinion, the researcher concluded that, the present additional responsibilities, deters an academic staff from arranging the students and resources in his department as far as 740 respondents, representing 258.4 percent agreed and 243 respondents representing 96.4 percent were disagreed.

The question raised in item 94, sought to identify whether or otherwise, being occupied with additional responsibilities, could make an academic staff difficult to outline essential ideas on the chalkboard during a lesson?

The researcher identified from the respondents responses that, 26 out of 48 University Directors, representing 54.2 percent, 36 out of 54 Deans of Faculties, representing 66.7 percent, 323 out of 506 Heads of Departments, representing 63.8 percent, and 317 out of 492 Examination Officers, representing 64.6 percent agreed that,

being occupied with additional responsibilities, could make it difficult for academic staff to outline essential ideas on the chalkboard during a lesson.

In other way round, 14 University Directors, representing 29.2 percent, 13 Deans of Faculties, representing 24.1 percent, 135 Heads of Departments, representing 26.6 percent, and 120 Examination Officers, representing 24.4 percent disagreed that, being occupied with additional responsibilities, could not make it difficult for academic staff to outline essential ideas on the chalkboard during a lesson.

In view of the above respondents responses of opinions, the researcher concluded his finding that, being occupied with additional responsibilities, could make it difficult for academic staff to outline essential ideas on the chalkboard during a lesson as far as 702 respondents, representing 249.1 percent agree and 282 respondents, representing 104.3 percent were disagreed.

The question treated in item 95, sought to find out whether or otherwise, being occupied with additional responsibilities, could demoralize an academic staff in Nigerian Universities?

The researcher discovered from the respondents responses that, 28 out of 48 University Directors, representing 58.3 percent, 38 out of 54 Deans of Faculties, representing 70.4 percent, 314 out of 506 Heads of Departments representing 62 percent, and 308 out of 492 Examination Officers, representing 62.6 percent agreed that, being occupied with additional responsibilities demoralizes an academic staff.

However, 13 University Directors, representing 27.1 percent, 12 Deans of Faculties, representing 22.3 percent, 137 Heads of Departments, representing 27.1

percent, and 125 Examination Officers, representing 25.5 percent disagreed that, being occupied with additional responsibilities, could not demoralize an academic staff.

In view of the above respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, demoralizes an academic staff in Nigerian Universities as far as 688 respondents, representing 102 percent disagreed.

The question treated in item 96, sought to find out whether or otherwise, engagement with additional responsibilities, could not allow an academic staff to make use of good instructional time and inspires students to do well and to know more?

The researcher discovered from the respondents responses that, 31 out of 48 University Directors, representing 64.6 percent, 38 out of 54 Deans of Faculties, representing 70.4 percent, 325 out of 506 Heads of Departments, representing 64.2 percent, and 324 out of 492 Examination Officers, representing 65.9 percent agreed that, being engaged with additional responsibilities, could not allow an academic staff to make use of good instructional time and inspires students to do well and to know more.

However, 12 University Directors, representing 25 percent, 10 Deans of Faculties, representing 18.5 percent, 132 Heads of Departments, representing 26.1 percent, 109 Examination Officers, representing 22.2 percent disagreed with fact that, being engaged with additional responsibilities, could allow an academic staff to make use of his instructional time and inspires students to do well and to know more.

In view of the above respondents responses of opinions, the researcher, concluded that, being engaged with additional responsibilities, could not allow an academic staff to make use of good instructional time and inspires students to do well and to know more,

as far as 718 respondents, representing 265.1 percent agreed and 263 respondents, representing 91.8 percent were disagreed.

The question raised in item 97, sought to find out whether or otherwise, being occupied with additional responsibilities, could make an academic staff difficult to be passionate, love learning and continue to seek out new sources of information?

The researcher identified from the respondents responses that, 31 out of 48 University Directors, representing 64.6 percent, 34 out of 54 Deans of Faculties, representing 63 percent, 319 out of 506 Heads of Departments, representing 63.1 percent, and 313 out of 492 Examination Officers, representing 63.6 percent agreed that being occupied with additional responsibilities, could make an academic staff difficult to be passionate, love learning and continue to seek out new sources of information.

In other way round, 12 University Directors, representing 25 percent, 14 Deans of Faculties, representing 26 percent, 147 Heads of Departments, representing 29 percent, and 126 Examination Officers representing 25.6 percent disagreed that, being occupied with additional responsibilities could make an academic staff to be passionate, love learning and continue to seek out new sources of information.

In view of the above, respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make an academic staff difficult to be passionate, love learning and continue to seek out new sources of information as far as 697 respondents, representing 254.3 percent agreed and 299 respondents representing 105.6 percent were disagreed.

The question treated in item 98, sought to find out whether or otherwise, additional responsibilities, could disable the academic staff to adapt to instructional situation and handle any situation that comes positively?

The researcher discovered from the respondents responses that, 31 out of 48 University Directors, representing 64.6 percent, 36 out of 54 Deans of Faculties, representing 66.7 percent, 336 out of 506 Heads of Departments, representing 66.4 percent, and 334 out of 492 Examination Officers, representing, 67.9 percent agreed that, additional responsibilities, disable an academic staff to adapt to instructional situation and handle any situation that comes positively.

However, 13 University Directors, representing 27.1 percent, 10 Deans of Faculties, representing 18.5 percent, 131 Heads of Departments, representing 25.9 percent, and 109 Examination Officers, representing 22.2 percent disagreed, with fact that, additional responsibilities, could not disable an academic staff to adapt to instructional situation and handle any situation that comes positively.

In view of the majority of respondents, responses above, the researcher concluded that, additional responsibilities, disable one to adapt to instructional situation and handle any situation that comes positively, and as far as 737 respondents, representing 265.6 percent agreed and 263 respondents, representing 93.7 percent were disagreed.

The question raised in item 99, sought to investigate whether or otherwise, if an academic staff engaged with additional responsibilities, he could not use suitable methods that involve student interactivity and values diversity?

The researcher identified from the respondents responses that, 32 out of University Directors, representing 66.6 percent, 39 out of 54 Deans of Faculties,

representing 72.2 percent, 331 and 506 Heads of Departments, representing 65.4 percent, and 311 out of 492 Examination Officers, representing 63.2 percent agreed with fact that, if an academic staff engaged with additional responsibilities, he could not use suitable methods that involve students interactivity and values diversity.

However, 11 University Directors representing 22.9 percent, 12 Deans of Faculties, representing 22.2 percent, 134 Heads of Departments, representing 26.5 percent, 124 Examination Officers, representing 25.2 percent disagreed that, if an academic staff engaged with additional responsibilities, he could use suitable methods that involve students interactivity and values diversity in Nigerian University.

In view of the majority of respondents responses above, the researcher concluded that, if an academic staff engaged with additional responsibilities, he could not use suitable methods that involve students interactivity and values diversity as far as, 713 respondents, representing 267.4 percent agreed and 281 respondents, representing 96.8 percent were disagreed.

The question treated in item 100, sought to find out whether or otherwise, being occupied with additional responsibilities, could make an academic staff not have time to motivate his students to reach their fullest potential?

The researcher discovered from the respondents responses that, 31 out of 48 University Directors, representing 64.6 percent, 36 out of 54 Deans of Faculties, representing 66.7 percent, 318 out of 506 Heads of Departments, representing 62.9 percent, and 309 out of 492 Examination Officers, representing 62.8 percent agreed that, being occupied with additional responsibilities, could make an academic staff not have time to motivate his students to reach their fullest potential.

In other way round, 14 University Directors, representing 29.2 percent, 12 Deans of Faculties, representing 22.2 percent, 137 out of 506 Heads of Departments, representing 27.1 percent, and 129 Examination Officers, representing 26.2 percent disagreed that being occupied with additional responsibilities, could make an academic staff have time to motivate his students to reach their fullest potential.

Based on the above, respondents responses of opinions, the researcher concluded that, being occupied with additional responsibilities, could make an academic staff, not have time to motivate his students to reach their fullest potential as far as the majority of 694 respondents, representing 257 percent agreed and 292 respondents, representing 104.7 percent were disagreed.

4.3.10 Impact of Additional Responsibilities of Academic Staff on Problem-solving in the management of universities in Nigeria?

In this research question ten, the researcher presents analysis of the respondents' responses using simple percentage and frequency table. Respondents' responses on items 101, 102, 103, 104, 105, 106, 107, 108, 109 and 110 were used. The items were used by the researcher to find out the opinions of respondents on the impact of additional responsibilities of academic staff on problem-solving in the Management of Nigerian Universities. Thus, table 4.3.10 below carries the details of the respondents' responses on the ten items.

Table 4.3.10: Opinions of Respondents on the Impact of Additional Responsibilities of Academic Staff on Problem-solving in the Management of Nigerian Universities

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Total	%
101.	Being occupied with additional responsibilities it makes it difficult to employ the usage of time tested methods of teaching.		F	%	F	%	F	%	F	%	F	%	F	%
		University Directors of Institute and Colleges/Centres.	10	20.8	29	60.4	2	4.2	5	10.4	2	4.2	48	100.0
		Deans of Faculties.	18	33.3	28	51.9	0	0	7	13.0	1	1.9	54	100.0
		Heads of Departments.	115	22.7	261	51.6	24	4.7	79	15.6	27	5.3	506	100.0
		Examination Officers.	120	24.4	271	55.1	20	4.1	69	14.0	12	2.4	492	100.0
102.	Being engaged with additional responsibilities, it is difficult to employ a variety of approaches in my teaching.	University Directors of Institute and Colleges/Centres.	4	8.3	33	68.8	4	8.3	6	12.5	1	2.1	48	100.0
		Deans of Faculties.	8	14.8	34	63.0	2	3.7	9	16.7	1	1.9	54	100.0
		Heads of Departments.	65	12.8	285	56.3	41	8.1	86	17.0	29	5.7	506	100.0
		Examination Officers.	76	15.4	304	61.8	28	5.7	70	14.2	14	2.8	492	100.0
103.	Once engaged with additional responsibilities I cannot teach my students to be creative and inventive.	University Directors of Institute and Colleges/Centres.	5	10.4	21	43.8	6	12.5	12	25.0	4	8.3	48	100.0
		Deans of Faculties.	10	18.5	20	37.0	11	20.4	11	20.4	2	3.7	54	100.0
		Heads of Departments.	83	16.4	248	49.0	57	11.3	97	19.2	21	4.2	506	100.0
		Examination Officers.	85	17.3	251	51.0	48	9.5	87	17.7	21	4.3	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
104.	Being engaged with additional responsibilities, it is difficult for me to identify my students' strengths and weaknesses in problem solving.	University Directors of Institute and Colleges/Centres.	6	12.5	24	50.0	2	4.2	15	31.2	1	2.1	48	100.0
		Deans of Faculties.	11	20.4	22	40.7	6	11.1	12	22.2	3	5.6	54	100.0
		Heads of Departments.	71	14.0	260	51.4	43	8.5	98	19.4	34	6.9	506	100.0
		Examination Officers.	71	14.4	249	50.6	58	11.8	101	20.5	13	2.6	492	100.0
105.	Being engaged with additional responsibilities it makes it difficult to know whether students are moving satisfactorily toward the learning outcomes.	University Directors of Institute and Colleges/Centres.	11	22.9	22	45.8	4	8.3	8	16.7	3	6.2	48	100.0
		Deans of Faculties.	5	9.3	30	55.6	6	11.1	12	22.2	1	1.9	54	100.0
		Heads of Departments.	86	17.0	234	46.2	52	10.3	97	19.2	37	7.3	506	100.0
		Examination Officers.	76	15.4	227	46.1	68	13.8	105	21.3	16	3.3	492	100.0
106.	Being engaged with additional responsibilities cannot make to inspire my students to solve their learning problems.	University Directors of Institute and Colleges/Centres.	7	14.6	26	54.2	4	8.3	11	22.9	0	0	48	100.0
		Deans of Faculties.	8	14.8	29	53.7	4	7.4	9	16.7	4	7.4	54	100.0
		Heads of Departments.	68	13.4	281	55.5	43	8.5	83	16.4	31	6.1	506	100.0
		Examination Officers.	79	16.1	257	52.2	45	9.1	87	17.7	24	4.9	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
107.	Being engaged with additional responsibilities, it is difficult for me to recognize and analyze the problem.	University Directors of Institute and Colleges/Centres.	6	12.5	23	47.9	6	12.5	10	20.8	3	6.2	48	100.0
		Deans of Faculties.	5	9.3	27	50.0	7	13.0	12	22.2	3	5.6	54	100.0
		Heads of Departments.	89	17.6	247	48.8	45	8.9	89	17.6	36	7.1	506	100.0
		Examination Officers.	67	13.6	242	49.2	48	9.8	120	24.4	15	3.0	492	100.0
108.	Being engaged with additional responsibilities, it is difficult for me to work out alternative solutions.	University Directors of Institute and Colleges/Centres.	11	22.9	22	45.8	5	10.4	7	14.6	3	6.2	48	100.0
		Deans of Faculties.	12	22.2	25	46.3	7	13.0	6	11.1	4	7.4	54	100.0
		Heads of Departments.	93	18.4	255	50.4	49	9.7	76	15.0	33	6.5	506	100.0
		Examination Officers.	74	15.0	247	50.2	54	11.0	100	20.3	17	3.5	492	100.0
109.	Being engaged with additional responsibilities, it is difficult for me to contribute skills in differentiating among types of decision for problem – solving.	University Directors of Institute and Colleges/Centres.	7	14.6	26	54.2	3	6.2	8	16.7	4	8.3	48	100.0
		Deans of Faculties.	15	27.8	26	48.1	4	7.4	7	13.0	2	3.7	54	100.0
		Heads of Departments.	93	18.4	248	49.0	49	9.7	88	17.4	28	5.5	506	100.0
		Examination Officers.	93	18.9	240	48.8	63	12.8	77	15.7	19	3.9	492	100.0

Items No.	Item statement	Category of Respondents	Frequency/Percentage											
			Strongly Agreed		Agreed		Undecided		Disagreed		Strongly disagreed		Total	%
			F	%	F	%	F	%	F	%	F	%	F	%
110.	Being engaged with additional responsibilities it is difficult for me to advise students on academic work.	University Directors of Institute and Colleges/Centres.	6	12.6	22	45.8	1	2.1	12	25.0	7	14.6	48	100.0
		Deans of Faculties.	13	24.1	19	35.2	4	7.4	13	24.1	5	9.3	54	100.0
		Heads of Departments.	70	13.8	238	47.0	35	6.9	98	19.4	65	12.8	506	100.0
		Examination Officers.	88	17.9	214	43.5	46	9.3	99	20.1	45	9.1	492	100.0

The question raised in item 101 of 4.3.10, sought to find out whether or otherwise, being occupied with additional responsibilities, could make an academic staff difficult to employ the usage of time tested methods of teaching?

The researcher discovered from the respondents responses that, 39 out of 48 University Directors, representing 81.2 percent, 46 out of 54 Deans of Faculties, representing 85.2 percent, 376 out of 506 Heads of Departments, representing 74.3 percent, and 391 out of 492 Examination Officers, representing 79.5 percent, agreed, that being occupied with additional responsibilities, could make an academic staff in Nigerian Universities difficult to employ the usage of time tested methods of teaching.

The researcher however, identified that, 7 University Directors, representing 14.6 percent, 8 Deans of Faculties, representing 14.9 percent, 106 Heads of Departments, representing 20.9 percent, and 81 Examination Officers, representing 16.4 percent disagreed that, being occupied with additional responsibilities, could not make an academic staff difficult to employ the usage of time tested methods of teaching.

In view of the respondents responses above, the researcher concluded his findings that, being occupied with additional responsibilities, could make an academic staff difficult to employ the usage of time tested methods of teaching as far as 852 respondents, representing 320.2 agreed and 202 respondents representing 66.8 percent were disagreed.

The question treated in item 102, sought to investigate whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to employ a variety of approaches in his teaching?

The researcher identified from the respondents responses that, 37 out of 48 University Directors, representing 77.1 percent, 42 out of 54 Deans of Faculties, representing 77.8 percent, 350 out of 506 Heads of Departments, representing 69.1 percent, and 380 out of 492 Examination Officers, representing 77.2 percent, agreed that, being engaged with additional responsibilities, could make an academic staff difficult to employ a variety of approaches in his teaching.

The researcher however, discovered that, 7 University Directors, representing 14.6 percent, 10 Deans of Faculties, representing 18.6 percent, 115 Heads of Departments, representing 22.7 percent, and 84 Examination Officers, representing 17 percent, disagreed that, being engaged with additional responsibilities, could make an academic staff difficult to employ a variety of approaches in his teaching.

Based on the various respondents responses, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff difficult to employ a variety of approaches in his teaching as far as 809 respondents, representing 301.2 percent agreed and 216 respondents representing 72.9 percent were disagreed.

The question raised in item 103, sought to find out whether or otherwise the respondents could agree about the fact that, if once engaged with additional responsibilities, an academic staff could not teach his students to be creative and inventive?

The distribution figures of the respondents responses, explain the assertions of the condition which read as follows: 26 out of 48 University Directors, representing 54.2 percent, 30 out of 54 Deans of Faculties, representing 55.5 percent, 331 out of 506 Heads of Departments, representing 65.4 percent, and 336 out of 492 Examination Officers,

representing 68.3 percent agreed, that if once, an academic staff engaged with additional responsibilities, he cannot teach his students to be creative and inventive.

In other way round, 16 University Directors, representing 33.3 percent, 13 Deans of Faculties, representing 24.1 percent, 118 Heads of Departments, representing 23.4 percent, and 108 Examination Officers, representing 22 percent disagreed.

In view of the above respondents, responses of opinions, the researcher concluded that if once engaged with additional responsibilities, one cannot teach his students to be creative and inventive, as far as 723 respondents, representing 243.4 percent agreed and 255 respondents representing 102.8 percent were disagreed.

The question raised in item 104, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to identify his students' strengths and weaknesses in problem-solving?

The researcher identified from the respondents responses that, 30 out of 48 University Directors, representing 62.5 percent, 33 out of 54 Deans of Faculties, representing 61.1 percent, 331 out of 506 Heads of Departments, representing 65.4 percent, and 320 out of 492 Examination Officers, representing 65 percent agreed that, being engaged with additional responsibilities, could make an academic staff difficult to identify his students' strengths and weaknesses in problem-solving.

However, 16 University Directors, representing 33.3 percent, 15 Deans of Faculties, representing 27.8 percent, 132 Heads of Departments, representing 26.3 percent, and 114 Examination Officers, representing, 23.1 percent disagreed that, being engaged with additional responsibilities, could not make an academic staff difficult to identify his students' strengths and weaknesses in problem-solving.

In view of the above, respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, make an academic staff difficult to identify his students' strength and weaknesses in problem-solving as far as 714 respondents, representing 254 percent agreed and 277 respondents representing 110.5 percent were disagreed.

The question treated in item 105, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to know whether students are moving satisfactorily toward the learning outcomes?

The researcher discovered from the respondents responses that, 33 out of 48 University Directors representing 68.7 percent, 35 out of 54 Deans of Faculties, representing 64.9 percent, 320 out of 506 Heads of Departments, representing 63.2 percent, and 303 out of 492 Examination Officers, representing 61.5 percent agreed that, being engaged with additional responsibilities, could make an academic staff difficult to know whether students are moving satisfactorily toward the learning outcomes.

However, 11 University Directors, representing 22.9 percent, 13 Deans of Faculties, representing 24.1 percent, and 121 Examination Officers, representing 24.6, disagreed that, being engaged with additional responsibilities, could not make an academic staff to know whether students are moving satisfactorily toward the learning outcomes.

In view of the above respondents, responses, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff difficult to know whether students are moving satisfactorily toward the learning outcomes as far as 691

respondents, representing 258.3 percent agreed and 284 respondents representing 98.1 percent were disagreed.

The question treated in item 106, sought to find out whether or otherwise, being engaged with additional responsibilities, could not make an academic staff to inspire his students to solve their learning problems?

The researcher identified from the respondents responses that 33 out of 48 University Directors representing 68.8 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 349 out of 506 Heads of Departments, representing 68.9 percent, and 336 out of 492 Examination Officers, representing 68.3 percent agreed that, being engaged with additional responsibilities, could not make an academic staff to inspire his students to solve their learning problems.

However, 11 University Directors, representing 22.9 percent, 13 Deans of Faculties, representing 24.1 percent, 114 Heads of Departments, representing 22.5 percent, and 111 Examination Officers, representing 22.6 percent disagreed that, being engaged with additional responsibilities, could make an academic staff to inspire his students to solve their learning problems.

In view of the above respondents, responses, the researcher concluded that, being engaged with additional responsibilities, could not make an academic staff to inspire his students to solve their learning problems as far as 755 respondents, representing 274.5 respondents agreed and 249 respondents, representing 92.1 percent were disagreed.

The question raised in item 107, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to recognize and analyze the problem?

The researcher discovered from the respondents responses that 29 out of 48 University Directors, representing 60.4 percent, 32 out of 54 Deans of Faculties, representing 59.3, 336 out of 506 Heads of Departments, representing 66.4 percent, and 309 out of 492 Examination Officers, representing 62.8 percent agreed that, being engaged with additional responsibilities, could make an academic staff difficult to recognize and analyze the problem.

In other way round, 13 University Directors, representing 27 percent, 15 Deans of Faculties representing 27.8 percent, 125 Heads of Departments, representing 24.7 percent, and 135 Examination Officers, representing 27.4 percent disagreed, that, being engaged with additional responsibilities, could not make an academic staff difficult to recognize and analyze the problem.

In view of the above respondents, responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff difficult to recognize and analyze the problem as far as 706 respondents representing 248.9 percent were the majority who agreed and 288 respondents, representing 106.9 percent were disagreed.

The question raised in item 108, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to work out alternative solutions?

The researcher identified from the respondents responses that, 33 out of 48 University Directors, representing 68.7 percent, 37 out of 54 Deans of Faculties, representing 68.5 percent, 348 out of 506 Heads of Departments, representing 68.5 percent, and 321 Examination Officers, representing 65.2 percent agreed that, being

engaged with additional responsibilities, could make an academic staff difficult to work out alternative solutions.

In other way round, 10 University Directors, representing 20.8 percent, 10 Deans of Faculties, representing 18.5 percent, 109 Heads of Departments, representing 21.5 percent, and 117 Examination Officers, representing 23.8 percentdisagreed that, being engaged with additional responsibilities, could not make an academic staff difficult to work out alternative solutions.

In view of the above respondents responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff difficult to work out alternative solutions, as far as the majority of 739 respondents, representing 271.2 percent agreed and 246 respondents, representing 84.6 percent were disagreed.

The question treated in item 109, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving?

The researcher discovered from the respondents responses that, 33 out of 48 University Directors, representing 68.8 percent, 41 out of 54 Deans of Faculties, representing 75.9 percent, 341 out of 506 Heads of Departments, representing 67.4 percent, and 333 out of 492 Examination Officers, representing 67.7 percentagreed that, being engaged with additional responsibilities, could make an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving.

However, 12 University Directors, representing 25 percent, 9 Deans of Faculties, representing 16.7 percent, 116 Heads of Departments, representing 22.9 percent, and 96

Examination Officers, representing 19.6 percent disagreed that, being engaged with additional responsibilities, could not make an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving.

Based on the above respondents responses of opinions above, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving, as far as 748 respondents representing 279.8 percent agreed and 233 respondents, representing 84.2 percent were disagreed.

The question raised in item 110, sought to find out whether or otherwise, being engaged with additional responsibilities, could make an academic staff difficult to advise students on academic work?The researcher discovered from the respondents responses that, 28 University Directors, representing 58.3 percent, 32 Deans of Faculties, representing 59.3 percent, 308 Heads of Departments, representing 60.8 percent, and 302 Examination Officers, representing 61.4 percent agreed that, being engaged with additional responsibilities, could make an academic staff difficult to advise students on academic work.

In other way round, 19 University Directors representing 39.6 percent, 18 Deans of Faculties, representing 33.4 percent, 163 Heads of Departments, representing 32.2 percent, and 144 Examination Officers, representing 29.2 percent disagreed that, being engaged with additional responsibilities, could not make an academic staff difficult to advise students on academic work.

In view of the above respondents' responses of opinions, the researcher concluded that, being engaged with additional responsibilities, could make an academic staff

difficult to advise students on academic work as far as the majority of 670 respondents, representing 239.8 percent agreed and 344 respondents representing 134.4 percent were disagreed.

4.4 Hypotheses Testing

Ten hypotheses were formulated and tested. These hypotheses are based on the data collected from items related to assessment of the impact of additional responsibilities of academic staff on decision making, communication, ability to write papers for publication, prompt supervision, evaluation and assessment of students' projects, regular attendance/participation at professional workshops, reflective thinking, time management, management of change, teaching and learning and problem-solving in the management of Nigerian universities. Analysis of variance and Schefest's test were used in testing the hypotheses. The level of significance for the study is 0.05. Thus, hypothesis is rejected when the probability value is lower than the level of significance set for the study. On the other hand, hypothesis is accepted when the probability value is more than the level of significance.

4.4.1 Null Hypothesis I

There is no significant difference in the opinions of University Directors, Deans of Faculties, Heads of Departments and Examination Officers on decision making in the management of Nigerian universities. The data collected in respect of items from 11 – 20 in the questionnaire were used to analyze the extent of consensus in opinions pertaining

to the assessment of the impact of additional responsibilities of academic staff on decision-making in the Management of Nigerian Universities.

To test the hypothesis, therefore, all the items related to it were used and the one way analysis of variance statistical procedure was used to record the differences or otherwise of the respondents' opinions. However, the results of the test are presented in Table 4.4.1.

Table 4.4.1: Analysis of Variance (ANOVA) on the Opinions of Respondents on Assessment of the Impact of Additional Responsibilities of Academic Staff on Decision-Making in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	36.090	12.030	0.278	0.841
Within groups	1096	47343.709	43.197		
Total	1099	47379.799			

From Table 4.4.1 above the computed probability is 0.841 and this is higher than the significant level of 0.05 significance. Therefore, from the table, it could be concluded that there were no significant differences in the opinion of the four sets of respondents on the assessment of the impact of additional responsibilities of academic staff on decision-making in the management of Nigerian Universities. To this end, the null hypothesis is accepted. Perhaps, the lack of significant differences in the opinions of the respondents on the impact of additional responsibilities of academic staff in the Management of Nigerian Universities could be attributed to the fact that the phenomena are common in

the Nigerian Universities. This is evident from the reported cases of additional responsibilities of academic staff in different parts of the Nigerian Universities.

In view of this development, therefore, there is the need for both management of Federal, State and Private Universities in Nigeria as well as the NUC in particular to ensure that too much additional responsibilities given to academic staff could be avoided.

4.4.2 Null Hypothesis 2

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff on communication in the management of Nigerian Universities.

Responses of respondents related to items ranging from 26 – 30 in the questionnaire were collected and analyzed to findout the extent of agreement or otherwise in their opinions pertaining to the impact of additional responsibilities of academic staff on communication in the management of Nigerian Universities. To test this hypothesis, one way analysis of variance statistical procedure was used to find out the differences or otherwise in the opinions of the respondents. This was recorded and presented in Table 4.4.2 below:

Table 4.4.2: One way analysis of variance (ANOVA) on the impact of additional responsibilities of academic staff on communication in the management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	211.700	70.567	2.023	0.109
Within groups	1096	38229.735	34.881		
Total	1099	38441.435			

From Table 4.4.2 above; the computed P probability is 0.109 and it is higher than the 0.05 percent significant level set for the study. Therefore, it could be concluded that there were no significant difference in the opinions of the respondents in respect of the assessment of the impact of additional responsibilities of academic staff on communication in the Management of Nigerian Universities in the six geo-political zones of Nigeria. Therefore, the hypothesis set in the null form is hereby accepted.

4.4.3 Null Hypothesis 3

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff with regard to writing papers for publications in the Management of Nigerian Universities.

Items 31, 32, 33, 34, 35, 36,37,38,39 and 40 in the questionnaire were used to find out differences in respondents' opinions on the assessment of the impact of additional responsibilities of academic staff in the management of Nigerian Universities. To test the hypothesis therefore, responses obtained from the items above were subjected to one way analysis of variance (ANOVA), where results are presented in Table 4.4.3.

Table 4.4.3: One way analysis of variance (ANOVA) on the assessment of the impact of additional responsibilities of academic staff in the management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	523.575	174.525	5.086	0.002
Within groups	1096	37606.980	34.313		
Total	1099	38130.555			

It could be observed in Table 4.4.3 above that the computed P probability is 0.002. This is below the 0.05 significant level set for the study. With this, it could be concluded that there is significant difference in the opinions of respondents in respect of the influence of additional responsibilities of academic staff with regard to writing papers for publications in the management of Nigerian Universities. Therefore, the hypothesis stated in a null form is rejected to mean that significant difference existed in the opinions of the four (4) categories of respondents.

To find out the extent of this relationship in opinions of respondents, Scheffe test was used or carried out and the result is presented in Table 4.4.3 below:

Table 4.4.3: Scheffe test on the opinions of respondents on impact of additional responsibilities of academic staff with regards to writing papers for publications in the Management of Nigerian Universities

Mean Score	**Group**	**4**	**3**	**1**	**2**
-1.39034	*Exam Officers (4)				
1.39034	*Heads of Department (3)				
-03935	University Directors (1)				
03935	Deans of Faculties (2)				

* Signifies significant relationships between groups. Therefore, the opinions of examination officers and Heads of Departments are significantly different from those of Deans of Faculties and University Directors.

From Scheffe test above, it is evident that differences existed in the opinions of respondents on the assessment of the impact of additional responsibilities of academic staff with regard to writing papers for publications in the Management of Nigerian Universities. The mean scores of examination officers and Heads of Departments seem to be more in agreement. Similarly, the mean scores of University Directors and Deans of Faculties are almost in agreement. Indeed, significant differences is given by the test on the opinions of exam officers and Deans of Faculties. This means that examination officers and Deans of Faculties did not agree in their opinions on the assessment of the impact of additional responsibilities of academic staff with regards to writing papers for publications in the Management of Nigerian Universities.

4.4.4 Null Hypothesis 4

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff with respect to supervision, evaluation and assessment of students' projects in the Management of Nigerian Universities.

Data collected on the responses of respondents pertaining to the impact of additional responsibilities of academic staff with respect to supervision, evaluation and assessment of students' projects in the Management of Nigerian Universities were from item 41, 42, 43, 44, 45, 46, 47, 48, 49 and 50 in the questionnaire. To test the hypothesis one way analysis of variance (ANOVA) statistical procedure was employed where differences of respondents' opinions were noted, recorded and summarized in Table 4.4.4 below:

Table 4.4.4: One way analysis of variance (ANOVA) on the impact of additional responsibilities of academic staff with respect to supervision, evaluation and assessment of students' projects in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	39.652	13.217	0.323	0.808
Within groups	1096	44780.969	40.859		
Total	1099	44820.622			

Table 4.4.4 above shows that the computed P probability is found to be 0.808 and it is higher than the accepted level of 0.05 significance. From the table, therefore, it could be concluded that there were no significant differences in the opinions of respondents on impact of additional responsibilities of academic staff with respect to supervision, evaluation and assessment of students' projects in the Management of Nigerian Universities. Therefore, the null hypothesis is accepted, which means that there is no significant difference in the opinions of University Directors, Deans of Faculties, Heads of Department and Examination Officers on the impact of additional responsibilities of academic staff with respect to supervision, evaluation and assessment of students' projects in the Management of Nigerian Universities.

4.4.5 Null Hypothesis 5

There is no significant difference in the opinions of respondents on Assessment of the impact of additional responsibilities of academic staff on Regular Attendance and participation at professional workshops in the Management of Nigerian Universities.

Items 51, 52, 53, 54, 55, 56, 57, 58, 59 and 60 in the questionnaire were used to findout differences of respondents' opinions on assessment of the impact of additional responsibilities of academic staff on regular attendance and participation of professional

workshops in the Management of Nigerian Universities. To test the hypothesis, one way analysis of variance was used and the results are presented in Table 4.4.5 below:

Table 4.4.5: One way analysis of variance (ANOVA) on assessment of the impact of additional responsibilities of academic staff on regular attendance and participation at professional workshops in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	3.196	1.065	0.023	0.996
Within groups	1096	51300.400	46.807		
Total	1099	51303.596			

In table 4.4.5 above, indicated that the computed P probability is 0.995 and this is higher than the alpha level of 0.05 significance set for the study. Thus, it could be concluded that there were no significant differences in the opinions of respondents on impact of additional responsibilities of academic staff on regular attendance and participation at professional workshops in the Management of Nigerian Universities. Therefore, hypothesis five stated in a null form is accepted to mean that there is no significant difference in the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on regular attendance and participation at professional workshops in the Management of Nigerian Universities.

4.4.6 Null Hypothesis 6

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities.

Items 61, 62, 63, 64, 65, 66, 67, 68, 69 and 70 in the questionnaires were used to find out differences of respondents' opinions on assessment of the impact of additional responsibilities of academic staff on reflective thinking in the Management of Nigerian Universities. To test the hypothesis, one way analysis of variance was used and the results are presented in table 4.4.6 below:

Table 4.4.6: One way analysis of variance (ANOVA) on assessment of the impact of additional responsibilities of academic staff on reflective thinking in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	3.196	1.065	0.023	0.995
Within groups	1096	51300.400	46.807		
Total	1099	51303.596			

It could be observed in table 4.4.6 above, that the computed P probability 0.995 is higher than the 0.05 significant level set for the study. Therefore, one could say that there is no significant differences in the opinions of respondents in regard to the impact of additional responsibilities of academic staff with regard to reflective thinking in the Management of Nigerian Universities. Therefore, the hypothesis stated in a null form is

accepted. However, this mean that significant difference does not exist in the opinions of the four (4) categories of respondents.

4.4.7 Null Hypothesis 7

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff on time Management in the Management of Nigerian Universities.

The data collected in respect of items from 71 to 80 in the questionnaire were used to analyze the extent of consensus in opinions with regard to the assessment of the impact of additional responsibilities of academic staff on time Management in the Management of Nigerian Universities. To test the hypothesis, therefore, all the items were used and the one way analysis of variance statistical procedure was used to record the differences or otherwise of the respondents' opinions. The results of the test are presented in Table 4.4.7 below:

Table 4.4.7: Analysis of Variance (ANOVA) on the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on time Management in the Management of Nigerian Universities.

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	328.547	109.516	2.835	0.037
Within groups	1096	42336.925	38.629		
Total	1099	42665.472			

From Table 4.4.7 above, the computed probability is 0.037 and this is lower than the accepted level of 0.05 significance set for the study. Therefore, one could say that

there was significant difference in the opinions of respondents with regard to the assessment of the impact of additional responsibilities of academic staff on time management in the Management of Nigerian Universities. Thus, the hypothesis stated in a null form is rejected to mean that significant difference exist in the opinions of the four categories of respondents. To find out the extent of this relationship in opinions of respondents, Scheffe-test was used and the result is presented in Table 4.4.7:

Table 4.4.7: Scheffe test on the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on time management in the management of Nigerian Universities:

Mean Score	Group	4	3	2	1
	Exam Officers (40				
	Head s of Departments (3)				
	University Directors (1)		*		
	*Deans of Faculties	*			

*Signifies significant relationships between groups. Therefore, the opinions of Deans of Faculties and University Directors are significantly different from those of Exam Officers and Heads of Departments. From Scheffe-test above, it is evident that differences existed in the opinions of respondents on the assessment of the impact of additional responsibilities of academic staff on time management in the management of Nigerian Universities. Thus, the mean scores of Deans of Faculties and University Directors seem to be more in agreement. Similarly, the mean scores of Exam Officers and Heads of Departments are almost in agreement. However, Exam Officers and Heads of

Departments did not agree in their responsibilities of academic staff on time management in Nigerian University.

4.4.8 Null Hypothesis 8

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff on management of change in the Management of Nigerian Universities.

The data collected in respect of items from 81, 82, 83, 84, 85, 86, 87, 88, 89 and 90 in the questionnaire were used to analyze the extent of consensus in opinions pertaining to the assessment of the impact of additional responsibilities of academic staff on management of change in the Management of Nigerian Universities. To test the hypothesis, therefore, all the items related to it were used and the one way analysis of variance statistical procedure was applied to record the differences or otherwise of the respondents' opinions. Thus, the results of the test are presented in Table 4.4.8 below:

Table 4.4.8: Analysis of variance (ANOVA) on the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on the management of Change in the Management of Nigerian Universities.

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	287.314	95.771	2.041	0.106
Within groups	1096	51433.191	46.928		
Total	1099	51720.505			

From Table 4.4.8 above the computed probability is 0.106 and this is higher than 0.05 significant level set for the study. Therefore, from the Table, it could be concluded that there were no significant differences in the opinions of the four sets of respondents on the assessment of the impact of additional responsibilities of academic staff on the management of change in the Management of Nigerian Universities. To this end, the null hypothesis is accepted. Perhaps the emergence of lack of significant differences in the opinions of the respondents on the assessment of the impact of the respondents on the assessment of the impact of additional responsibilities of academic staff could be attributed to the fact that the present phenomena are common in the Nigerian Universities.

4.4.9 Null Hypothesis 9

There is no significant difference in the opinion of respondents on the impact of additional responsibilities of academic staff on teaching and learning in the Management of Nigerian Universities.

The data collected in respect of items 91, 92, 93, 94, 95, 96, 97, 98, 99 and 100 in the questionnaire were carried out to analyze the extent of consensus in opinions pertaining to the assessment of the impact of additional responsibilities of academic staff on teaching and learning in the Management of Nigerian Universities. To test the hypothesis, therefore, all the items related to it were used and the one way analysis of variance statistical procedure was used to record the differences or otherwise of the respondents' opinions. Thus, the results of the test are presented in Table 4.4.9 below:

Table 4.4.9: Analysis of variance (ANOVA) on the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on teaching and learning in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	233.001	77.667	1.916	0.125
Within groups	1096	4431.431	40.540		
Total	1099	4464.432			

From Table 4.4.9 above, the computed probability is 0.125 and it is higher than the 0.05 significant level set for the study. Therefore, one could say that there is no significant difference in the opinions of respondents in regard to assessment of the impact of additional responsibilities of academic staff on teaching and learning in the Management of Nigerian Universities. Thus, the hypothesis stated in a null form is accepted to mean that significant difference does not exist in the opinions of the four categories of respondents.

4.4.10 Null Hypothesis 10

There is no significant difference in the opinions of respondents on the impact of additional responsibilities of academic staff on problem-solving in the Management of Nigerian Universities.

Items 101, 102, 103, 104, 105, 106, 107, 108, 109 and 110 in the questionnaire were used to find out differences in respondents' opinions on the assessment of the impact of additional responsibilities of academic staff on problem-solving in the

Management of Nigerian Universities. To test the hypothesis therefore, responses obtained from the item 101 to 110 above were subjected to one way analysis of variance (ANOVA), where results are presented in Table 4.4.10.

Table 4.4.10: Analysis of variance (ANOVA) on the opinions of respondents on assessment of the impact of additional responsibilities of academic staff on problem-solving in the Management of Nigerian Universities

Source of Variance	DF	Sum of Squares	Mean Square	F Ratio	P. Prob.
Between groups	3	118.784	39.595	0.755	0.520
Within groups	1096	57487.085	52.452		
Total	1099	57605.869			

From table 4.4.10 above, the computed probability is 0.520 and this is higher than 0.05 significant level set for the study. Therefore, one could say that there is no significant difference in the opinions of respondents in regard to assessment of the impact of additional responsibilities of academic staff on problem-solving in the Management of Nigerian Universities. However, the hypothesis stated in a null form is accepted to mean that significant difference does not exist in the opinions of the four categories of respondents.

4.5 Summary of Major Findings

Based on the findings of this study the following summaries are made available:

i. Being occupied with additional responsibilities, could make an academic staff not have time to: Take decision on important areas related to assessment and evaluation of students' performance,
ii. Assess and select the best alternatives whenever there is problem at stake. But,
iii. Other agreed that, engagement with additional responsibilities, boosts ones ego to examine the nature of the issues or problems at stake,
iv. Makes one to loose focus in identifying the alternative actions and solutions,
v. Makes one not to implement and measure the results,
vi. One do not have time to process and make the best choice out of many other conflicting pressing alternatives,
vii. Could not make one to solve problems and affect the achievement of the goals and objectives of the university,
viii. It makes one difficult to take decision on important areas of his work and could not have time to make things to happen or not, and
ix. Could make an academic staff not recognize and define the problems or issues at all.

The study further identified the following problems on the impact of additional responsibilities of academic staff on communication in the Management of Nigerian Universities. Thus,

i. Being engaged with additional responsibilities could not make an academic staff to motivate his students communication skills,
ii. Could not provide a release for the emotional expression of feelings and for fulfillment of social needs,

iii. Could make an academic staff difficult to produce books, novels and magazines and have often resulted into unorganized and erratic information in the publication, and

iv. Being engaged with additional responsibilities could not make an academic staff to produce international papers for publications.

i. Additional responsibilities, could not allow one to write adequate journal publications required for his promotion and this could also affect his academic output in the management of Nigerian Universities,

ii. Could prefer one to shelve off his research writing until the pressure of work eases out.

iii. Could make an academic staff not have adequate time to concentrate in research writing,

iv. Could not allow an academic staff to mount research programmes, projects and professorial chairs in Nigerian Universities, and

v. Being engaged with additional responsibilities, could make one to request the authority to reduce the minimum number of journal publications required for his promotion.

i. Being occupied with additional responsibilities, makes an academic staff not monitor the development and progress of his students promptly,

ii. Makes one not analyze his students work including take home assignments and tests,

iii. Makes an academic staff not assess the degree to which the objectives of his lesson have been achieved,

iv. One could not determine techniques to teach effectively, administer aptitude and achievement tests to his students promptly, find out the ability and needs of the students and success with which contents was presented,

v. Can prevent an academic staff from effective appraisal of his students progress.

vi. Could often make an academic staff saddled with responsibility of attending meetings, thus making him not to be prompt in the assessment of his students and finally makes him sometime to delegate his senior students and colleagues to record students examination or continuous assessment, and

vii. Being occupied with additional responsibilities, it could not make one not finish marking and assessing his students' work on time.

i. Due to engagement with additional responsibilities, one could not have time to attend professional workshops,

ii. One could sometimes delegate his colleagues or senior students to represent him at conferences and workshops,

iii. Makes an academic staff not have interest to attend any professional workshops,

iv. It makes an academic staff to attend professional workshops at late hours and sometimes he leave before the closing date or workshops,

v. Additional responsibilities, sometimes causes an academic staff stress and sleep during the workshops period,

vi. One present very scant information and unreliable facts during the professional workshops, and

vii. Being occupied with additional responsibilities, makes an academic staff to send his papers for publications and conferences fees only.

i. Being occupied with additional responsibilities, it makes an academic staff not to make any reference to the last lesson,

ii. It makes an academic staff not to measure the extent to which students have followed and mastered, the proceedings and content of the lesson respectively,

iii. It makes one difficult to identify students' strength and weaknesses and makes one difficult to think about what has been done rightly or wrongly during the first concluded lesson, but the

iv. Opinions of respondents with regard to the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities, in each of the six-geopolitical zones and universities in Nigeria revealed that, respondents agreed with one another, for instance, the respondents of Ahmadu Bello University, Zaria and Lagos state University and majority of the universities, belong to North-west zone and North-East zones of Nigeria seemed to share similar views concerning the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities.

i. Being occupied with additional responsibilities, it makes one difficult to restore his time when it has passed,

ii. It makes one not use time effectively,

iii. Could not allow one to make a daily or weekly plan in order to avoid or eliminate problems that may arise later,

iv. It makes one to waste too much time on personal phone calls or receiving them and could not allow one to plan his work properly, indeed it could make one not complete his work on schedule, so that other tasks could be undertaken,

v. Could make one not use time well for completion his lecture period,

vi. Could make an academic staff difficult to allocate time for his numerous tasks,

vii. Could make one difficult to establish routine for meetings, and

viii. Being occupied with additional responsibilities, could makes an academic staff come to lectures late.

i. Being occupied with additional responsibilities, could not make an academic staff plan to take action on change,

ii. Makes one difficult to control the direction by influencing in some way the output of changes,

iii. Makes one difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred,

iv. Makes one difficult to influence result arising from changes instead of writing to survive the effects and consequences of change,

v. It reduces one's extensive patience, emotional stability, self restraint and control in dealing with students',

vi. It affects the condition of an academic staff mind before hand to accept any change when it does occur,

vii. It makes an academic staff hard to draw up a plan by taking decisions as to appropriate course of action,

viii. It makes an academic staff not to adapt to change,and

ix. It makes an academic staff not to stand as innovator and cause changes both in objectives, structure and techniques of the university system.

i. The present additional responsibilities, deters an academic staff from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate,

ii. It makes an academic staff not to allow his students to reach outcomes in different ways,

iii. deters an academic staff from arranging the students and resources in his department,

iv. It makes one difficult to outline essential ideas on the chalkboard during a lesson,

v. Demoralizes an academic staff,

vi. It could not allow an academic staff to make use of good instructional time and inspires students to do well and to know more,

vii. It could make an academic staff difficult to be passionate, love learning and continue to seek out new sources of information,

viii. Disable an academic staff to adapt to instructional situation and handle any situations that comes positively,

ix. It makes one not use suitable methods that involve students interactivity and values diversity, and

x. It makes an academic staff not have time to motivate his students to reach their fullest potential.

i. Being occupied with additional responsibilities, makes an academic staff in Nigerian Universities difficult to employ the usage of time tested methods of teaching,
ii. Makes an academic staff difficult to employ a variety of approaches in his teaching,
iii. Makes one not teach his students to be creative and inventive,
iv. Makes an academic staff difficult to identify his students' strength and weaknesses in problem-solving,
v. Makes an academic staff difficult to know whether students are moving satisfactorily toward the learning outcomes,
vi. Makes an academic staff not to inspire his students to solve their learning problems,
vii. Makes an academic staff difficult to recognize and analyze the problem.
viii. Makes an academic staff difficult to work out alternative solutions,
ix. Makes an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving, and
x. It makes an academic staff difficult to advise students on academic work.

4.6 Discussions of the findings

In this study, ten hypotheses were formulated and tested to answer the research questions. The data obtained through the administration of the questionnaires was analyzed using mean scores,frequencies and percentages and from the analysis of the responses of the University Directors, Deans of Faculties, Heads of Departments, and Examination Officers.It was discovered that the hypothesis, which sought the opinions of respondents in regard to the impact of additional responsibilities of academic staff on decision-making in the management of Nigerian Universities, reveals that, majority of the

respondents agreed that, additional responsibilities, could make an academic staff not have time to take decisions on important areas related to assessment and evaluation of students' performances, indeed being occupied with additional responsibilities, could make an academic staff difficult to assess and select the best alternatives whenever there is problem at stake. The respondents however, agreed that, engagement with additional responsibilities, boosts one's ego to examine the nature of the issues or problems at stake.

From responses on the items related to the hypothesis, it was evident that the four sets of respondents however agreed that, being engaged with additional responsibilities, could make one loose focus in identifying the alternative actions and solutions. Similarly, it was agreed by generality of the four groups of respondents that, being occupied with additional responsibilities, could make an academic staff difficult to take decision on important areas of his work and he could not have time to make things to happen or not, similarly, consensus of opinions was made among the four sets of respondents on the impact of additional responsibilities of academic staff on decision making in the management of Nigerian Universities that, being occupied with additional responsibilities, could make an academic staff not recognize and define the problems or issues at all.

Right from responses on the items related to hypothesis two, it was reported that the four sets of respondents agreed that, being engaged with additional responsibilities, could help one to control the behavior of his students through verbal communication. However, being engaged with additional responsibilities, could help one to motivate his students communication skills in the university. Similarly, it was unanimously agreed by generality of the four groups of respondents that, being engaged with additional

responsibilities, could provide an academic staff with a release for the emotional expression of feelings and for fulfillment of social needs.

However, a total of 253 respondents, representing 97 percent disagreed that, being engaged with additional responsibilities, could not provides a release for the emotional expression of feelings and for fulfillment of social needs.

Nevertheless, majority of the four categories of respondents agreed that, being occupied with additional responsibilities, could make one to interchange facts, thoughts, value, judgment and opinions. In other way round, 238 respondents representing 82.8 percent disagreed that, being occupied with additional responsibilities, could not make an academic staff to interchange facts, thoughts, value judgement and opinions. Others however agreed that, being engaged with additional responsibilities, could allow one to receive urgent information from the top management, but to others disagreed that, additional responsibilities, could not make one to interchange facts, thoughts, value judgment and opinions.

In hypothesis three, it was revealed that majority of respondents from all the four groups agreed that, additional responsibilities could not allow an academic staff to do the following: write adequate journal publications required for his promotion and this could affect his academic output in the management of Nigerian Universities, prefer one to shelve off his research writing until the pressure of work eases out, could make him not have adequate time to concentrate in research writing, could not allow an academic staff to mount research programmes, projects and professional chairs in Nigerian Universities, could make one to request the authority to reduce the minimum number of journal publications required for his promotion and could make one to feel so difficult to produce

an extensive empirical paper for publications. Similarly, it was agreed by generality of the four groups of respondents that, engagement with additional responsibilities, could make an academic staff not to produce international papers for publications.

However, majority of the respondents viewed that, being occupied with additional responsibilities, could make an academic staff difficult to do the following: Produce books, novels and magazines and have often resulted into unorganized and erractic information in the publication.

In hypothesis four, which sought opinions on the impact of additional responsibilities of academic staff on prompt supervision, evaluation and assessment of students' academic work in the management of Nigerian Universities revealed agreement among the four sets of respondents that, being occupied with additional responsibilities, makes an academic staff not monitor the development and progress of his students promptly. It was also agreed by the respondents that, being occupied with additional responsibilities, makes one not analyze his students' work including take home assignments and tests.

Similarly, it was agreed that, engagement with additional responsibilities, could make an academic staff not assess the degree to which the objectives of his lesson have been achieved.

However, majority of the respondents agreed that, being occupied with additional responsibilities, one could not determine techniques to teach effectively, administer aptitude achievement tests to his students promptly, find out the ability and needs of the students and success with which contents was presented and can prevent an academic staff from effective appraisal of his students progress.

Indeed, from responses on the items related to hypothesis four, it was revealed and agreed that, being occupied with additional responsibilities, could often make an academic staff saddled with responsibilities of attending meetings, thus making him not to be prompt in the assessment of his students and finally, makes him sometime to delegate his senior students and colleagues to record students examination or continuous assessment. Indeed, it could not makes one not finish marking and assessing his students work on time.

In attempt to analyze items under hypothesis five, which sought the responses of respondents on the impact of additional responsibilities of academic staff on regular attendance and participation at professional workshops in the management of Nigerian Universities, the agreement indicated that, due to engagement with additional responsibilities, one could not have time to attend professional workshops. Others agreed that, sometimes an academic staff delegate his colleagues or senior students to represent him at conferences, and workshops, being occupied with additional responsibilities makes an academic staff not have interest to attend any professional workshops, however, it makes an academic staff to attend professional workshops at late hours and sometimes he leave before the closing date of workshops.

Similarly, it was agreed by generality of the four groups of respondents that, additional responsibilities, sometimes causes one stress and sleep during the workshops period, being occupied with additional responsibilities, one present very scanty information and unreliable facts during the professional workshops and majority of the respondents were of the opinion that being occupied with additional responsibilities, makes an academic staff to send his papers for publications and conferences fees only.

In hypothesis 6, opinions of respondents were sought on the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities.

It was revealed and agreed by respondents that, being occupied with additional responsibilities, makes an academic staff not to make any reference to the last lesson, it makes one not to ask students whether they have understood the lesson or not, it makes an academic staff not to measure the extent to which students have followed, and mastered, the proceedings and content of the lesson respectively, it makes one difficult for him to identify students' strength and weaknesses and makes one difficult to think about what has been done rightly or wrongly during the first concluded lesson.

However, opinions of respondents with regard to the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian University, in each of the six geo-political zones and universities in Nigeria revealed that respondents agreed with one another. For example, respondents in Ahmadu Bello University, Zaria and Lagos state university, and majority of the universities belong to North-West Zone and North-East Zones of Nigeria seemed to share similar view concerning the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities.

Hypothesis seven, which solicited the opinions of respondents with regard to impact of additional responsibilities of academic staff on Time Management in the Management of Nigerian Universities revealed that respondents in certain universities agreed with one another. For instance, respondents in Bayero University, Kano and Bauchi University of Science and Technology seemed to share similar view concerning

additional responsibilities of academic staff on time management in the management of Nigerian Universities. The opinions of respondents in South-South and South-West geo-political zones seemed to be the same.

Similarly, the opinion of the University Directors, tallied with those of Heads of Department. Generally speaking, majority of the respondents agreed that, being occupied with additional responsibilities, it is difficult for an academic staff to restore his time when it has passed, being occupied with additional responsibilities, it makes one not to use time effectively. Indeed, being occupied with additional responsibilities could not allow one to make a daily or weekly plan in order to avoid or eliminate problems that may arise later, being occupied with additional responsibilities, could makes an academic staff to waste too much time on personal phone calls or receiving them, could not allow one to plan his work properly, could make one not complete his work on schedule, so that other tasks could be undertaken.

Nevertheless, majority of respondents agreed that, being occupied with additional responsibilities, could make one not use time well for completion his lecture period, could make an academic staff difficult to allocate time for his numerous tasks, could make an academic staff difficult to establish routine for meetings and being occupied with additional responsibilities, could make an academic staff come to lectures late.

In hypothesis eight, respondents were asked to give their opinions on the impact of additional responsibilities of academic staff on management of change in the management of Nigeria Universities. The findings revealed that respondents shared similar opinions as follows: being occupied with additional responsibilities, could not make one plan to take action on change, being occupied with additional responsibilities,

makes one difficult to control the direction by influencing in some way the outcome of changes, being occupied with additional responsibilities, makes one difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred, being occupied with additional responsibilities, makes one difficult to influence result arising from changes instead of waiting to survive the effects and consequences of change, and being occupied with additional responsibilities, reduces one's extensive patience, emotional stability, self restraint and control in dealing with students'.

Similarly, consensus of opinions was made among the four sets of respondents that, being occupied with additional responsibilities, affects the condition of one's mind before hand to accept any change when it does occur, being occupied with additional responsibilities, makes an academic staff hard to draw up a plan by taking decisions as to appropriate course of action, being engaged with additional responsibilities, it makes an academic staff not to stand as innovator and cause changes both in objectives, structure and techniques of the University system.

In hypothesis nine, it was demanded of respondents to give their opinions on the impact of additional responsibilities of academic staff on teaching and learning in the management of Nigerian universities. The findings from responses of the four categories of respondents indicate agreement on their opinions. The respondents opinions seemed to unanimously agreed that: the present additional responsibilities, deters an academic staff from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate, engagement with additional responsibilities, makes an academic staff not to allow his students to reach outcomes in different ways, the present

additional responsibility, deters an academic staff from arranging the students and resource in his department, being occupied with additional responsibilities, makes it difficult for academic staff to outline essential ideas on the chalkboard during a lesson and being occupied with additional responsibilities demoralizes an academic staff.

Similarly, it was agreed by generality of the four groups of respondents that, being engagement with additional responsibilities, could not allow academic staff to make use of good instructional time and inspires students to do well and to know more, being occupied with additional responsibilities, could make an academic staff difficult to be passionate, love learning and continue to seek out new sources of information, additional responsibilities, disable an academic staff to adapt to instructional situation and handle any situations that comes positively, if an academic staff engaged with additional responsibilities, he could not use suitable methods that involve students interactivity and values diversity, and being occupied with additional responsibilities could make an academic staff not have time to motivate his students to reach their fullest potential.

Respondents in hypothesis ten were asked to respond on the impact of additional responsibilities of academic staff on problem-solving in the management of Nigerian Universities. It was revealed that majority of respondents agreed on their opinions on the impact of additional responsibilities of academic staff on problem-solving as in the following ways: being occupied with additional responsibilities, makes an academic staff in Nigerian universities difficult to employ the usage of time tested methods of teaching, being engaged with additional responsibilities, makes an academic staff difficult to employ a variety of approaches in his teaching, if an academic staff engaged with additional responsibilities, he cannot teach his students to be creative and inventive, being

engaged with additional responsibilities, could make an academic staff difficult to identify his students' strengths and weaknesses in problem-solving, being engaged with additional responsibilities, makes an academic staff difficult to know whether students are moving satisfactorily toward the learning outcomes, being engaged with additional responsibilities, makes an academic staff not to inspire his students to solve their learning problems, being engaged with additional responsibilities, makes an academic staff difficult to recognize and analyze the problem, being engaged with additional responsibilities, makes an academic staff difficult to work out alternative solutions, being engaged with additional responsibilities, makes an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving, and being engaged with additional responsibilities, makes an academic staff difficult to advise students on academic work.

4.7 Summary of Hypotheses Testing

The research was organized and arranged to study in details assessment of the impact of additional responsibilities of academic staff on the management of Nigerian Universities. The subjects used in conduct of the research were University Directors, Deans of Faculties, Heads of Departments and Examination Officers.

The statistics used for the research were simple mean scores, frequencies and percentages to give general description of the data obtained. One-way analysis of variance (ANOVA) statistical method was adopted to determine the opinion of each of the four groups on issues raised in the study. To determine or ascertain the relatedness or similarity in respondents' opinions, Sheffe'smultiple range statistical procedure was applied. However, statistical tests employed in the analysis of data obtained from

respondents and used in testing statistical significance of the ten hypotheses were the following:

- The analysis of variance (ANOVA)
- Scheffe multiple range procedure test

The summary and results of the tests of ten hypotheses are identified in table 4.7.1 and 4.7.2:

TABLE 4.7.1: Summary of the Ten Null Hypotheses Tested for the study.

S.N	Ho	Statistical Test	Result	Level of Sig.	Prob.	Conclusion
1.	There is no significant difference in the opinions of the respondents on decision making in the management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.841	0.05	0.841	The computed probability is 0.841. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
2.	There is no significant difference in the opinions of respondents on communication in the management of Nigerian Universities.	Analysis of variance (ANOVA)	Probability level is 0.109		0.109	The computed probability is 0.109. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
3.	There is no significant difference in the opinions of respondents with regards to writing papers for publications in the Management of Nigerian Universities.	Analysis of Variance (ANOVA) and Scheffe's test	Probability level is 0.002		0.002	The computed probability is 0.002. This is below the 0.05 significant level set for the study. With this, there is significance difference. Therefore, the hypothesis is rejected to mean significant difference existed in the opinions of the respondents.
4.	There is no significant difference in the opinions of respondents on supervision, evaluation and assessment of students' project in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.808		0.808	The computed probability is 0.808. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
5.	There is no significant difference in the opinions of respondents on regular attendance/participation at professional workshops in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.995		0.995	The computed probability is 0.995. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
6.	There is no significant difference in the opinions of respondents on reflective thinking in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.995		0.995	The computed probability is 0.995. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
7.	There is no significant difference in the opinions of respondents on time management in the Management of Nigerian Universities.	Analysis of Variance (ANOVA) and Scheffe's test	Probability level is 0.037		0.037	The computed probability is 0.037. This is below the 0.05 significant level set for the study. With this, there is significance difference. Therefore, the hypothesis is rejected to mean significant difference existed in the opinions of the respondents.
8.	There is no significant difference in the opinions of respondents on management of change in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.106		0.106	The computed probability is 0.106. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
9.	There is no significant difference in the opinions of respondents on teaching and learning in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.125		0.125	The computed probability is 0.125. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.
10.	There is no significant difference in the opinions of respondents on problem solving in the Management of Nigerian Universities.	Analysis of Variance (ANOVA)	Probability level is 0.520		0.520	The computed probability is 0.520. This is higher than the 0.05 significant level set for the study. With this, there is no significance difference. Therefore, the hypothesis is retained to mean that there is no significant difference existed in the opinions of the respondents.

Table 4.7.2: Result of Test of Hypotheses

		Sum of Squares	df	Mean Square	F	Sig.
Decision	Between Groups	36.090	3	12.030	.278	.841
	Within groups	47343.709	1096	43.197		
	Total	**47379.799**	**1099**			
Communication	Between groups	211.700	3	70.567	2.023	.109
	Within groups	38229.735	1096	34.881		
	Total	**38441.345**	**1099**			
Publications	Between groups	523.575	3	174.525	5.086	.002
	Within groups	37606.980	1096	34.313		
	Total	38130.555	1099			
Supervision	Between groups	39.652	3	13.217	.323	.808
	Within groups	44780.969	1096	40.859		
	Total	44820.622	1099			
Regular	Between groups	3.196	3	1.065	.023	.995
	Within groups	51300.400	1096	46.807		
	Total	51303.596	1099			
Reflective	Between groups	3.196	3	1.065	.023	.995
	Within groups	51300.400	1096	46.807		
	Total	51303.596	1099			
Time	Between groups	328.547	3	109.516	2.835	.037
	Within groups	42336.925	1096	38.629		
	Total	42665.472	1099			
Management	Between groups	287.314	3	95.771	2.041	.106
	Within groups	51433.191	1096	46.928		
	Total	51720.505	1099			
Teaching	Between group	233.001	3	77.667	1.916	.125
	Within groups	44431.431	1096	40.540		
	Total	44664.432	1099			
Problem	Between groups	118.784	3	39.595	.755	.520
	Within groups	57487.085	1096	52.452		
	Total	57605.869	1099			

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study covers five chapters. The introduction of the study comprising of the background to the study, statement of the problems, objectives, research questions and hypotheses. Ten objectives, research questions and null hypotheses were formulated. The statements of the problem were stated to reflect the assessment of the impact of additional responsibilities of academic staff on the management of Nigerian Universities. The scope of the study were equally stated in chapter one.

Relevant literature was reviewedin order to establish a theoretical framework for the study. Areas reviewed included defining such concepts of management in organization, the university management its composition and roles, concepts of responsibility in organization, the issue of additional responsibility and staff output, the historical development of Nigerian Universities, rank of staff and workload in Nigerian Universities, the impact of additional responsibilities of academic staff on communication, effective supervision of students academic work, capability to attend professional workshops, reflective thinking and influence on time management in the management of Nigerian Universities and so on. Empirical studies relevant to the study were also examined.

The central focused on the research methodology used. The descriptive survey method was the design chosen for the study. Generally, thirty seven (37) out of the one hundred and twenty four (124) universities in Nigeria (as at the time of the study) were sampled. Thirty percent (30%) sampling recommendation (Aderounmu, 1985) was

adopted to arrive at the thirty seven sampled universities both federal, state and private owned selected. However, the thirty seven universities covered the six-geo-political zones of the country.

The researcher presented, analyzed and discussed the data collected from the opinions of respondents from the thirty seven universities sampled for the study. The presentation and analysis of data began with the Bio-data of respondents followed by those of their opinions. The results gathered from the four sets of respondents (Universities Directors, Deans of Faculties, Heads of Departments and Examination Officers) were analyzed in frequencies and percentages finally tabulated. For statistical test, the Analysis of Variance (ANOVA) was used due to the multiple number of variables involved in the study, however Scheffe's test was used to determine the level of significant differences recorded in the opinions of respondents. The ten null hypotheses formulated in chapter one and tested in chapter four, eight of ten were accepted however, only two were rejected.

In chapter five, conclusion and recommendations were outlined.

5.2 Conclusion

In line with findings of this study, it could be concluded that: Being occupied with additional responsibilities, it makes an academic staff difficult to have time to take decision on important areas related to assessment, and evaluation of students' performance, it is difficult for academic staff to assess and select the best alternative whenever there is problem at stake, it makes ones loose focus in identifying the alternative actions and solutions, it makes one not to implement and measure the results, it makes one not to have time to process and make the best choice out of many other

conflicting pressing alternatives, it makes one not to solve problems and affect the achievement of the goals and objectives of the university, it makes one difficult to take decision on important areas of his work and could not have time to make things to happen or not, it makes an academic staff not to recognize and define the problems or issues at all.

The study further identified the following problems on the impact of additional responsibilities of academic staff on communication in the management of Nigerian universities: Being engaged with additional responsibilities, could not make an academic staff to motivate his students communication skills, it could not provide a release for the emotional expression of feelings and for fulfillment of social needs, it is difficult for an academic staff to produce books, novels and magazines and have often resulted into unorganized and erractic information in the publication.

In the issue of the opinions of respondents on the impact of additional responsibilities of academic staff on ability to write papers for publications in the management of Nigerian universities, the researcher concluded that: additional responsibilities, could not allow an academic staff to write adequate journal publications required for his promotion and this could also affect his academic output in the management of Nigerian Universities, could prefer one to shelve off his research writing until the pressure of work eases out, could make an academic staff not have adequate time to concentrate in research writing, could not allow an academic staff to mount research programmes, projects and professional chairs in Nigerian Universities, could make one to request the authority to reduce the minimum number of journal publications

required for his promotion and could not make an academic staff to produce international papers for publications.

In the aspects of the opinions of respondents on the impact of additional responsibilities of academic staff on prompt supervision, evaluation and assessment of students' academic work in the management of Nigerian Universities, the researcher discovered that, additional responsibilities, makes an academic staff not monitor the development and progress of his students promptly, makes one not analyze his students work including take home assignments and tests, makes one not assess the degree to which the objectives of his lesson have been achieved, makes one not determine techniques to teach effectively, administer aptitude and achievement tests to his students promptly, find out the ability and needs of the students and success with which contents was presented, it could prevent an academic staff from effective appraisal of his students progress, could often make an academic staff saddled with responsibilities of attending meetings, thus making him not to be prompt in the assessment of his students and finally makes an academic staff to delegate his senior students and colleagues to record students examination or continuous assessment, indeed, it could not make one not finish marking and assessing his students' work on time.

In the opinions of respondents on the impact of additional responsibilities of academic staff on regular attendance and participation at professional workshops in the management of Nigerian Universities, the researcher concluded that: due to engagement with additional responsibilities, one could not have time to attend professional workshops, could sometimes make one to delegate his colleagues or senior students to represent him at conferences and workshops, makes an academic staff not have interest to

attend any professional workshops, it makes an academic staff to attend professional workshops at late hours and sometimes he leave before the closing date of workshops, sometimes causes an academic staff stress and sleep during the workshops period, makes one to present very scanty information and unreliable facts during the professional workshops and it makes an academic staff to send his papers for publications and conferences fees only.

In the opinions of respondents on the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities, one could conclude that: being occupied with additional responsibilities, it makes an academic staff not to make any reference to the last lesson, it makes one not to ask whether they have understood the lesson or not, it makes an academic staff not to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively, it makes one difficult to identify students' strength and weaknesses and it makes one difficult to think about what has been done rightly or wrongly during the first concluded lesson, and the issue of opinions of respondents with regard to the impact of additional responsibilities of academic staff on reflective thinking in the management of Nigerian Universities, in each of the six-geo-political zones and universities in Nigeria, revealed that, respondents agreed with one another.

In the opinions of respondents on the impact of additional responsibilities of academic staff on time management in the management of Nigerian Universities, the researcher however, concluded that, being occupied with additional responsibilities, makes an academic staff difficult to restore his time when it has passed, it makes one not use time effectively, it could not allow one to make a daily or weekly plan in order to

avoid or eliminate problems that may arise later, it makes one to waste too much time on personal phone calls or receiving them and could not allow one to plan his work properly, indeed it could make one not complete his work on schedule so that other tasks could be undertaken, it could make one not use time well for completion of his lecture period, it could make an academic staff difficult to allocate time for his numerous tasks, it could make one difficult to establish routine for meetings and could make an academic staff come to lectures late.

In the opinions of respondents on the impact of additional responsibilities of academic staff on management of change in the management of Nigerian Universities, the researcher concluded that, being occupied with additional responsibilities, could not make an academic staff plan to take action on change, it makes one difficult to control the direction by influencing in some way the outcome of changes, it makes one difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred, it makes one difficult to influence result arising from changes instead of waiting to survive the effects and consequences of change, it reduces one's extensive patience, emotional stability, self restraint and control in dealing with students', it affects the condition of an academic staff mind before hand to accept any change when it does occur, it makes an academic staff hard to draw up a plan by taking decisions as to appropriate course of action, it makes an academic staff not to adapt to change, and it makes an academic staff not to stand as innovator and cause changes both in objectives, structure and techniques of the university system.

In the opinions of respondents on the impact of additional responsibilities of academic staff on teaching and learning in the management of Nigerian Universities,

thus, the researcher identified that the present additional responsibilities, deters an academic staff from planning each lesson well and anticipating where questions, explanations, and feedback will be appropriate, it makes an academic staff not to allow his students' to reach outcomes in different ways, it deters an academic staff from arranging the students and resources in his department, it makes one difficult to outline essential ideas on the chalkboard during a lesson, it demoralizes an academic staff, it could not allow an academic staff to make use of good instructional time and inspires students to do well and to know more, it could make one difficult to be passionate, love learning and continue to seek out new sources of information, it disable an academic staff to adapt to instructional situation and handle any situation that comes positively, it makes one not use to suitable methods that involve students interactivity and values diversity, and it makes an academic staff not have time to motivate his students to reach their fullest potential.

Finally, in the opinions of respondents on the impact of additional responsibilities of academic staff on problem-solving in the management of Nigerian Universities, the researcher here, concluded that, being occupied with additional responsibilities, it makes an academic staff in Nigerian Universities difficult to employ the usage of time tested methods of teaching, it makes an academic staff difficult to employ a variety of approaches in his teaching, it makes one not teach his students to be creative and inventive, it makes an academic staff difficult to identify his students' strength and weaknesses in problem-solving, it makes an academic staff difficult to know students are moving satisfactorily toward the learning outcomes, it makes an academic staff not to inspire his students to solve their learning problems, it makes an academic staff difficult

to recognize and analyze the problems, it makes an academic staff difficult to work out alternative solutions, it makes an academic staff difficult to contribute skills in differentiating among types of decision for problem-solving, and it makes an academic staff difficult to advise students on academic work.

5.3 Recommendations

1. On the basis of the findings and conclusions of this study, the following tips are recommended for government, academic staff, University Management, and other authorities concerned for consideration in dealing with additional responsibilities of academic staff in Nigerian Universities. Nigerian Universities Management and other authorities concerned should avoid given too much additional responsibilities or excess work load for some of the following reasons:

i. It reduces one's extensive patience, emotional stability, self restraint, and control in dealing with students in Nigerian Universities.

ii. It makes him/her difficult to assess and select the best alternatives whenever there is problem at stake.

iii. It makes oneto loose focus in identifying the alternative actions and solutions.

iv. It makes him/her to be saddled with responsibilities of attending meetings, thus making him/her not to be prompt in the assessment of his students.

v. It makes him/her to delegate his senior students and colleagues to record students examination or continuous assessment and sometime it makes him or her not finish marking and assessing students' work on time.

vi. It makes him/her to loose focus in identifying the alternative actions and solutions and not have time to process and make the best choice out of many other conflicting pressing alternatives.

2. Since, Nigerian Universities are plagued with acute shortage of academic staff, as it has been outlined in (Blue Print No. 320 of November, 2012) that, only 37,504 lecturers are employed to teach in the nation's public universities. Therefore it is suggested that more academic staff should be employed so as to avoid too much giving additional responsibilities to lecturers in Nigerian Universities.
3. The Universities management should reduce the minimum number of journal publications required for all academic staff involved with additional responsibilities.
4. The University Management should reduce the number of courses taught by any lecturer that been assigned with any additional responsibilities, thus this could make him easy to find out students' strength and weaknesses and think about what has been done rightly or wrongly during the first concluded lesson.
5. The Universities Management should reduce the number of enrolment of student admitted every year or else to produce more classrooms/lecture theatres and lecturers so as to makes an academic staff use of good instructional time and inspires students to do well and to know more. Indeed, it could make an academic staff easier to use suitable methods that involve students interactivity and values diversity in the classroom.
6. The universities management are expected to be influencing results arising from changes instead of waiting to survive the effects and consequences of change.

7. The universities management should draw up plans to get there by taking decisions so as to appropriate courses of actions, implementing plans, monitoring results and giving feedback to the major actors and beneficiaries involved.
8. The universities management should take note of the following into account in assigning responsibilities to lecturers.
    a. His teaching qualifications, experience and previous training
    b. The number of students and lessons to be taught daily or weekly.
    c. The amount of preparation required
    d. The length of class periods and
    e. The nature of the subject taught with the amount of time required for assessing students' work.
    f. Conferences and workshops should be organized by the universities management in order to mobilize and socialize new lecturers and those carrying out additional responsibilities.

5.4 Recommendations for Further Research

From the findings and conclusions of this study, the following areas need further research:

1. There is the need for further research on impact of excess work load of lecturers on the students' academic performance in Nigerian Universities.
2. Considering the importance of academic staff welfare, there is the need for further research on the assessment of the impact of academic staff stress on the management of Nigerian Universities.

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APPENDIX A

LETTER OF INTRODUCTION FOR DATA COLLECTION FROM THE NIGERIAN UNIVERSITIES COMMISSION (NUC) HEADQUARTERS ABUJA

AHMADU BELLO UNIVERSITY, ZARIA

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Our Ref: DE/S.25

Date: 23/2/2012

THE EXECUTIVE SECRETARY
NIGERIAN UNIVERSITIES
COMMISSION ABUJA.

National Universities Commission Abuja
RECEIVED
12 SEP 2012
Sign
Executive Secretary's Office

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Musa, Idris, with Registration Number Ph-D/EDUC/1001/2007/2008, is a student in this department. He /~~She~~ is carrying out research, being part of requirement for graduation, in EDUCATIONAL ADMINISTRATION AND PLANNING. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is ASSESSMENT OF THE IMPACT OF ADDITIONAL RESPONSIBILITIES OF ACADEMIC STAFF ON THE MANAGEMENT OF NIGERIAN UNIVERSITIES

NB: Pls, the information ~~for~~ been required is contained in the attached paper.

Thanks in anticipation of your kind response.

Yours sincerely,

23/2/2012

Dr. Bashir Maina
Head of Department

APPENDIX B

LETTER OF REQUEST TO FILL THE QUESTIONNAIRE

Department of Educational Foundation and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.

Date:----------

Dear Sir/Madam,

ASSESSMENT OF THE IMPACT OF ADDITIONAL RESPONSIBILITIES OF ACADEMIC STAFF ON THE MANAGEMENT OF UNIVERSITIES IN NIGERIA

The researcher is a lecturer and a Postgraduate student of Educational Administration and Planning Section, Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria. He is currently undertaking a Ph.D Dissertation on "assessment of the Impact of Additional Responsibilities of Academic Staff on the Management of Nigerian Universities".

Please, you are expected to respond frankly responses to issues raised in the questionnaire by ticking [√] against your choice, strongly agree [SA], agree [A], Undecided [UN], Disagreed [DA] and strongly disagreed [A]. The responses will be purely used for academic purposes.

Thank you for your cooperation,

Musa Idris

QUESTIONNAIRE

ASSESSMENT OF THE IMPACT OF ADDITIONAL RESPONSIBILITIES OF ACADEMIC STAFF ON THE MANAGEMENT OF UNIVERSITIES IN NIGERIA

The aim of this study is to determine the impact of additional responsibilities of academic staff on his basic primary assignment in the Management of Nigerian Universities and further, identify whether additional responsibilities given to academic staff could affect their job performance on the Management of Nigerian Universities.

Please mark [√] in the space provided, against the option which best represents your view.

SECTION "A" BIO DATA

1. **Respondent's University:**

North Central:-

i. University of Abuja ☐
ii. Federal University, Keffi, Nasarawa State ☐
iii. Benue State University, Makurdi ☐
iv. Nasarawa State University, Keffi ☐
v. Al-Hikima University, Ilorin, Kwara State ☐
vi. University of Mker, Benue State ☐

North East:-

i. Abubakar Tafawa Balewa University ☐
ii. Federal University of Technology, Yola, Adamawa State ☐
iii. Adamawa State University, Mubi ☐
iv. Gombe State University, Gombe ☐
v. Abti American University, Yola ☐

North West:-

i. Ahmadu Bello University, Zaria ☐
ii. Bayero University, Kano ☐
iii. Kano State University of Science and Technology, Wudil ☐

South East:-

i. University of Nigeria, Nsukka ☐
ii. Imo State University, Owerri ☐
iii. Enugu State University of Science and Technology ☐
iv. Madonna University, Okiya, Anambra State ☐
v. Caristas University, Amorji-nke, Enugu State ☐

South South:-

i. University of Port-Harcourt, River State ☐
ii. University of Benin, Benin City ☐
iii. Ambrose Alli University, Edo State, Ekpoma ☐
iv. Rivers State University of Science and Technology, PortHarcourt ☐
v. Igbinedeon University, Okada, Edo State ☐
vi. Benson Edahosah University, Benin City ☐
vii. Novena University, Iogume, Delta State ☐

South West:-

i. University of Ibadan, Oyo State ☐
☐
☐
☐
☐

ii. University of Lagos, Lagos State
iii. Lagos State University, Ojo, Lagos State
iv. Olabisi Onabanyo University, Agoiwoye, Ogun State
v. Cetep City University, Lagos, Lagos State
vi. Pan-African University, Lagos, Lagos State ☐
vii. Ajayi Crowther University, Oyo State ☐
viii. Redeemers University, Mowe, Lagos State ☐
ix. Convent University, Otta, Ogun State ☐
x. Babcock University, Ilishan Remo, Ogun State ☐
xi. Bowen University, Iwo, Osun State ☐

2. **Respondent's Status:**

i. University Director [ ] (ii). Deans of Faculties [ ]

Heads of Departments [ ] (iii) Examination Officers [ ]

3. **Gender:**

i Male [ ] (ii) Female [ ]

4. Faculty: Please specify_____

5. Department: Please specify_____

6. University type (a) Federal Government owned [ ]

(b) State Owned [ ] (c) Private [ ]

7. Age of Respondent: (a) 23 – 27 [ ] (b) 28 - 32 years [ ] (c) 33 – 37 years [ ]

(d) 38 – 42 years [ ] (e) 43 – 47years [ ] (f) 48 years and above [ ]

8. Highest Academic Qualification (i) Ph.D/Dr. [ ] [ ]

(ii) M.A/M.ED/M.Sc/LLM/MLs [ ] [ ] [ ] [ ]

(iii) B.A/B.ED/B.A. ED/B.Sc [ ] [ ] [ ] [ ]

9. Rank: (i) Professor [ ] (ii) Reader [ ] (iii) Senior Lecturer [ ]

(iv) Lecturer I [ ] (v) Lecturer II [ ] (vi) Assistant Lecturer [ ]

(vii) Graduate Assistant [ ]

10. Geo-political Zone: (a) North – Central [ ] (b) North – East [ ]

(c) North – West [ ] (d) South – East [ ]

(e) South – South [ ] (f) South – West [ ]

SECTION B

Items	Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on decision-making in the Management of Nigerian Universities	SA	A	U	D	SD
11.	Once engaged with additional responsibilities, I donot have time to take decision on important areas related to assessment and evaluation of students' performances.					
12.	Being occupied with additional responsibilities makes it difficult for me to assess and select the best alternatives whenever there is problem at stake.					
13.	Engagement with additional responsibilities boosts my ego to examine the nature of the issues or problems at stake.					
14.	Being engaged with additional responsibilities makes me loose focus in identifying the alternative actions and or solutions.					
15.	Being engaged with additional responsibilities makes me not to implement and measure the results.					
16.	Once engaged with additional responsibilities, I do not have time to process and make the best choice out of many other conflicting pressing alternatives.					
17.	Being occupied with additional responsibilities, I cannot solve problems and affect the achievement of the goals and objectives of the University.					
18.	Being occupied with additional responsibilities, makes it difficult for me to take decision on important areas of my work like assessment and evaluation of students' performances.					
19.	Once engaged with additional responsibilities, I do not have time to make things to happen or not happen.					
20.	Being occupied with additional responsibilities it makes me not to recognize and define the problems or issues.					

Items	Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on Communication in the Management of Nigerian Universities.	SA	A	U	D	SD
21.	Being engaged with additional responsibilities, it helps me to control the behaviour of my students.					
22.	Being engaged with additional responsibilities, it helps me to motivate my students in the Universities.					
23.	Being engaged with additional responsibilities, it provides a release for the emotional expression of feelings and for fulfillment of social needs.					
24.	Being occupied with additional responsibilities, it makes me to interchange facts, thoughts, value judgments and opinions.					
25.	Being engaged with additional responsibilities, it allows me to receive urgent information from the top management.					
26.	Being occupied with additional responsibilities, it enables me to communicate effectively with all levels of University Management.					
27.	Being occupied with additional responsibilities, it enables me to steer meetings for decision-making and problem-solving on University matters.					
28.	Being engaged with additional responsibilities, it enables me to prepare reports, records and develop proposals.					
29.	Being engaged with additional responsibilities, it enables me to have skills in gathering, analyzing and interpreting data and information on school matters.					
30.	Being engaged with additional responsibilities, it enables me to have					

	substantial experience and training in oral and written presentations with proven writing skills.					

Items	Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on ability to write papers for publications in the Management of Nigerian Universities.	SA	A	U	D	SD
31.	Additional responsibilities may not allow me to write adequate journal publications required for my promotion and this affects my academic output in the management of Nigerian Universities.					
32.	Due to my engagement with additional responsibilities, I prefer to shelve off my research writing until the pressure of work eases out.					
33.	Due to my engagement with additional responsibilities, I cannot have adequate time to concentrate in research writing.					
34.	Being occupied with additional responsibilities, I will not be able to mount research programmes, projects and professorial chairs in Nigerian Universities.					
35.	Due to engagement with additional responsibilities, I may wish the authority to reduce the minimum number of journal publications required for my promotion.					
36.	Being occupied with additional responsibilities, I find it so difficult to produce an extensive empirical paper for publications.					
37.	Engagement with additional responsibilities makes me not to produce international papers for publications.					
38.	Being occupied with additional responsibilities, I find it very difficult to produce publications.					
39.	Additional responsibilities have often resulted into unorganized and erratic information in the publications.					
40.	Due to my engagement with additional responsibilities, I often have no time to follow the right procedure of research for publications.					

Items	Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on prompt supervision, evaluation and assessment of students' academic work in the Management of Nigerian Universities.	SA	A	U	D	SD
41.	Being occupied with additional responsibilities, I cannot monitor the development and progress of my students promptly.					
42.	Due to engagement with additional responsibilities, I cannot analyze my students work including take home assignments and tests.					
43.	Due to engagement with additional responsibilities, I cannot assess the degree to which the objectives of my lesson have been achieved.					
44.	Being occupied with additional responsibilities, I cannot determine, evaluate and refine my instructional techniques to teach effectively.					
45.	Being occupied with additional responsibilities, I often do not administer aptitude and achievement tests to my students promptly.					
46.	Additional responsibilities may not allow me to find out the ability and needs of the students and success with which contents was presented.					
47.	Engagement with additional responsibilities can prevent my effective appraisal of the student's progress.					
48.	Being occupied with additional responsibilities, I am often saddled with responsibilities of attending meetings thus making me not to be prompt in					

	the assessment of my students.					
49.	Being occupied with additional responsibilities, I some time delegate my senior students and colleagues to record students examination and continuous assessment.					
50.	Due to engagement with additional responsibilities I cannot finish marking and assessing my students work on time.					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on regular attendance/participation at professional workshop[s in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
51.	Due to engagement with additional responsibilities, I do not have time to attend professional workshops.					
52.	Sometimes, I delegate my colleagues or senior students to represent me at conferences and workshops.					
53.	Being occupied with additional responsibilities I don't have interest to attend any professional workshops.					
54.	Being occupied with additional responsibilities, I attend professional workshops at late hours.					
55.	Sometimes, I leave before the closing date of workshops.					
56.	Additional responsibilities sometimes causes me stress and sleepy during the workshops period.					
57.	Being occupied with additional responsibilities, I present very scanty information and unreliable facts during the professional workshops.					
58.	Being occupied with additional responsibilities, I can only send my papers for publications and conference fees only.					
59.	Being occupied with additional responsibilities, I sometimes feel like not to comeback on time from any professional workshopor conference I have attended.					
60.	Being occupied with additional responsibilities, I may not have the determination and courage to attend professional workshops.					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on reflective thinking in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
61.	Being occupied with additional responsibilities, it enables me not to make reference to the last lesson.					
62.	Being engaged with additional responsibilities it makes me not to ask students if they have understood the lesson.					
63.	Being engaged with additional responsibilities, it makes me not to measure the extent to which students have followed and mastered the proceedings and content of the lesson respectively.					
64.	Being engaged with additional responsibilities, it makes it difficult for me to identify students' strengths and weaknesses.					
65.	Being engaged with additional responsibilities, I find it difficult to think about what has been done rightly or wrongly during the first concluded lesson.					
66.	Being occupied with additional responsibilities, it makes it difficult to pin-point an area of activity which may seek to be evaluated and provide information about it.					

67.	Being engaged with additional responsibilities, it is difficult to pass judgment on the quality of the activity in relation to the criteria set.					
68.	Due to my engagement with additional responsibilities, it is difficult to become a reflective practitioner in the teaching – learning enterprise.					
69.	Being engaged with additional responsibilities, it diminishes my morale in articulating and examining the assumption under my teaching.					
70.	Being engaged with additional responsibilities, it is difficult to look at the material, ideological constraints and encouragements embedded in the classroom.					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on Time Management in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
71.	Being occupied with additional responsibilities, it is difficult to restore my time since it has passed.					
72.	Being occupied with additional responsibilities, it makes me not to use time effectively.					
73.	Being occupied with additional responsibilities, I cannot make a daily or weekly plan in order to avoid or eliminate problems that may arise later.					
74.	Being occupied with additional responsibilities, it makes me to waste too much time on personal phone calls or receiving them.					
75.	Due to engagement with additional responsibilities, I cannot plan my work properly.					
76.	Being` occupied with additional responsibilities, I cannotattend my work on schedule, so that other tasks could be undertaken.					
77.	Being occupied with additional responsibilities. I cannot use time well for completion of my lecture period.					
78.	Being occupied with additional responsibilities, it is difficult for me to allocate time for my numerous tasks.					
79.	Being occupied with additional responsibilities, it is difficult for me to establish routine for meetings.					
80.	Being occupied with additional responsibilities it makes me come to lectures late.					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on management of change in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
81.	Being occupied with additional responsibilities, I could not plan to take action on change.					
82.	Being occupied with additional responsibilities, it is difficult to control the direction by influencing in some way the outcome of changes.					
83.	Being occupied with additional responsibilities, it is difficult to apply management principle at all available procedures and techniques to changes that are to occur or that have occurred.					
84.	Being occupied with additional responsibilities, it is difficult for me to influence result arising from changes instead of waiting to survive the effects and consequences of change.					
85.	Being occupied with additional responsibilities, it reduces my extensive patience, emotional stability, self restraint and control, in dealing with students					

86.	Being occupied with additional responsibilities, it affects the condition of my mind before hand to accept any change when it does occur.					
87.	Being engaged with additional responsibilities, it is hard for me to draw up a plan by taking decisions as to appropriate course of action.					
88.	Being engaged with additional responsibilities, it makes me not to adapt to change.					
89.	Being engaged with additional responsibilities, it makes me not to stand as innovator and cause changes both in objectives, structure and techniques of the University system.					
90	Being engaged with additional responsibilities, it makes me to adapt with environment					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on teaching and learning in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
91.	My present additional responsibility deters me from planning each lesson well and anticipating where questions, explanations and feedback will be appropriate.					
92.	Engagement with additional responsibilities makes me not to allow my students to reach outcomes in different ways.					
93.	My present additional responsibility deters me from arranging the students and resources in my department.					
94.	Being occupied with additional responsibilities, it is difficult for me to outline essential ideas on the chalkboard during a lesson.					
95.	Being occupied with additional responsibilities demoralizes me.					
96.	Due to engagement with additional responsibilities, I do not make good use of instructional time and inspires students to do well and to know more.					
97.	Being occupied with additional responsibilities, it is difficult for me to be passionate, love learning and continue to seek out new sources of information.					
98.	Additional responsibilities disable me to adapt to instructional situation and handle any situation that comes positively.					
99.	Once engaged with additional responsibilities, I do not use suitable methods that involve student interactivity and values diversity.					
100.	Being occupied with additional responsibilities, I have no time to motivate my students to reach their fullest potential.					

Items	**Opinions of respondents on the Impact of Additional Responsibilities of Academic Staff on problem – solving in the Management of Nigerian Universities.**	**SA**	**A**	**U**	**D**	**SD**
101.	Being occupied with additional responsibilities it makes it difficult to employ the usage of time tested methods of teaching.					
102.	Being engaged with additional responsibilities, it is difficult to employ a variety of approaches in my teaching.					
103.	Once engaged with additional responsibilities I cannotteach my students to be creative and inventive.					
104.	Being engaged with additional responsibilities, it is difficult for me to identify my students' strengths and weaknesses in problem solving.					
105.	Being engaged with additional responsibilities it makes it difficult to					

	know whether students are moving satisfactorily toward the learning outcomes.					
106.	Being engaged with additional responsibilities cannot make to inspire my students to solve their learning problems.					
107.	Being engaged with additional responsibilities, it is difficult for me to recognize and analyze the problem.					
108.	Being engaged with additional responsibilities, it is difficult for me to work out alternative solutions.					
109.	Being engaged with additional responsibilities, it is difficult for me to contribute skills in differentiating among types of decision for problem – solving.					
110.	Being engaged with additional responsibilities it is difficult for me to advise students on academic work.					

APPENDIX C

LIST OF NIGERIAN UNIVERSITIESAND YEAR OF ESTABLISHMENT AS AT 10TH SEPTEMBER, 2012

Name of Universities	Year of Establishment
1. University of Ilorin, Kwara state	1975
2. University of Jos, Plateau State	1975
3. Federal University of Technology Minna, Niger State	1982
4. University of Abuja, Abuja FCT	1988
5. University of Agriculture, Makurdi, Benue State	1988
6. National Open University, Abuja, Abuja FCT	2002
7. Federal University, Lokoja, Kogi State	2011
8. Federal University, Lafia, Nasarawa State	2011
9. University of Maiduguri, Borno State	1975
10. Federal University of Technology, Yola, Adamawa State	1981
11. Abubakar Tafawa Balewa University Bauchi State	1988
12. Federal University, Kashere, Gombe State	2011
13. Federal University, Wukari, Taraba State	2011
14. Ahmadu Bello University, Zaria, Kaduna State	1962
15. Bayero University, Kano, Kano State	1975
16. Usman Danfodio University, Sokoto, Sokoto State	1975
17. Nigerian Military University, Kaduna, Kaduna State (Former NDA Kaduna)	1985
18. Federal University, Dutsinma, Katsina State	2011
19. Federal University, Dutse, Jigawa State	2011
20. The Nigerian Police Academy, Wudil, Kano State	2012
21. University of Nigeria, Nsukka, Enugu State	1960
22. Federal University of Technology, Owerri, Imo State	1980
23. Nnamdi Azikiwe University, Awka, Anambra State	1992
24. Michael Okpara University of Agriculture, Umuduke, Abia State	1992
25. University of Benin, Benin City	1970
26. University of Calabar, Calabar, Cross River State	1975
27. University of Port Harcourt, Rivers State	1975
28. University of Uyo, Akwa-Ibom State	1991
29. Federal University of Petroleum Resources, Affurun, Delta State	2007
30. Federal University, Ndufu, Alike, Ebonyi State	2011
31. Federal University, Otuoke, Bayelsa State	2011
32. University of Ibadan, Oyo State	1948
33. University of Lagos, Lagos State	1962
34. Federal University of Technology, Akure, Ondo State	1981
35. Federal University of Agriculture, Abeokuta, Ogun State	1988
36. Obafemi, Awolowo University, Ile-Ife, Oyo State	1962
37. Federal University, Oye Ekiti, Ekiti State	2011
38. Kwara State University, Ilorin Kwara State	2009
39. Benue State University, Makurdi	1992
40. Kogi State University, Anyigba, Kogi State	1999

41. Nasarawa State University, Keffi, Nasarawa State	2002
42. Plateau State University, Bokkos, Plateau State	2005
43. Ibrahim Babangida University, Lapai, Niger State	2005
44. Adamawa State University, Mubi, Adamawa State	2002
45. Gombe State University, Gombe State	2004
46. Bukar Abba Ibrahim University, Damaturu, Yobe State	2006
47. Taraba State University, Taraba State	2008
48. Bauchi State University, Gadau	2011
49. Kano State University of Technology, Wudil, Kano State	2000
50. Kaduna State University, Kaduna, Kaduna State	2004
51. Umaru Musa 'Yar'aduwa University, Katsina, Katsina State	2006
52. Kebbi State University of Science and Technology Aliero, Kebbi State	2006
53. Northwest University, Kano	2012
54. Sokoto State University, Sokoto	2009
55. Abia State University, Uturu, Abia State	1981
56. Enugu State University of Science and Technology, Enugu, Enugu State	1982
57. Imo State University, Imo State, Owerri	1992
58. Anambra State University, Anambra State	2000
59. Ebonyi State University, Abakaliki, Ebonyi State	2000
60. Rivers State University of Science and Technology, Port Harcourt, Rivers State	1979
61. Ambrose Alli University, Ekpoma, Edo State	1980
62. University of Ado-Ekiti, Ekiti State	1982
63. Delta State University, Abraka, Delta State	1992
64. Niger-Delta University, Yenagoa, Bayelsa State	2000
65. Cross River University of Technology, Calabar, Cross River State	2004
66. Akwa Ibom State University of Technology, Akwa Ibom State	2010
67. Olabisi Onabanjo University, Ago-Iwoye, Ogun State	1982
68. Lagos State University, Ojo, Lagos State	1983
69. Osun State University, Osogbo, Osun State	2006
70. University of Education, Ikere, Ekiti State	2010
71. Ladoke-AKintola University of Technology, Ogbomoso, Osun State	1990
72. Adekunle Ajasin University, Akungba Akoko, Ondo State	1999
73. Taisolarin University of Education, Ilegun, Ogun State	2005
74. Ondo State University of Science and technology Okiti-Pupa, Ondo State	2008
75. Bingham University, Jos Plateau State	2005
76. Al-Hikima University, Ilorin Kwara State	2005
77. University of Mkar, Benue State	2005
78. Salem University, Lokoja, Kogi State	2007
79. African University of Science and Technology, Abuja FCT	2007
80. Veritas University, Abuja, Abuja FCT	2007
81. Nigeria Turkish Nile University, Abuja FCT	2009
82. Baze University, Abuja	2011
83. Abti-American University, Yola, Adamawa State	2003
84. Kwararfa Univesity, Wukari, Taraba State	2005
85. Katsina University, Katsina State	2005
86. Madonna University, Okija, Anambra State	1999

87. Caristas University, Amorji Nke, Enugu State	2005
88. Renaissance University, Enugu, Enugu State	2005
89. Tansian University, Umunya Oba, Anambra State	2007
90. Paul University, Awka, Anambra State	2009
91. Godfrey University, Urgwomu Nike, Enugu State	2009
92. Evangel University, Akaeze, Ebonyi State	2012
93. Gregory University, Uturu, Abia State	2012
94. Igbinedion University, Okada, Edo State	1999
95. Benson Idahosa University, Benin City, Edo State	2002
96. Novena University, Ogume, Delta State	2005
97. Obong University, Obong Ntak, Cross River State	2007
98. Western Delta University, Oghana, Delta State	2007
99. Wellspring University, Evbuobanosa, Edo State	2009
100. Samuel Adegboyega University, Ogwa, Edo State	2011
101. Rhema University, Obeama-Asa Rivers State	2009
102. Afe Babalola University, Ado Ekiti	2009
103. Covenant University, Ota, Ogun State	2002
104. Pan-African University, Lagos, Lagos State	2002
105. Redeemers University, Mowe, Lagos State	2005
106. Ajayi Crowther University, Oyo- Oyo State	2005
107. Cetep City University, Lagos, Lagos State	2005
108. Bells University of Technology, Ota, Ogun State	2005
109. Oduduwa University, Ipe Tumedu, Ile-Ife, Osun State	2009
110. Adeleke University, Ede, Osun State	2011
111. Landmark University, Omu-Aran, Kwara State	2011
112. Elizade University, Ilara-Mokin, Ondo State	2012
113. McPherson University Seriki Sotayo, Ajebo, Ogun State	2012
114. Southwestern University, Okun Owa, Ogun State	2012
115. Lead City University of Ibadan, Oyo State	2005
116. Crawford University, Igbesa Ogun State	2005
117. Crescent University, Abeokuta, Ogun State	2005
118. Joseph Ayo Babalola University, Ikeja, Osun State	2006
119. Caleb University, Lagos State	2007
120. Fountain University, Osun State	2007
121. Wesley University of Science and Technology, Ondo, Ondo State	2007
122. Babcock University, Ilishan Remo, Ogun State	1999
123. Bowen University, Iwo, Osun State	2001
124. Achievers University, Owo, Ondo State	2007

Source: A Publication of the Office of the Executive Secretary NUC Abuja Bulletin, 10

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APPENDIX D

Geo-Political Zones/Universities/Faculties/Departments/Numbers of Academic Staff and Year of Establishment of Federal Universities in Nigeria

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	Departments	Academic Staff	
1	North-Central Federal Universities	1. University of Ilorin, Kwara state	9	64	785	1975
		2. University of Jos, Plateau State	9	73	819	1975
		3. Federal University of Technology Minna, Niger State	8	58	655	1982
		4. University of Abuja, Abuja FCT	9	60	593	1988
		5. University of Agriculture, Makurdi, Benue State	8	64	405	1988
		6. National Open University, Abuja, Abuja FCT	8	65	551	2002
		7. Federal University, Lokoja, Kogi State	6	48	450	2011
		8. Federal University, Lafia, Nasarawa State	6	45	151	2011
2	North-East Federal Universities	1. University of Maiduguri, Borno State	11	89	954	1975
		2. Federal University of Technology, Yola, Adamawa State	6	47	396	1981
		3. Abubakar Tafawa Balewa University Bauchi, Bauchi State	7	50	376	1988
		4. Federal University, Kashere, Gombe State	5	40	250	2011
		5. Federal University, Wukari, Taraba State	4	32	150	2011

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	Departments	Academic Staff	
3	North West Federal Universities	1. Ahmadu Bello University, Zaria, Kaduna State	12	100	2764	1962
		2. Bayero University, Kano, Kano State	9	80	1711	1975
		3. Usman Danfodio University, Sokoto, Sokoto State	8	64	691	1975
		4. Nigerian Military University, Kaduna, Kaduna State	6	48	512	1985
		5. Federal University, Dutsinma, Katsina State	3	24	180	2011
		6. Federal University, Dutse, Jigawa State	3	24	150	2011
		7. The Nigerian Police Academy, Wudil, Kano State	3	24	202	2012
4	South East Federal Universities	1. University of Nigeria, Nsukka, Enugu State	13	120	1185	1960
		2. Federal University of Technology, Owerri, Imo State	11	81	611	1980
		3. Nnamdi Azikiwe University, Awka, Anambra State	12	97	805	1992
		4. Michael Okpara University of Agriculture, Umuduke, Abia State	9	72	288	1992

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	**Departments**	**Academic Staff**	
5	South-South Federal Universities	1. University of Benin, Benin City	13	120	1059	1970
		2. University of Calabar, Calabar, Cross River State	8	64	978	1975
		3. University of Port Harcourt, Rivers State	12	80	650	1975
		4. University of Uyo, Akwa-Ibom State	7	49	1055	1991
		5. Federal University of Petroleum Resources, Effurun, Delta State	6	48	47	2007
		6. Federal University, Ndufu, Alike, Ebonyi State	4	32	153	2011
		7. Federal University, Otuoke, Bayelsa State	3	24	155	2011
6	South-West Federal Universities	1. University of Ibadan, Oyo State	13	130	1206	1962
		2. University of Lagos, Lagos State	13	131	1337	1962
		3. Federal University of Technology, Akure, Ondo State	9	73	600	1981
		4. Federal University of Agriculture, Abeokuta, Ogun State	9	72	434	1988
		5. Obafemi, Awolowo University, Ile-Ife, Osun State	10	81	1260	1962
		8. Federal University, Oye Ekiti, Ekiti State	8	64	780	2011
	Total	**37 Universities**	**299**	2437	25348	

Geo-Political Zones / Population and Year of Establishment of State Universities in Nigeria

s/n	Geo-political zones	Name of Universities	Faculties	Departments	Academic Staff	Year of Establishment
1	North-Central State Universities	1. Kwara State University, Malete, Ilorin, Kwara State	6	42	260	2009
		2. Benue State University, Makurdi	7	50	116	1992
		3. Kogi State University, Anyigba, Kogi State	6	42	293	1999
		4. Nasarawa State University, Keffi, Nasarawa State	6	40	364	2002
		5. Plateau State University, Bokkos, Plateau State	8	56	52	2005
		6. Ibrahim Babangida University, Lapai, Niger State	5	35	119	2005
2	North-East State Universities	1. Adamawa State University, Mubi, Adamawa State	5	45	147	2002
		2. Gombe State University, Gombe State	5	40	289	2004
		3. Bukar Abba Ibrahim University, Damaturu, Yobe State	4	32	51	2006
		4. Taraba State University, Taraba State	5	40	55	2008
		5. Bauchi State University, Gadau	6	48	250	2011
3	North West State Universities	1. Kano State University of Technology, Wudil, Kano State	4	38	180	2000
		2. Kaduna State University, Kaduna, Kaduna State	5	41	182	2004
		3. Umaru Musa ‘Yar’aduwa University, Katsina, Katsina State	5	42	150	2006
		4. Kebbi State University of Science and Technology Aliero, Kebbi State	6	48	217	2006
		5. Northwest University, Kano	3	24	105	2012
		6. Sokoto State University, Sokoto	3	21	485	2009

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	Departments	Academic Staff	
4	South East State Universities	1. Abia State University, Uturu, Abia State	7	49	850	1981
		2. Enugu State University of Science and Technology, Enugu, Enugu State	9	60	480	1982
		3. Imo State University, Owerri, Imo State.	10	100	478	1992
		4. Anambra State University, Anambra State	8	64	473	2000
		5. Ebonyi State University, Abakaliki, Ebonyi State	7	56	813	2000
5	South-South State Universities	1. Rivers State University of Science and Technology, Port Harcourt, Rivers State	6	80	791	1979
		2. Ambrose Alli University, Ekpoma, Edo State	6	90	586	1980
		3. University of Ado-Ekiti, Ekiti State	5	40	23	1982
		4. Delta State University, Abraka, Delta State	6	48	640	1992
		5. Niger-Delta University, Yenagoa, Bayelsa State	4	32	757	2000
		6. Cross River University of Technology, Calabar, Cross River State	5	40	264	2004
		7. Akwa Ibom State University of Technology, Akwa Ibom State	4	32	64	2010

6	South-WestState Universities	1. Olabisi Onabanjo University, Ago-Iwoye, Ogun State 2. Lagos State University, Ojo, Lagos State 3. Osun State University, Osogbo, Osun State 4. University of Education, Ikere, Ekiti State 5. Ladoke-Akintola University of Technology, Ogbomoso, Osun State 6. Adekunle Ajasin University, Akungba Akoko, Ondo State 7. Tai Solarin University of Education, Ilegun, Ogun State 8. Ondo State University of Science and Technology Okiti-Pupa, Ondo State	9 10 6 5 7 6 5 6	99 100 42 30 49 42 35 48	804 768 51 23 390 266 270 50	1982 1983 2006 2010 1990 1999 2005 2008
	Total	**37 Universities**	220	1820	12156	

Geo-Political Zones / Population and Year of Establishment of Private Universities in Nigeria

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	Departments	Academic Staff	
1	North-Central Private Universities	1. Bingham University, Jos, Plateau State	4	28	83	2005
		2. Al-Hikima University, Ilorin, Kwara State	4	28	118	2005
		3. University of Mkar, Benue State	5	45	106	2005
		4. Salem University, Lokoja, Kogi State	3	21	5	2007
		5. African University of Science and Technology, Abuja, FCT	4	28	52	2007
		6. Veritas University, Abuja, Abuja, FCT	4	26	21	2007
		7. Nigeria-Turkish Nile University, Abuja FCT	3	21	35	2009
		8. Baze University, Abuja	2	14		2011
2	North-East Private Universities	1. Abti-American University, Yola, Adamawa State	5	42	130	2003
		2. Kwararafa University, Wukari, Taraba State	3	20	55	2005
3	North West Private Universities	1. Katsina University, Katsina State	1	3		2005
4	South East Private Universities	1. Madonna University, Okija, Anambra State	5	35	120	1999
		2. Caristas University, Amorji Nke, Enugu State	5	36	150	2005
		3. Renaissance University, Enugu, Enugu State	2	10	19	2005
		4. Tansian University, Umunya Oba, Anambra State	3	11	55	2007
		5. Paul University, Awka, Anambra State	2	10	60	2009
		6. Godfrey University, Urgwomu Nike, Enugu State	2	9	37	2009
		7. Evangel University, Akaeze, Ebonyi State	1	2	45	2012
		8. Gregory University, Uturu, Abia State	1	2	63	2012

s/n	Geo-political zones	Name of Universities	Numbers of:			Year of Establishment
			Faculties	Departments	Academic Staff	
5	South-South Private Universities	1. Igbinedion University, Okada, Edo State	5	60	273	1999
		2. Benson Idahosa University, Benin City, Edo State	6	60	130	2002
		3. Novena University, Ogume, Delta State	5	35	125	2005
		4. Obong University, Obong Ntak, Cross River State	3	22	41	2007
		5. Western Delta University, Oghana, Delta State	3	21	38	2007
		6. Wellspring University, Evbuobanosa, Edo State	3	20	130	2009
		7. Samuel Adegboyega University, Ogwa, Edo State	2	16	80	2011
		8. Rhema University, Obeama-Asa Rivers State	3	19	45	2009
		9. Afe Babalola University, Ado Ekiti, Ekiti state	2	16	39	2009
6	South-West Private Universities	1. Covenant University, Ota, Ogun State	5	32	340	2002
		2. Pan-African University, Lagos, Lagos State	5	35	38	2002
		3. Redeemers University, Mowe, Lagos State	4	35	159	2005
		4. Ajayi Crowther University, Oyo- Oyo State	4	30	149	2005
		5. Cetep City University, Lagos, Lagos State	8	75	49	2005
		6. Bells University of Technology, Badagry, Lagos State	3	21	72	2005
		7. Oduduwa University, Ipetu-Modu, Ile-Ife, Osun State	2	14	50	2009
		8. Adeleke University, Ede, Osun State	2	14	57	2011
		9. Landmark University, Omu-Aran, Kwara State	3	21	42	2011
		10. Elizade University, Ilara-	1	2	40	2012

		Mokin, Ondo State				
		11. McPherson University, Seriki Sotayo, Ajebo, Ogun State	1	3	10	2012
		12. Southwestern University, Okun Owa, Ogun State	1	4	30	2012
		13. Lead City University, Ibadan, Oyo State	3	24	107	2005
		14. Crawford University, Igbesa, Ogun State	2	16	142	2005
		15. Crescent University, Abeokuta, Ogun State	2	18	158	2005
		16. Joseph Ayo Babalola University, Ara Keji, Osun State	2	16	205	2006
		17. Caleb University, Lagos, Lagos State	2	17	14	2007
		18. Fountain University, Osun State	2	18		2007
		19. Wesley University of Science and Technology, Ondo, Ondo State	2	20	7	2007
		20. Babcock University, Ilishan Remo, Ogun State	5	33	237	1999
		21. Bowen University, Iwo, Osun State	5	40	212	2001
		22. Achievers University, Owo, Ondo State	3	21	18	2007
	Total	**50 Universities**	158	1169	4196	
		Grand Total	677	5,426	41700	

Source: Staff student population for: 2008/2009 and a report by Nigerian Universities Commission Publication of the office of the Executive Secretary Bulletin 10 September, 2012, No. 37.