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JOB STRESS AND FEMALE LECTURERS' JOB PERFORMANCE IN PRIVATE UNIVERSITIES IN SOUTHWEST, NIGERIA

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ABSTRACT

This research work investigated job stress, job performance of female lecturers in private universities in Southwest, Nigeria. The problems of job performance of female lecturers in some southwest private universities have been observed. Two research questions guided the study. Study population consisted of 884 female lecturers and 12,521 400L students. 542 female lecturers and 845 400L students were sampled using Multi-stage sampling technique. Questionnaires tagged – Female Job Performance Questionnaire (FJPQ) (α = .792) and Job Stress (Lecturers' Instructional and Supervision) (α = .787) were used to collect data. Data were analysed using descriptive, inferential analyses. Results revealed low level of job performance in terms of instruction ($\bar{x}$= 2.386), supervision ($\bar{x}$= 2.452); high level of job stress in terms of examination load ($\bar{x}$= 2.870) but low level of working logistics stress ($\bar{x}$= 2.210) of female lecturers. It was recommended amongst others that quality relationships and normal workload for female lecturers be established to reduce their stress and increase their performance.

Keywords: Job stress, Job Performance, Female Lecturers

Introduction

Performance of lecturers which is how well they carry out their duties in accordance with the stated directives of the institution wherein they work is important for the overall progress of the tertiary educational system. Lecturers who are academic staff in tertiary institutions of learning such as private universities take part in instructional and supervision activities. These activities are deemed as vital because they directly or indirectly impact the students' academic life which invariably ensures that the goals of the tertiary educational system are met.

Job performance of lecturers simply means how well they do their instructional, supervision and publication activities in accordance with their job description in private universities (Deebom, Nwiiku, & Momta, 2018). Indices of lecturers' job performance thus consist of instruction, supervision. Instructional job performance deals with how well the lecturers are able to prepare and deliver their lectures as scheduled by the timetable, evaluate students by giving and marking coursework, set tests and examinations,

invigilate, mark and submit students' results for final assessment (Oyelade, 2017). However, supervision job performance is how well lecturers are able to guide students in their final year projects, theses and dissertations while maintaining good relationship with their supervisees. (Nor, Mokhtar & Hazuan, 2021)

In the context of this study, Amini-Philips & Okonmah (2020) asserts that lecturers are those individuals holding appointments as members of the teaching or academic staff of private universities whose primary duty is to instruct, supervise and publish research findings for reference purposes. They may also partake in community service. These lecturers include various cadre such as graduate assistants, assistant lecturers, lecturer III, lecturer II, lecturer I, senior lecturer, associate professor (reader) and professor[5]. They include both males and females. However, this study focuses on female lecturers especially because of the combine roles they play at home and their academic institutions.

Female lecturers are as important as their male counterparts in any university system. It has shown that female lecturers contribute more to the academic success of students as they tend to be more patient and meticulous in their teaching and supervision. They also seem to maintain warmth relationship with their students which give the students ease and comfort in carrying out their final year projects. Furthermore, the research shows that increasing female lecturers by 1% increases the proportion of academic attainment at master's level by 8% which is very impressive (Borer, 2019). It was also submitted by Bailey, Greenall, Baek, Morris, Nelson, Quirante, Rice, Rose & Williams (2020) that having a female instructor closes the achievement gender gaps which means that both male and especially female students perform better with a female instructor compare to a male instructor. Female students also tend to perform better with female lecturers because these academic staff serves as positive role models for them, thereby increasing their sense of belonging, retention, academic performance and reduction in stereotype threat (Mike & Muhammad, 2020)

Agbionu, Anyalor & Nwali (2018) observed that due to the multiple or numerous roles female lecturers carry out both at home (in taking care of the home and children) and in their academic institutions (instruction, supervision, publication, community services), some of them seem to perform lesser than their male counterparts as observed by the researcher. The researcher has observed that the level of instruction, supervision and publication performance of some female lecturers in private universities in Southwest, Nigeria seem to be low. Some female lecturers have been observed by the researcher to be slower in marking and returning continuous assessment scripts to the students and reading through students' project write-ups. Other scholars have also reported low level of research, publication and instructional job performance of female lecturers in private universities and research institutes in Southwest, Nigeria (Igbojekwe, Ugo-Okoro & Agbonye, 2015)

Mike & Muhammad (2020) reported various factors that may be militating against the job performance of female lecturers. Some of them include -

information literacy skills, human resource management, work ethics, relaxation activities and work environment. However, necessary factors like job stress which could influence female lecturers' job performance have not been given adequate attention in literature.

Meharunisa (2019) describe Job stress as the harmful or detrimental physical and emotional responses that occur when the requirement of the university job do not match the resources, capabilities or needs of the female lecturers (Obidiegwu, 2020). It was well known that lecturing is one of the most stressful occupations especially for the female folks. Female lecturers carry out various family and home-related responsibilities in combination with academic (instruction and supervision) activities which probably place a huge level of stress on them that might hinder their performance in the long run (Ifijeh, Yusuf & Owolabi, 2021)

According to Basiru (2018), it was assertive that job stressors include – workplace stressors, environmental stressors, professional stressors, family and personal stressors. However, this study focuses on measures of job stress of lecturers such as - Examination Load Stress and Working Logistics Stress. Examination Load Stress has to do with all forms of stressors related to instructional and examination activities such as setting, moderation, marking, collation and grading of examination scripts, lecture preparation and delivery, students' continuous assessment and so on and forth .

Oludeyi & Olajide (2016) revealed that total examination load stress have a significant negative effect on performance of faculty members of a Ghanaian Technical University. Working logistics stress deals with all kinds of stress related to the working conditions such as the conditions of the classroom and facilities. It includes stress resulting from large size of classes, poor office accommodation, poorly equipped laboratories and technical workshop, lack of class room facilities, study lecture rooms with poor seating arrangement for students to mention a few (Ishaq & Mahmood, 2017), .

Greenier, Derakhshan & Fathi (2021) assertive that female lecturers are very crucial to the overall academic development of students by virtue of their natural tendency to care concern and be accessible. Their brain power and thinking styles also make them creative and imaginative during instructional and administrative processes. However, their performance has been observed to be low in private universities in southwest, Nigeria. If low performance of female lecturers lingers, students would be unable to get the best from them. There is therefore the need to carry out an investigation on possible factors predicting the performance of female lecturers.

Statement of the Problem

It has been observed that the level of instruction and supervision job performance of some female lecturers in private universities in Southwest, Nigeria seem to be low. Some female lecturers have been observed to be slower in marking and returning continuous assessment scripts to the students and reading through students' project write-ups. Igbojekwe, Ugo-Okoro & Agbonye (2015) also reported low level of research and instructional job performance of female lecturers in private

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universities and in Southwest, Nigeria. If this observed low job performance among some female lecturers is allowed to continue, the prestige of the universities and academic performance of students may be negatively affected and many female lecturers may not attain the height of their career in the university teaching profession. It has been observed in recent times that teaching at the university level seems to be more tedious and cumbersome thus making female lecturers to work on extra time and probably become stressed since they have to combine both official and domestic activities. This thus created a gap that this research work was carried out to address.

Purposes of the Study

The purpose of this study was to investigate job stress and female lecturers' job performance in private universities in Southwest, Nigeria. The objectives were to:

i. ascertain the level of female job performance in terms of (instruction and supervision) among female lecturers in Southwest, Nigeria private universities;
ii. examine the level of job stress (examination load and working logistics) among female lecturers in Southwest, Nigeria private universities;

Research Questions

This research attempted to answer the following questions:

1. What is the level of job performance in terms of (instruction and supervision) among female lecturers in Southwest, Nigeria private universities?
1. What is the level of job stress (examination load and working logistics) among female lecturers in Southwest, Nigeria private universities?

Research Method

A descriptive survey research design was adopted. The use of questionnaires was use to obtained data from the respondent. The target population consisted of all the female lecturers (884) and 400L undergraduates (12,521) in the private universities in Southwest, Nigeria. A multi-stage sampling procedure consisting of purposive sampling, Yamane sample size determination formula and proportionate to size were used to select a sample size of 542 female lecturers and 845 undergraduates for the study.

Primary data was obtained through the use of two self-constructed questionnaires titled– Female Job Stress (Examination Load and working logistics Questionnaire) (ELWLQ) (α = .792), and Lecturers' Instructional and Supervision Questionnaire (LISQ) (α = .787) were used to collect data on female job performance. The first questionnaire consisted of two sections. Section one consisted of the demographic data such as name of school, type of school, state, gender and age of 400L undergraduates. Section two consisted of fourteen (10) items on the level of Lecturers' Instructional and Supervision amongst female Job Performance.

The questionnaires were validated using content and face validity type and subjected to reliability test using Cronbach's alpha and values of .792 and .787 were obtained respectively. The instruments were produced and administered to the sampled population personally and through the aid of research

assistants. The data collected were analyzed using descriptive statistics to present the demographic data in tables of frequency counts and percentages and also answer the research questions using mean and standard deviation.

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Demographic Data Analysis

Table 1: Demographic Data of Female Lecturers

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-30 years	17	3.3
	31-40 years	150	29.4
	41-50 years	202	39.5
	51 years and above	142	27.8
	Total	**511**	**100**
Present Educational Qualification	Bachelor's degree	80	15.6
	PGD	11	2.1
	Master's Degree	214	41.7
	Mphil	71	13.8
	PhD	137	26.7
	Total	**513**	**100**
Marital Status	Single	5	1.0
	Married	500	98.2
	Divorced/Separated	4	0.8
	Total	**509**	**100**
Length of Service	1-5 years	35	6.8
	5-10 years	121	23.6
	11-15 years	159	31.1
	16-20 years	106	20.7
	21-25 years	65	12.7
	26 years and above	26	5.1
	Total	**512**	**100**
Rank	Graduate Assistant	1	0.2
	Assistant Lecturer	19	3.7
	Lecturer III	103	20.1
	Lecturer II	116	22.7
	Lecturer I	99	19.3
	Senior Lecturer	80	15.6
	Associate Prof/Reader	62	12.1
	Professor	32	6.3
	Total	**512**	**100**
Faculty	Faculty of Education	225	43.9
	Faculty of Life Sciences	33	6.4
	Faculty of Social Sciences	88	17.2
	Faculty of Arts	143	27.9
	Faculty of Medical Sciences	24	4.7
	Total	**513**	**100**

Source: Field Data, 2023

Table 1 reveals that 17(3.3%) of the female lecturers are within the ages of 21-30 years, 150 (29.4%) are within the ages of 31-40 years, 202 (39.5%) are within the ages of 41-50 years and the remaining 142 (27.8%) are 51 years of age and above. This

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shows that most of the female lecturers are advanced in age. It is also revealed that 80 (15.6%) of the female lecturers have Bachelor's degree as their present educational qualification as at the time this study was carried out, 11 (2.1%) have Post Graduate Diplomas (PGD), 214 (41.7%) have Master's degree, 71 (13.8%) have MPhil degree and the remaining 137 (26.7%) have PhD degree. This result implies that most of the lecturers have Post graduate degrees which is good. 5(1.0%) of the female lecturers are single, 500 (98.2%) are married while 4 (0.8%) indicated that they are either separated from their spouse or divorced. This result implies that most of the female lecturers have a family.

Also 35 (6.8%) of the lecturers have been in service for a length of 1-5 years, 121 (23.6%) have been in service for 5-10 years, 159 (31.1%) have been in service for 11-15 years, 106 (20.7%) have been in service for 16-20 years, 65 (12.7%) have been in service for 21-25 years, 26 (5.1%) have been in service for 26 years and above. In terms of their rank, 1 (0.2%) of the female lecturers are graduate assistants within the university, 19 (3.7%) are assistant lecturers, 103 (20.1%) are in the rank of lecturer III, 116 (22.7%) are in the rank of lecturer II, 99 (19.3%) are in the rank of lecturer I, 80 (15.6%) are in the rank of senior lecturer, 62 (12.1%) are in the rank of associate professor/reader and the remaining 32 (6.3%) are in the rank of professor. In terms of faculty, 225 (43.9%) are in the faculty of education, 33 (6.4%) are in the faculty of life sciences, 88 (17.2%) are in the faculty of social sciences, 143 (27.9%) are in the faculty of arts and the remaining 24 (4.7%) are in the faculty of medical science.

Table 2: Demographic Data of 400L Students

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	364	44.9
	Female	447	55.1
	Total	**811**	**100**
Age	16-21 years	646	79.7
	22-27 years	126	15.5
	28 years and above	39	4.8
	Total	**811**	**100**
Faculty	Faculty of Education	420	51.8
	Faculty of Life Sciences	85	10.5
	Faculty of Social Sciences	156	19.2
	Faculty of Arts	97	12.0
	Faculty of Medical Sciences	53	6.5
	Total	**811**	**100**

Source: Field Data, 2023

Table 2 reveals that 364 (44.9%) of the 400L students are males while 447 (55.1%) are females. 646 (79.7%) of the students are within the ages of 16-21 years, 126 (15.5%) are within the ages of 22-27 years and the remaining 39 (4.8%) are 28

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years and above. Lastly, 420 (51.8%) of the students are in the faculty of education, 85 (10.5%) are in the faculty of life sciences, 156 (19.2%) are in the faculty of social sciences, 97 (12.0%) are in the faculty of arts and the remaining 53 (6.5%) are in the faculty of medical sciences.

Answers to Research Questions

Research Question One What is the level of job performance in terms of instruction and supervision among female lecturers in Southwest, Nigeria private universities?

Table 3: Instructional Job Performance of Female Lecturers (n = 811)

S/N	Items (My female lecturers)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	mark and return all continuous assessment (CA) scripts to students	74 (9.1%)	163 (20.1%)	466 (57.5%)	108 (13.3%)	2.250	.798	Low Level
2	are able to release the continuous assessment (CA) scores to students before examination commences	116 (14.3%)	166 (20.5%)	409 (50.4%)	120 (14.8%)	2.340	.899	Low Level
3	are able to complete the scheme of work for each semester effectively	120 (14.8%)	176 (21.7%)	390 (48.1%)	125 (15.4%)	2.360	.914	Low Level
4	are able to deliver their lessons effectively with minimal amount of instructional facilities	76 (9.4%)	287 (35.4%)	369 (45.5%)	79 (9.7%)	2.440	.794	Low Level
5	are punctual to their lessons	116 (14.3%)	282 (34.8%)	336 (41.4%)	77 (9.5%)	2.540	.852	High Level

Criterion Mean = 2.500; Weighted Mean = 2.386; S.D = 0.851; Decision = Low Level

Source: Field Data, 2023

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation; $\bar{x}$ = Mean
*****Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

Table 3 shows the level of job performance in area of instruction among female lecturers in Southwest, Nigeria private universities. The rating scale of very low level (1) to very high level (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low level while any mean above 2.500 is regarded as high or very high level. The results showed that female lecturers mark and return all continuous assessment (CA) scripts to students (**$\bar{x}$ = 2.250)**, are able to release the continuous assessment (CA) scores to students before examination commences (**$\bar{x}$ = 2.340)**, complete the scheme of work for each semester effectively (**$\bar{x}$ = 2.360)**, and deliver their lessons effectively with minimal amount of instructional facilities (**$\bar{x}$= 2.440)** at a low level. However, they are punctual to their

lessons (**$\bar{x}$ = 2.540)** at a high level. The weighted mean value (**$\bar{x}$ = 2.386)** generally confirms that the instructional job performance of female lecturers in Southwest, Nigeria private universities is at a low level as perceived by their students which is bad.

Table 4: Supervision Job Performance of Female Lecturers (n = 811)

S/N	Items (My female lecturers)	VHL	HL	LL	VLL	$\bar{x}$	S.D	Remark
1	thoroughly supervise students' final year projects	100 (12.3%)	278 (34.3%)	247 (30.5%)	186 (22.9%)	2.360	.968	Low Level
2	create time for all their supervisees regardless of how many they are	138 (17.0%)	169 (20.8%)	215 (26.5%)	289 (35.6%)	2.190	1.10	Low Level
3	establish quality relationships with supervisees	116 (14.3%)	327 (40.3%)	256 (31.6%)	112 (13.8%)	2.550	.900	High Level
4	make it easy for their supervisees to approach them	262 (32.3%)	160 (19.7%)	326 (40.2%)	63 (7.8%)	2.770	.991	High Level
5	have the patience to guide supervisees in their project works	151 (18.6%)	148 (18.2%)	379 (46.7%)	133 (16.4%)	2.390	.969	Low Level

Criterion Mean = 2.500; Weighted Mean = 2.452; S.D = 0.986; Decision = Low Level

Source: Field Data, 2023

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.D = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level; 3.500 to 4.500 = Very High Level

Table 4 shows the level of job performance in area of supervision among female lecturers in Southwest, Nigeria private universities. The rating scale of very low level (1) to very high level (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low level while any mean above 2.500 is regarded as high or very high level. The results showed that female lecturers thoroughly supervise students' final year projects (**$\bar{x}$ = 2.360)**, create time for all their supervisees regardless of how many they are (**$\bar{x}$ = 2.190)** and have the patience to guide supervisees in their project works (**$\bar{x}$ = 2.390)** at a low level. However, they establish quality relationships with supervisees (**$\bar{x}$ = 2.550)** and make it easy for their supervisees to approach them (**$\bar{x}$ = 2.770)** at a high level. The weighted mean value (**$\bar{x}$ = 2.452)** generally confirms that the supervision job performance of female lecturers in Southwest, Nigeria private universities is at a low level as perceived by their students which is bad. These results imply that there is a huge need for the

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female lecturers to do more in this direction as perceived by their students.

Research Question Two: What is the level of job stress (examination load and working logistics) among female lecturers in Southwest, Nigeria private universities?

Table 5: **Examination Load Stress of Female Lecturers (n = 513)**

S/N	Items	VHS	HS	LS	VLS	$\bar{x}$	S.D	Remark
1	Marking of examination scripts	172 (33.5)	145 (28.3%)	154 (30.0%)	42 (8.2%)	2.870	.974	High Stress
2	Setting and moderation of examination questions	168 (32.7)	141 (27.5%)	154 (30.0%)	50 (9.7%)	2.830	.996	High Stress
3	Invigilation of end of semester examination	119 (23.2)	173 (33.7%)	161 (31.4%)	60 (11.7)	2.680	.957	High Stress
4	Collation and grading of examination results	204 (39.8)	197 (38.4%)	60 (11.7%)	52 (10.1)	3.080	.957	High Stress
5	Lecture preparation and delivery	203 (39.6)	148 (28.8%)	97 (18.9%)	65 (12.7%)	2.950	1.05	High Stress
6	Students' continuous assessment	162 (31.6)	160 (31.2%)	124 (24.2%)	67 (13.1%)	2.810	1.02	High Stress

Criterion Mean = 2.500; Weighted Mean = 2.870; S.D = 0.992; Decision = High Stress

Source: Field Data, 2023
KEY: Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) = 4; S.D = Standard Deviation; $\bar{x}$ = Mean
***Threshold: mean value of 0.000-1.499 = Very Low Stress (Very good); 1.500-2.499 = Low Stress; 2.500-3.499 = High Stress; 3.500 to 4.500 = Very High Stress

Table 5 shows the level of examination load job stress among female lecturers in Southwest, Nigeria private universities. The rating scale of very low stress (1) to very high stress (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low stress while any mean above 2.500 is regarded as high or very high stress. The results showed that female lecturers experience high level of stress in marking of examination scripts (**$\bar{x}$ = 2.870)**, Setting and moderation of examination questions (**$\bar{x}$ = 2.830)**, invigilation of end of semester examination (**$\bar{x}$ = 2.680)**, collation and grading of examination results (**$\bar{x}$ = 3.080)**, lecture preparation and delivery (**$\bar{x}$ = 2.950)** and students' continuous assessment (**$\bar{x}$ = 2.810)**. The weighted mean value (**$\bar{x}$ = 2.870)** generally confirms that female lecturers experience high level of examination load stress in Southwest, Nigeria private universities which is bad.

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Table 6: Working Logistics Stress of Female Lecturers (n = 513)

S/N	Items	VHS	HS	LS	VLS	$\bar{x}$	S.D	Remark
1	Size of lecture room	25 (4.9%)	101 (19.7%)	297 (57.9%)	90 (17.5)	2.120	.744	Low Stress
2	Condition of staff office	41 (8.0%)	139 (27.1%)	235 (45.8%)	98 (19.1%)	2.240	.852	Low Stress
3	Condition of laboratories and technical workshop (s)	68 (13.3)	164 (32.0%)	168 (32.7%)	113 (22.0)	2.360	.969	Low Stress
4	Condition of classroom facilities	41 (8.0%)	162 (31.6%)	208 (40.5%)	102 (19.9)	2.220	.855	Low Stress
5	Condition of teaching aids	25 (4.9%)	146 (28.5%)	200 (39.0%)	142 (27.7%)	2.110	.864	Low Stress

Criterion Mean = 2.500; Weighted Mean = 2.210; S.D = 0.857; Decision = Low Stress

Source: Field Data, 2023

KEY: Very Low Stress (VLS) = 1, Low Stress (LS) = 2, High Stress (HS) = 3, Very High Stress (VHS) = 4; S.D = Standard Deviation; $\bar{x}$ = Mean

***Threshold: mean value of 0.000-1.499 = Very Low Stress (Very good); 1.500-2.499 = Low Stress; 2.500-3.499 = High Stress; 3.500 to 4.500 = Very High Stress

Table 6 shows the level of working logistics job stress among female lecturers in Southwest, Nigeria private universities. The rating scale of very low stress (1) to very high stress (4) was used with the criterion mean set at 2.500. Any mean below 2.500 is regarded as low or very low stress while any mean above 2.500 is regarded as high or very high stress. The results showed that female lecturers experience low level of stress in size of lecture room (**$\bar{x}$ = 2.120)**, condition of staff office (**$\bar{x}$ = 2.240)**, condition of laboratories and technical workshop (**$\bar{x}$ = 2.360)**, condition of classroom facilities (**$\bar{x}$ = 2.220)**, and condition of teaching aids (**$\bar{x}$ = 2.110)**. The weighted mean value (**$\bar{x}$ = 2.210)** generally confirms that female lecturers experience low level of working logistics stress in Southwest, Nigeria private universities which is good. This result may imply that most private universities in Southwest, Nigeria have good working logistics such as good laboratories, technical workshops, classroom facilities, lecture rooms and teaching aids which reduces stress among the lecturers.

Discussion of Findings

Research question one revealed a low level of female job performance in areas of supervision and instructional. This result is in line with a study carried out in Southwest, Nigeria precisely at Ibadan, Oyo state which revealed a slightly low level of female job performance (Ifijeh, Yusuf & Owolabi, 2021). Meharunisa (2019) in a study also showed that the female job performance possess a relatively low level in term of supervision and instructional. The findings of this study also corroborates with the work of Igbojekwe, Ugo-Okoro & Agbonye (2015) also reported low level of instructional job performance of female lecturers in private universities in Southwest, Nigeria. These results are similar because they were all carried out in Nigeria especially in the

Southwest part of the country (Ishaq & Mahmood, 2017)

Research question two revealed low extent of examination load and working logistics and job stress. This result shows that the examination load and working logistics job stress is not significantly compatible with the female job performance of lecturers which means the working logistics has to be re-visited. This result agrees with that of Ishaq & Mahmood (2017) who in their study reported a slightly low level of working logistics for job performance. These results may be similar because both studies were carried out in Nigeria. The finding is also supported by the work of Basiru (2018) who reported a slightly low level of working logistics for female job performances in Southwest, Nigeria.

Conclusion

It can therefore be concluded that the low level of instruction and supervision is not relevant enough for the female job performance of lecturers since the study showed a low level of female job performance of lecturers. High level of examination load thus affect female job performance among lecturers but low level of working logistics stress among female lecturers

Recommendations

On the basis of the findings and conclusions of the study, the following recommendations are therefore given:

1. University management should try as much as possible to reduce the workload of female academic staff to a level suitable with their capacity for optimum performance;
2. For female lecturers to perform better in area of supervision of students, university management should allot a number of students that female lecturers as supervisors can handle conveniently per time;
3. If need be, the time-table for female lecturers' instruction should be adjusted in such a way that they are not stressed during instructional activities. Also, all forms of instructional sides should be provided to reduce the stress of female lecturers during instructional exercise.

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