

## Teaching Job Demands, Job Resources and Teachers' Attrition Incidence in Universities in South West Nigeria

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**Abstract:** *Teaching job demands and resources must align with each other if attrition incidence motivated by job demands and resources is to be stemmed. This paper discusses the job demands and job resources Influence on teaching staff attrition in universities in southwest Nigeria. One research question was raised to guide the study' one hypothesis was formulated and tested at 0.05 level of significance. The population of the study comprised all the teaching staff in the universities in South West Nigeria, from the assistant lecturer level to the professorial level in the public and private universities in the 2018/2019 academic session. A checklist and a questionnaire were used to collect data while attrition rate, ANOVA, and multiple regression were used for the analysis. Data were collected through the stratified sampled population and analyzed using percentage statistic multiple regression and ANOVA. The situation analysis of teaching staff attrition was looked at from the perspective of stayers, movers and leavers due to the level of availability of job resources and quality of job resources influence on teaching staff attrition.*

**Keywords:** *Job demands, Job resources, Teacher's attrition*

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### Introduction

Despite the aptitude towards academic jobs by the academia, job stress or strain as a result of a disturbance in the equilibrium between the job demand that teaching staff are exposed to and the academic job resources that they have at their disposal could lead to attrition. Every occupation has two broad categories of work characterised – Job demand and job resources – In a situation where job demands are at variance with job resources – job frustration could occur which can easily translate to staff attrition.

The differences in the teaching staff attrition intention are minimal among occupations once control for job resource is in place. Job demands such as work pressure and emotional pressure and job resources such as task economy, transformational leadership and collegial support, if not proportionally accountable can promote teaching staff attrition.

Academics have been discovered to have more stress and burnout due to demand when compared with other human service professions (Droagerbroeck and Spruyt, 2016). Findings from interviews with mid-career academics in English and Australian universities elucidating how academics interpret and navigate complex institutional complexes in shaping academic jobs are pointers to the pattern of attrition. Brew et al. (2017) identified three core areas that affect academics' sense of urgency that shapes their jobs: how they orient themselves to the world around them, including academic institutions and departments, their underlying goal and purpose as they seek to have a fulfilling role and how they relate to structural conditions of the workplace; the

paper argued further that understanding academics differing foci of awareness in these areas is helpful to institutional policies and strategies.

In another investigation on the work engagement of academics in selected South African higher education institutions as well as the impact of job demand and job resources on work engagement it was discovered that job demand, namely; organization Support, Growth Opportunities impacted the dedication of academics at low and moderate levels of organizational support (Rothmann and Jordaan, 2006)

The number of changes in performance outputs as well as the growing market for competitive higher education has greatly impacted the job demand of academics globally Roodt (2013). The environment in which academics function globally now demands more of them than in previous years, since the employment relationship has changed from a teacher-driven to a student-driven school climate. However, while the job demands of academics have escalated, the level of support and other resources have declined, hence the incidence of teaching staff attrition. The age group 50 to 59 years experience higher job demands compared to that of the lesser age group. Associate professors experience higher job demands than junior lecturers (Roodt, 2013).

Many empirical studies findings from several countries suggested that academic work has become comparatively stressful, with potentially serious consequences for the workplace and the quality of higher institution output. Kinman and Jones (2008) study that examined work-demand-work-life balance and well-being in the United Kingdom academic staff job demands found that levels of psychological stress were high, and academics who reported more work-life conflict are more likely to consider leaving academia.

In another paper to identify longitudinal associations between job demands, job resources and experience of the meaning of work, Clansen and Bord, (2011) findings revealed that a combination of individual-level and group-level measures of job demands and job resources contributed to predicting the meaning at work. Meaning at work as follow-up was predicted by meaning at work at baseline, role ambiguity, quality of leadership and influence at work at the individual level and emotional demands at the group level. Individual-level measures of job demands and job resources proved to be stronger predictors of meaning at work than group-level measures.

However, there is no significant relationship between the academic's perception of their job resources and their demographic characteristics (Roodt 2013b). The condition of University teaching staff work affects their zeal to teach well and get satisfaction and consequently decide to stay in their work. When the materials and resources of the school are deficient in structure, options become limited and they may be discouraged as professionals when a high workload contends with a large number of students.

The workplace environment plays a large role in the tertiary institution staff's decisions to move from one profession to another. Among the teachers who left the profession and reported working in non-teaching positions, more than half stated that the manageability of their workload, opportunities for professional advancement, autonomy or control over their own work and general working conditions were better in their current, non-teaching positions (Lukins *et al*, 2004 as cited by Blazer, 2006). The analysis of perceived working conditions ranging from large class size, problems with facilities and multi-track and year-round schedules were the strongest predictors of turnover along with salaries (Loeb et al., 2003).

When the physical facilities or resources in tertiary institutions are deficient, teaching force instructional options will likely become limited. Too many job demands and not enough job resources can negatively influence the well-being of staff. The demand that has been placed on academics, including expanding student numbers resulting in the increased academic workload,

seems to be a challenge in the academic career. This development is likely to influence teaching staff's work as they experience specific career dilemmas – such as increased levels of job dissatisfaction (Phillip & Connell, 2003), intention to leave, breach of psychological contracts, brick in employee-employer relationships, the decline in commitment and job security and increased workload (Theron & Dodd, 2011).

Job resources are those elements that assist when job demands become excessive, which the job demands-resources (JD.R) model puts forward that resources play an integral part in the prevention of health – impairment process, and places staff well-being at the focal point. Thus, the resource of academics that assist them in successfully coping with their job demands is a motivational process that leads to higher levels of work well-being (Bryne & MacDonagh, 2017).

Job demands can be split into three categories: Quantitative demands, Qualitative demands and Organization demands while job resources can be divided into two categories: organizational resources and personal resources. Quantitative demands cover elements such as the number of tasks and the speed at which they can be accomplished. When quantitative work demands are high, work tasks will necessitate more time than what was planned (Van Veldhoven, 2014). Qualitative demands cover the type of skills and/or effort needed to complete work tasks. It is the level of difficulty or complexity that is required to carry out a job.

Resources can be classified as organizational and personal resources. Organizational resources are mostly gotten from external sources such as supervisors and co-workers; and may include feedback, reward, job control, participation, job security and supervisor's support. Personal resources focus on the views and judgement of the individual i.e, the meaningfulness of work, autonomy, self-efficiency, optimism and organizational-based self-esteem. When the physical job resources of the school are deficient, instructional options are limited and teachers feel insulted as professionals. challenges such as these affect academic satisfaction and retention directly by making the work far more discouraging than it needs to be. Other indirect effects of this challenge include teaching staff working in an inadequate condition, feeling less likely to succeed with students and realizing the intrinsic rewards for which they were motivated into teaching. Academic job resources have physical elements that are easy to identify, inventory and assets; however, It is not easy to track the effects of these resources on student learning and teaching staff attrition, since these effects are largely indirect and often interact with other parts of the teaching staff experience. The physical element of job resources influence instruction –both what can be taught and how it can be taught. In the process of contending with the gap between academic job demand and job resources, academics may become demoralized because they cannot do their best work

There is evidence observation among researchers, policymakers and practitioners that there is a gap between the academic job demand resources, especially in low-income urban and rural communities, and many schools are unprepared for the 21<sup>st</sup>-century academic job demand. Johnson (1990) further observe that poorly maintained schools send signals about the status of public education: "Well-designed, well-maintained, well-supplied schools express the public's commitment to education. In 1995, the U.S. General Accounting Office (GAO) study also reported that problems with facilities and equipment were most serious in schools serving low-income communities, with a much higher incidence of inadequate physical facilities than in other schools. A further survey study by Buckley et al. (2004) on the quality of job resources and teachers' attrition incidence found a statistically significant relationship between the effect of the grade that teachers gave their job resources and their plans to stay or leave teaching jobs.

## **Model Framework**

Assessing the level of job demands, resource and attrition intentions are best done using Job-Demand-Resources (3D-R) model. Job demands are the physical, psychological, social and organizational features of a job that need continued cognitive and emotional energy or abilities and are linked with physiological and psychological costs. Job resources on the other hand denote the physical, psychological, social or organizational aspects central to work performance.

These aspects relate to employee experiences of job satisfaction, autonomy, purpose, engagement and meaningful work and job performance. This model is relevant to the study because of the relevance of job demand and resource feature that is important in moderating the rate of attrition among academia. The theory is linked to the need to understand the element of job resources that are central to work performance.

## **Statement of the Problem**

There have been gaps between the teaching job and the available job resources for teaching and learning in the university system. The teaching staff are not well motivated as a result of this scenario thus bringing about the tendency to leave teaching jobs or disruption in the academic calendar due to constant demand to address these gaps. The lacuna of gaps between the job demand and job resources in academia is also a pointer to the skill gap and consequent unemployable graduates that characterize the labour market.

## **Research Question**

What is the attrition rate of public and private university teaching staff based on job resources in southwest Nigeria?

## **Hypothesis**

The quality of job resources will not significantly influence public and private universities teaching staff attrition in universities in South-West Nigeria.

## **Purpose of the Study**

The purpose of the study was to analyze teaching job demand and job resources and teaching staff attrition incidence in universities in South West Nigeria. Specifically the study:

- Will carry out the analysis of the attrition rate of the teaching staff of public and private universities in South West Nigeria based on job resources.
- Will find out if the quality of job resources will not significantly influences public and private universities teaching staff attrition in South West Nigeria.

## **Method and Materials**

This study is a descriptive survey research which adopted the ex-post facto design. The population of the study comprised all the teaching staff in the universities in South West Nigeria, from the assistant lecturer level to the professorial level in the public and private universities in the 2018/2019 academic session. The population consisted of only the serving teaching staff.

Three federal universities (out of six federal universities), two private universities (out of twenty-four private universities) and two state-owned universities (out of nine state universities) were selected using the stratified sampling technique. A checklist and a questionnaire were used to collect data while attrition rate, ANOVA, and multiple regression were used for the analysis.

**Results**

Research Question One: what is the attrition rate of public and private universities' teaching staff based on job resources in South West Nigeria?

**The percentage analysis of the Attrition Rate of public and private universities in southwest Nigeria based on job resources in academic sessions.**

Job Resources	Available teaching staff	Percentage of stayers	Percentage of movers	Percentage of leavers
<b>Organizational resources</b>	2,711	100%	0%	0%
- Social support	2,711	97%	1%	2%
<b>Personal Resources</b>	2,711	98%	2%	0%
- Autonomy	2,711	99%	0%	1%
- Meaningful work	2,711	97%	0%	3%
- Personal support				
<b>Job Demands</b>				
<b>Quantitative demands</b>	2,711	97%	0%	3%
- Publication Pressure	2,711	95%	1%	4%
- Overburdened with the load	2,711	94%	2%	4%
- Competing time demands	2,711	95%	2%	3%
<b>Qualitative demand</b>	2,711	96%	2%	2%
- Work/home balance	2,711	95%	1%	4%
- The complexity of student support	2,711	95%	1%	4%
	2,711	94%	2%	4%
- Organizational politics	2,711	95%	2%	3%
- Lack of mental health support				
<b>Organizational demands</b>	2,711	94%	2%	4%
- Using technology-mediated learning	2,711	95%	2%	2%
- Lack of structural resources				

Source: fieldwork, 2022

The data in Table one depicted the attrition rate incidence pattern based on the job demand and job resources available in universities in southwest Nigeria. The attrition incidence showed that the stayers range between 94% to 99%, the mover's percentage analysis is between 1% to 2%, while the leaver's percentage analysis is between 1% to 4% in the 2018/2019 academic session.

**Hypothesis One:** The quality of job resources will not significantly influence public and private universities teaching staff attrition in universities in southwest Nigeria.

**The hypothesis was tested with multiple regression and analysis of variance to determine if the quality of job resources will not significantly influence teaching staff attrition in public and private universities in South-West Nigeria.**

**Table 2:**

	R	R square	Adjusted R square	Std. Error of the Estimate	R square Change	F charge	Sig F Change	F
1	.0029	.000	1.022	.434	.000	.001	.500	1.620

**Analysis of variance of the public and public and private university teaching staff attrition and job resources quality.**

	Sum of squares	DF	Mean Square	F	Sig.
1 Regression	0.000	1	.000	6.304	.0392 <sup>b</sup>
Residual	11.007	99	.242		
Total	11.007	100			

The data in Tables 2 and 3 revealed the calculated R-value of 0.002, which shows a good degree of co-linearity between the variables. The R-squared value of 000 and the f-statistic value of 6.001 at a p-value of  $0.0392 < 5\%$  (0.05) significance level. Therefore, the hypothesis states that the quantity of job resources will not significantly influence the attrition level of the public and private universities

**Discussion of Findings**

The finding revealed that the quality of job resources influences the university teaching staff attrition. The R-value 0.002 showed a good degree of co-linearity between the variables. This is a further confirmation of the position that effectiveness and motivation in any work environment are a function of the adequate availability of required job resources. Rothman and Jordan's (2006) study on the impact of job demand and job resources on work engagement stressed out job demand, organization support, growth opportunities and insecurities have an impact on the dedication of academics. Kinman and Jones (2008) also supported the finding of the study which pointed out the influence of work demand and work-life balance on teaching staff attrition with a report that more work-life conflicts are more likely to promote academician attrition.

Clausen and Bord (2011) also aligned the study's finding with a position that the measurement of job demand and job resources contributed to predicting meaning at work. The academic job resources are the total of the input that goes into the teaching and education system and these inputs are used directly or indirectly to support, facilitate, influence or encourage teaching as a job. Its adequate availability or otherwise can promote or prevent teaching staff attrition in the university system. However, job resources contributed a strategic factor in any job system function, and the teaching staff is the most invaluable human factor in the school system that ought to enjoy sound organisational support and growth opportunities. Work demand and work life must be balanced, and the availability of adequate teaching, research and community services resources will discourage university staff attrition.

**Educational Planning Implication**

Teaching job demands and job resources gap is a global phenomenon that demotivates academia from their job due to the denial of teachers to realize the intrinsic rewards for which they ventured into teaching. Closing up the gap between the teaching job demand and job resources would project the national policy on both public and private education development. An understanding of the germane nature of closing job demand and the job resources gap will assist educational planners and administrators in making the educational system more efficient.

**Conclusion**

Based on the findings, it was concluded that teaching job demands and job resources significantly influenced teaching staff attrition incidence in universities in South West Nigeria.

### Recommendation

1. Varied strategies should be adopted to motivate the stayers in teaching, and stem the attrition of movers and leavers.
2. Qualitative job resources should be made available in the right quantity to stem the tide of University teaching staff attrition.

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