

2

ACADEMIC STAFF BURNOUT AND QUALITY SERVICE DELIVERY IN HIGHER EDUCATIONAL INSTITUTIONS IN RIVERS STATE

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Abstract

This study investigated academic staff burnout and quality service delivery in higher educational institutions in Rivers State. The study was guided by five research questions and four null hypotheses. The design of the study was correlational. The population consisted of all academic staff in all the public higher educational institutions in Rivers State giving a total of three thousand, six hundred and eighty- six (3686) academic staff. Purposive sampling technique was used to select a sample size of two hundred and ten (210) academic staff that made up the respondents from three higher educational institutions. The instrument for data collection was a questionnaire titled: Academic Staff Burnout and Quality Service Delivery Questionnaire (ASBQSDQ). The instrument was based on a 4 point likert scale with a reliability index of 0.72. Research question one was answered using mean and standard deviation while research question two to five was answered using Pearson product moment correlation method. The four null hypotheses were also tested using Pearson product moment correlation method at 0.05 level of significance. Findings of the study were that amongst the different aspects of burnout experienced by academic staff, such as fatigue, insomnia, migraine and depression, fatigue was the most common burnout experienced by academic staff in higher educational institutions in Rivers State followed by depression then migraine the least was insomnia. It was also revealed that there is

significant negative relationship between fatigue, migraine, insomnia and quality service delivery while depression negatively but very significantly correlate with quality service delivery in higher educational institutions in Rivers State. The study recommended that there should be clear distinction between academic staff obligation and accountability to avoid role ambiguity. Academic staff should be assigned task that he/she can successfully complete within a time frame to forestall work overload. Academic staff should be involved in decision making as this will give them a sense of belonging. There should be good condition of service for academic staff as this will minimize burnout and enhance quality of service delivery by academic staff.

Keywords: Academic Staff, Burnout, Quality, Service, Delivery and Higher Educational Institutions.

Teaching is analogous to the candle that burns itself in order to give light to people. It is seen as the noblest profession but very demanding and tasking. The teacher engages in rigorous study and research to equip himself intellectually so that he can impart knowledge to learners, and when learners translates that knowledge into useful values, the teacher is gladdened.

Being a teacher in today world is an enormous challenge, it takes passion, enthusiasms, dedication and love which has earned them the saying that their reward is in heaven” They ensure that their relationship with students are cordial and invest so much time helping students who may be having challenge in a particular area. They know their students by their names and this is seen as an attribute of a teacher. Their voice is audible enough for students to hear clearly. No wonder when a speaker is not audible, he is asked to use the “teachers` voice”.

Teaching in higher educational institution in the past was regarded as a less stressful occupation. Their salary may not be much yet they were being envied because, academic positions were tenured, their work load was light, they enjoyed overseas trips either for study or conference and they were given the freedom to engage in research of their interest. But in recent time, these advantages seem to have been erased in Nigerian tertiary institutions. There is fall in the pay of academic staff when compared to the present economic situation, most academic positions are no longer on tenure basis, work-load has doubled if not tripled, the current trend for academics is “publish or perish”. All these could make an academic staff not to meet up with the quality expected of him in the discharge of his duties. Furthermore, as each day unfolds, teachers are faced with more workload ranging from

instructional and non-instructional duties especially teachers in tertiary institutions since this level of education is uppermost in all round development and has the responsibility of producing equipped and skilled human capital. (Ololube, 2018). Both corporate, private and business organizations and even educational institutions in recent times have been grappling with problems of exhibiting efficiency and effectiveness in meeting their goals and objectives in the midst of increasing demands from their different stakeholders (Kotler, 2009). Tertiary education is not meant only to generate, transmit, store and retrieve knowledge but to also produce individuals of potentials and class.

Since the goal of every educational institution is to deliver quality service, it may be difficult for teachers of higher educational institutions to achieve this considering the workload that lies before them all through the week. From teaching of undergraduate classes to post graduate students, supervision of projects, marking of large number of scripts, both assignment, test and exams. Research work for publication and teaching, attending and organizing seminars, workshops and meetings and other community services. In doing all these, he/she is expected to deliver quality service and still doubles as husband/father or wife and mother.

Education being a tool for social mobility, has made admission rate into school so overwhelming, making the job of the teacher more stressful leading to burnout. A teacher who was teaching few under-graduate classes in few departments now has more students to teach, likewise the number of postgraduate students, the number of classes in a week increases including the number of supervisees. The teacher's job does not end in the classroom, it continues even outside the classroom and at home. Most times, teachers take students work home for proper assessment denying him/herself sleep. He/she comes to school the next day having morning class, from there to assess students for seminar presentation, while there may receive call for a class with post graduate students which may last for hours and at the middle of the class, remembers he/she has a meeting to attend in school. This is a typical scenario of a teacher in tertiary institution and this condition is capable of affecting teacher's delivery of quality service as well as students' performance and teacher's well-being. Some teachers take ill while some die as a result of fatigue, depression or worst still high blood pressure. More so, if this stressor leads to the death of a capable figure in an area of specialty, a huge vacuum then has been created which will affect the school at large and society by extension.

When teachers are overworked, their focus on students reduces as well. Teacher stressor can affect the teacher to a point where his/her enthusiasm, insightfulness, innovativeness and the attitude of punctuality, discipline, integrity and passion begin to dry up. According to Ingersoil (2012), most teachers leave the job within their first five years of

service and get engaged in consultancy jobs. Moore-Johnson in Nancy (2006), opined that when teachers choose to stay despite being burnout, the quality of education suffers. That is why today, we hear people often complain that the quality of education is falling. This therefore, serves as an indicator that teacher burnout can affect quality service delivery.

Furthermore, Jacob (2016), stated that ninety percent (90%) of all teachers had experienced some level of burnout. While Truch in Jacobson (2016), posited that more than twenty-five (25%) of teachers are experiencing severe burnout in their job. If these teacher burnout statistics is saying anything, it only says that the problem of teacher burnout needs immediate action than people think. It also means that it is no longer a problem to be silent about. Awareness must be raised on how it has led to poor service delivery because, it is only when a teacher feels good and successful about himself that he can deliver quality service to his students. In a report by UNESCO, it was unequivocally stated that matters of quality of education and not mass production ought to be given priority in educational agenda of policy makers at the university level.

Statement of Problem

Higher educational institutions are established to render academic service to its client using academic staff. Academic staff in turn are used to deliver quality services to students through quality teaching, research and community service. But saddling academic staff with so much workload in the bid to meet up set objectives or goals might cause some health challenges to academic staff which is against what the institution may have planned to achieve. Nevertheless, welfare packages today are far better than what it used to be far back, all thanks to ASUU but like *Oliver Twist*, more is still expected and there is room for improvement by government and institutional leaders.

Higher educational institutions expect academic staff to render quality services making the demands on academic staff to always be on the increase. This has brought a lot of pressure on academic staff that tries to meet up with his/her work demand leading them to experience burnout without a corresponding increase in remuneration or resources. Academic staff take multiple and overcrowded classes, mark large scripts, serve as head of department, dean of faculty, supervise students' projects both at under graduate and post graduate level and sometimes fill other administrative post.

The most ignored and least addressed problem of higher educational institutions yet it is the most challenging problem is inadequate funding and financing of higher educational institutions and this has caused so much stress to academic staff in schools. Our schools are highly compromised by over-congested classrooms, over-crowded laboratories, no running taps, no electricity. Academic staff are expected to deliver quality service without basic

facilities for teaching, learning and research making it pretty difficult for academics to competently respond to the numerous needs of students in higher educational institutions without stress.

Issues bordering on teacher burnout and quality service delivery has attracted several questions and research over the years. Some researchers found that the drop in quality service delivery is as a result of burnout on the part of academic staff. Could it be that academic staff do not respond to students needs as required because of too many work demands on the part of academic staff? Is it possible that the rate at which academics take ill and record cases of high blood pressure making it difficult for some of them to be punctual and regular to class is as a result of too much workload and its attendant stress? All these questions are begging for answers and has aroused the researcher's interest to find out if academic staff burnout relates to the quality of their service delivery in higher educational institutions in Rivers State.

Objectives of the Study

The aim of this study is to ascertain the relationship between academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

In specific terms, this study seeks to achieve the following;

- To find out different aspects of burnout experienced by academic staff in the delivery of quality service in higher educational institutions in Rivers State.
- To determine the effect of fatigue on quality service delivery in higher educational institutions in Rivers State.
- To find out how insomnia affect academic staff quality service delivery in higher educational institutions in Rivers State.
- To unravel the effect of migraine on academic staff quality service delivery in higher educational institutions in Rivers State.
- To find out how depression affect academic staff quality service delivery in higher educational institutions in Rivers State.

Research Questions

The following research questions guided this study;

- What are the different aspects of burnout experienced by academic staff in higher educational institutions in Rivers State?
- To what extent does fatigue as an aspect of academic staff burnout relate to their quality service delivery in higher educational institutions in Rivers State?

- To what extent does insomnia as an aspect of academic staff burnout relate to their quality service delivery in higher educational institutions in Rivers State?
- To what extent does migraine as an aspect of academic staff burnout relate to their quality service delivery in higher educational institutions in Rivers State?
- To what extent does depression as an aspect of academic staff burnout relate to their quality service delivery in higher educational institutions in Rivers State?

Hypotheses

The following null hypotheses was tested;

H₀₁: There is no significant relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

H₀₂: There is no significant relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

H₀₃: There is no significant relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

H₀₄: There is no significant relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers States.

Methodology

Research Design

The study examined the opinions of academic staff on academic staff burnout and quality service delivery in higher educational institutions in Rivers State. This study therefore, adopts correlational design. This design is considered most appropriate because it tries to examine the existing phenomenon in the area of study using opinionated questionnaire. The information gathered through the use of questionnaire was analyzed using the appropriate data analysis techniques.

Population of the Study

The population of this study comprises all academic staff in all public higher educational institution in Rivers State. Public higher educational institutions are eight (8). They are; University of Port Harcourt, Choba, Rivers State University, Nkpolu, Federal College of Education, Omoku, Ignatius Ajuru University of Education, Rumuolumeni, Ken SaroWiwa polytechnic, Bori, Captain Elechi Amadi Polytechnic, Rumuola, Rivers State School of Nursing, Rumueme and Rivers State College of Health Sciences, Rumueme. The population or subjects are three thousand, six hundred and eighty-six (3686) teaching staff drawn from the eight institutions.

Sample and Sampling Techniques

Three institutions out of the eight were used as sample institutions. They are University of Port Harcourt, Choba, Ignatius Ajuru University of Education, Rumuolumeni and Captain Elechi Amadi Polytechnic, Rumuola, comprising of two thousand and twenty-eight teaching staff (2028). Purposive sampling technique is adopted to select twenty percent (20%) of teaching staff from the sample institutions. Making a total of 210 (Two Hundred and ten) respondents.

Instrument for Data Collection

The instrument used is questionnaire. The instrument consists of two parts, A and B. Part A was used to generate demographic information and academic staff burnout variables while the second part addressed variables of quality service delivery. This section of the instrument was structured in the modified 4-point Likert response scale of very high extent (VHE), high extent (HE), low extent (LE), very low extent (VLE). $4+3+2+1 = 10 \div 4 = 2.5$ is the mean score.

Method of Data Analysis

The responses on the items of the instrument was collated and analyzed. The mean of the responses to each item was analyzed and used to answer the research questions while the Pearson product moment correlation method was used to test the research hypotheses at 0.05 level of significance.

Presentation and Analysis of Data

Research Question One

What are the different aspects of burnout experienced by academic staff in higher educational institutions in Rivers State?

The responses of academic staff in high educational institutions were subjected to mean and standard deviation analysis.

Table 4.1: Mean and Standard Deviation Analysis of the different Aspects of Burnout Experienced by Academic Staff in Higher Educational Institutions

S/N	Type of Burnout	Responses n = 205		
		\bar{X}	SD	Remark
1	Fatigue	3.08	1.03	Strongly Agree
2	Insomnia	2.76	0.72	Agree
3	Migraine	2.83	0.78	Agree
4	Depression	2.91	0.85	Agree
Grand Mean		2.90	0.84	Agree

Data in Table 4.1 indicated the different aspects of burnout experienced by academic staff in higher educational institutions in Rivers State. Data in Table 4.1 revealed that fatigue is the most common type of burnout experienced by academic staff in higher educational institutions in Rivers State ($\bar{x} = 3.08$). This is followed by depression ($\bar{x} = 2.91$), migraine ($\bar{x} = 2.83$). Data in Table 4.1 also showed that insomnia ($\bar{x} = 2.76$) is the least common type of burnout experienced by academic staff in higher educational institutions in Rivers State. However, the grand mean score ($\bar{x} = 2.90$) indicated that the burnout identified in the study are actually experienced by academic staff in higher educational institutions in Rivers State. The standard deviation indicated the agreement among the academic staff on the extent to which the burnouts identified in the study are experienced by them.

Research Question Two

To what extent does fatigue as an aspect of academic staff burnout relate to quality service delivery in higher educational institutions in Rivers State?

Hypothesis One

There is no significant relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

The responses of the academic staff on the extent to which fatigue as an aspect of their burnout relate to quality service delivery in higher educational institutions in Rivers State was subjected to correlational analysis.

Table 4.2: Relationship between Fatigue as an Aspect of Academic Staff Burnout and Quality Service Delivery in Higher Educational Institutions in Rivers State
Correlations

		Fatigue	Quality service delivery
Fatigue	Pearson Correlation	1	-0.65**
	Sig. (2-tailed)		.000
	N	205	205
Quality service delivery	Pearson Correlation	-0.65**	1
	Sig. (2-tailed)	.000	
	N	205	205

** . Correlation is significant at the 0.05 level (2-tailed).

(See Appendix II for the SPSS Output)

Data in Table 4.2 revealed that the relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.65. This shows that there is high negative relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. This indicates that academic staff who scored highly on fatigue as an aspect of burnout obtained low scores on quality service delivery in higher educational institutions in Rivers State and vice versa. Data in Table 4.2 also showed that the correlation coefficient (-0.65) was significant at 0.05 level for significance. The null hypothesis “that there is no significant relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is rejected. Thus, the alternate hypothesis is accepted”. The result of the hypothesis is that there is significant negative relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

Research Question Three

To what extent does insomnia as an aspect of academic staff burnout relate to quality service delivery in higher educational institutions in Rivers State?

Hypothesis Two

There is no significant relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

The responses of the academic staff on the extent to which insomnia as an aspect of their burnout relate to quality service delivery in higher educational institutions in Rivers State was subjected to correlational analysis.

Table 4.3: Relationship between Insomnia as an Aspect of Academic Staff Burnout and Quality Service Delivery in Higher Educational Institutions in Rivers State
Correlations

		Insomnia	Quality service delivery
Insomnia	Pearson Correlation	1	-0.69**
	Sig. (2-tailed)		.000
	N	205	205
Quality service delivery	Pearson Correlation	-0.69**	1
	Sig. (2-tailed)	.000	
	N	205	205

** . Correlation is significant at the 0.05 level (2-tailed).

(See Appendix II for the SPSS Output)

Data in Table 4.3 indicated that the relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.69. This reveals that there is higher negative relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. This revealed that academic staff who obtained high scores on insomnia as an aspect of burnout had low scores on quality service delivery in higher educational institutions in Rivers State and vice versa. Also, data in Table 4.3 revealed that the correlation coefficient (-0.69) was significant at 0.05 level of significance. The null hypothesis that “there is no significant relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is rejected. Thus, the alternate hypothesis is accepted”. The result of the hypothesis is that there is significant negative relationship between insomnia as an aspect of

academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

Research Question Four

To what extent does migraine as an aspect of academic staff burnout relate to quality service delivery in higher educational institutions in Rivers State?

Hypothesis Three

There is no significant relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

The responses of the academic staff on the extent to which migraine as an aspect of burnout among academic staff relate to their quality service delivery in higher educational institutions in Rivers State was subjected to correlational analysis.

Table 4.4: Relationship between Migraine as an Aspect of Academic Staff Burnout and Quality Service Delivery in Higher Educational Institutions in Rivers State

		Migraine	Quality service delivery
Migraine	Pearson Correlation	1	-0.67**
	Sig. (2-tailed)		.000
	N	205	205
Quality service delivery	Pearson Correlation	-0.67**	1
	Sig. (2-tailed)	.000	
	N	205	205

** . Correlation is significant at the 0.05 level (2-tailed).

(See Appendix II for the SPSS Output)

Data in Table 4.4 shows that the relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.67. This indicates that there is high negative relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. This revealed that academic staff who scored highly on migraine as an aspect of burnout obtained low scores on quality service delivery in higher educational institutions in Rivers State and vice versa. Data in table 4.4 also revealed that the correlation coefficient (-0.67) was significant at 0.05 level of significance. The null hypothesis that “There is no

significant relationship between migraines as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State, is rejected". Thus, the alternate hypothesis is accepted. The result of the hypothesis is that there is significant negative relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

Research Question Five

To what extent does depression as an aspect of academic staff burnout relate to quality service delivery in higher educational institutions in Rivers State?

Hypothesis Four

There is no significant relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

The responses of the academic staff on the extent to which depression as an aspect of their burnout relate to quality service delivery in higher educational institutions in Rivers State was subjected to correlation analysis.

Table 4.5: Relationship between Depression as an Aspect of Academic Staff Burnout and Quality Service Delivery in Higher Educational Institutions in Rivers State

		Correlations	
		Depression	Quality service delivery
Depression	Pearson Correlation	1	-0.71**
	Sig. (2-tailed)		.000
	N	205	205
Quality service delivery	Pearson Correlation	-0.71**	1
	Sig. (2-tailed)	.000	
	N	205	205

** . Correlation is significant at the 0.05 level (2-tailed).

(See Appendix II for the SPSS Output)

Data in Table 4.5 revealed that the relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.71. This shows that there is high negative relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. This indicated that academic staff who scored highly on depression as an aspect

of burnout obtained low scores on quality service delivery in higher educational institutions in Rivers State and vice versa. Data in table 4.5 also indicated that the correlation coefficient (-0.71) was significant at 0.05 level of significance. The null hypothesis that “there is no significant relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is rejected”. Thus, the alternate hypothesis is accepted. The result of the hypothesis is that there is significant negative relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

Summary of Findings

The study summarize as follows:

1. Different aspects of burnout experienced by academic staff in higher educational institutions in Rivers State include fatigue, depression, migraine and insomnia.
2. Fatigue as an aspect of academic staff burnout to a high extent negatively relate to quality service delivery in higher educational institutions in Rivers State.
3. There is significant negative relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.
4. Insomnia as an aspect of academic staff burnout to a high extent negatively relate to quality service delivery in higher educational institutions in Rivers State.
5. There is significant negative relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.
6. Migraine as an aspect of academic staff burnout to a high extent negatively relate to quality service deliver in higher educational institutions in Rivers State.
7. There is significant negative relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.
8. Depression as an aspect of academic staff burnout to a high extent negatively realty to quality service delivery in higher educational institutions in Rivers State.
9. There is significant negative relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State.

Discussion of Findings

The finding of the study shows that there are various aspects of burnout experienced by academic staff in higher educational institutions in Rivers State. The commonest of this burnout is fatigue, followed by depression, then migraine and insomnia. Burnout is a common phenomenon among academic staff in higher educational institutions in Rivers

State due to the nature of job they are involved resulting in emotional, psychological, physiological dry up as a result of the demand of the job. This burnout may be due to role conflict, role ambiguity, work overload, poor classroom climate, lack of involvement in decision making, lack of social support or welfare from administration etc. This finding is in agreement with Dwamena (2012), who identified some of the burnout experienced by academic staff in tertiary institutions.

The finding of the study revealed that the relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.65. This revealed high negative relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. In other words, those who obtained an increase in the scores on fatigue as an aspect of academic staff burnout also obtained a corresponding low score on quality service delivery in higher educational institutions in Rivers State.

The extent of relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.65. The coefficient of alienation ($\sqrt{1-r^2}$) which represents the degree of lack of association between the two variables is 0.76. Thus, the degree of alienation between the two variables is 0.76. However, the percentage of association between the two variables is 42.25 percent ($r^2 \times 100$). More so, the coefficient of determination is 0.4225 (r^2). This reveals that the extent of which knowledge of scores on fatigue as an aspect of academic staff burnout can be predicted from scores on quality service delivery in higher educational institutions in Rivers State is 43 percent.

The coefficient of correlation between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State (-0.65) shows that the correlation coefficient is significant at 0.05 level of significance. This finding is in agreement with Osaat and Ekechukwu (2016), that there is significant negative relationship between fatigue as an aspect of academic staff burnout and quality service delivery in higher educational institutions in the University of Port Harcourt.

The finding of the study indicated that the relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.69. This finding indicated that there is high negative relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. In other words, academic staff who obtained high scores on insomnia as an aspect of academic staff burnout obtained corresponding low scores on quality service delivery in higher educational institutions in Rivers State.

The extent of relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.69. The coefficient alienation ($\sqrt{1 - r^1}$) which represents the degree of lack of association between the two variables is 0.72. Thus, while the degree relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.69, the degree of lack of association between the two variables is 0.72. In addition, percentage of association ($r^2 \times 100$) between the two variables is 47.61, while the coefficient of determination is 0.4761 (r^2). This indicated that the extent to which knowledge of scores on insomnia as an aspect of academic staff burnout can be predicted from scores on quality service delivery in higher educational institution in Rivers State is 48 percent.

The coefficient of correlation between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State (-0.69) reveals that the correlation coefficient is significant at 0.05 level of significance. This finding is in agreement with Dankade, Bello and Deba (2016), that there is significant negative relationship between insomnia as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.67. This finding showed that there is high negative relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. In otherwords, academic staff who obtained an increase in the scores on migraine as an aspect of academic staff burnout scored low scores on quality service delivery in higher educational institutions in Rivers State.

The extent of relationship between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.67. The coefficient of alienation ($\sqrt{1 - r^2}$) which represents the degree of lack of association between the two variables is 0.74. Thus, while the degree of lack of association between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.67, the degree of lack of association between the two variables is 0.74.

Moreso, the percentage of association ($r^2 \times 100$) between the two variables is 44.89 while the coefficient of determination is 0.4489 (r^2). This showed that the extent to which knowledge of scores on migraine as an aspect of academic staff burnout can be predicted from scores on quality service delivery in higher educational institutions in Rivers State is 45 percent. The coefficient of correlation between migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.67. This correlation coefficient is significant at 0.05 level of significance. This finding is in agreement with Wanjiru (2014), that there is a significant negative relationship between

migraine as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Kenya.

The finding of the study indicated that the relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.71. This finding revealed that there is a very high negative relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State. In other words, academic staff who scored highly on the instrument on depression as an aspect of academic staff burnout and scored corresponding low scores on quality service delivery in higher educational institutions in Rivers State. The extent of relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.71. The coefficient of alienation ($\sqrt{1 - r^2}$) which represents the degree of lack of association between the two variables is 0.70. Thus, while the degree of relationship between depression as an aspect of academic staff burnout and quality service degree in higher educational institutions in Rivers State is -0.71, the degree of lack of association between the two variables is 0.70.

In addition, the percentage of association ($r^2 \times 100$) between the two variables is 50.41 while the coefficient of determination is 0.5041 (r^2). This revealed that the extent to which knowledge of scores on depression as an aspect of academic staff burnout can be predicted from scores on quality service delivery in higher educational institutions in Rivers State is 50 percent. The coefficient of correlation between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Rivers State is -0.71. The correlation coefficient is significant at 0.05 level of significance. This finding is in agreement with Kusi, Mensah and Gyaki (2014), that there is a significant negative relationship between depression as an aspect of academic staff burnout and quality service delivery in higher educational institutions in Kumasi region of Ghana.

Conclusion

Based on the findings of the study, the researcher concluded as follows: (i) there are various aspects of academic staff burnout in higher educational institutions in Rivers State which includes fatigue, insomnia, migraine, depression amongst others (ii) there is significant negative relationship between fatigue, insomnia, migraine and depression as an aspect of academic staff burnout individually and quality service delivery among academic staff in higher educational institutions in Rivers State.

Recommendations

Based on the findings of the study, the researcher stated the following recommendations:

1. There should be clear distinction between academics' obligation and accountability to avoid role ambiguity.
2. Academic staff should be assigned tasks that he/she can successfully complete within a time frame to forestall work overload.
3. Academic staff should be involved in decision making. This will enable them have a sense of belonging.
4. There should be good condition of service for academic staff as this will minimize burnout and enhance quality service delivery by the academic staff.
5. There should be health sensitization workshop for academic staff to enable them take good care of their health. This will minimize burnout among the academic staff.
6. The correct number of academic staff/student ratio approved by National University should be maintained in higher educational institutions. No academic staff should exceed the stipulated number.
7. Those responsible for allocating courses should ensure that content of course outlines are covered by every academic staff handling any course.

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