



Lecturer's variables and patterns of relationship in universities in cross river state

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Abstract

The study is centered on examining lecturer's variables and patterns of relationship in universities in cross river state. To achieve this objective, three research questions and three hypothesis were stated. Literature was reviewed according to the sub variables of the study. The study adopted a survey research design with a stratified and purposive sampling technique to select a total of 434 staff from two public universities in Cross River State. The researchers developed a questionnaire titled 'Lecturers Characteristics and Pattern of Social Relationship Scale (LCPSRS) for data collection. The questionnaire was validated by three experts in Measurement and Evaluation and the reliability of the sub scales were established using Cronbach alpha and the result showed that the coefficient of the sub scales were high for the instrument to be adjudged reliable. The data were collected by the researchers and were analysed using independent t-test and one way analysis of variance and the result showed that academic staff gender and professional ranks influence their pattern of relationship but age was not found significant in influencing pattern of relationship. Thus, it was recommended among other things that atmosphere of social relationships should be created periodically that can aid the younger professional enjoy from the expanse of academic wealth in the system.

Keywords: Lecturer's variables, patterns, relationship, in universities

1. Introduction

The school is a microcosm of the macrocosm, called society. It is a social institution that conglomerate varieties of individual with different cultures, parental training and behaviour. Thus, the school is a hub of cultural integration. No man can be an island irrespective of how well he or she is placed. This is because we need each other. It is expedient that we therefore relate amicably and in mutual respect for us to achieve our desired objectives. This implies that human interrelationship is inevitable. Interpersonal relationship is the relationship between two or more individuals. Human beings are gregarious in nature. Though being social is innate nature of mankind, life experiences help in shaping the relationship with others. Developing and maintaining interpersonal relationship is important for success in life. Interpersonal relationship serves as a base for social support that plays a crucial role particularly in emotionally charged situations. It is also noted that interpersonal relationship enhances overall wellbeing of man. Interpersonal relationship predicts emotional distress. Students with high level of interpersonal relationship showed low level of emotional distress (Kenny, Dooley & Fitzgerald, 2012) [6]. The university academic staff is demanded to perform a lot of task such as supervision of projects, examination, teaching, marking and other community services. There is need for serious collaboration and mutual relationship with others. For the academic staff in universities, interpersonal relationships can facilitate collaborative work, knowledge sharing as well as speedy and quality research output.

However, it has been observed over the years that most academic staff are artificial isolates. They hardly relate with their colleagues nor work together. They publish alone and hardly do they carry out a research activities with those in their departments as well as those in order discipline. They do not partake in other staff occasions as well as share in the

joy of other social responsibilities that are carried out in school. These leave a lot of researchers and scholars in wonder over what would have been the causes of these problems. Factors that have been identified include lack of social skills, poor self-concept, religiosity, fear of involvement, ego among others (Hilary, 2015, James, 2000 and fidnland, 2009) [4, 5, 3]. The effect of these isolation is that most of the staff do not get promotion as when due. They hardly speak out their problems with people, do not get collaborative studies that may have speed up their promotion, denied of community based responsibilities as well as suspicion among colleges of staff in the university. Effort that most heads of departments and deans of faculties have made to solve this problem still persists and the researcher is presuming that lecturer's variables such as professional ranks, educational qualification and marital status could have influenced their interrelationship pattern in school. Lecturer's characteristics or variables are those attributes that defines the person of a staff. It is those traits or characteristics that define their behaviour which one can use to separate them from others. These could be their age, gender, educational qualification, years of experience, marital status, and professional ranks among others. The question then is, could lecturer's characteristics such as marital status, professional rank and educational qualification influence interpersonal relationships among staff? It was in a bid to answer this question that this researcher effort was made.

In a study carried out Yevil (2012) [7] on the influence of academic staff characteristics on social relationship in tertiary institutions. The study was guided with three research questions and hypothesis was stated accordingly. The study adopted an ex post facto research design with a stratified and purposive sampling technique to select a total of 322 staff from 5 universities. The study utilized a questionnaire for data collection. Data collected were

analysed using one way analysis of variance (ANOVA) and independent t-test and the result showed that there is no significant influence of age and professional rank on social relationship. However, there was a significant influence of gender and experience on social relationship among academic staff.

Similarly, in another study on the influence of lecturers characteristics on social relationship in universities in Imo West Senatorial district by Chukwu (2013) [2], a survey research design was adopted for the study. The study selected a total of 309 staff from three public universities in the area. Data were collected using a questionnaire titled 'lecturers characteristics on social relationship Scale (LCSRS)'. The instrument was validated and the reliability ascertained using Cronbach alpha and the coefficient of each sub scale was high for the instrument to be adjudged reliable. Data were collected by the researcher and were analysed using one way analysis of variance (ANOVA) and the result showed that gender, professional rank and experience significantly influence social relationships among lecturers.

Research question

The following research questions were raised for the study

1. What is the influence of gender on social relationship among lecturers in universities?
2. What is the influence of age on social relationship among lecturers in universities?
3. What is the influence of professional ranks on social relationship among lecturers in universities?

Statement of hypothesis

The hypothesis was stated in the null form as followed

1. There is no significant influence of gender on social relationship among lecturers in universities
2. There is no significant influence of age on social relationship among lecturers in universities
3. There is no significant influence of professional rank on social relationship among lecturers in universities

Methodology

The study adopted a survey research design with a stratified and purposive sampling technique to select a total of 434 staff from two public universities in Cross River State. The researchers developed a questionnaire titled 'Lecturers Characteristics and Pattern of Social Relationship Scale (LCPSRS) for stat collection. The questionnaire was validated by three experts in Measurement and Evaluation and the reliability of the sub scales were established using Cronbach alpha and the result showed that the coefficient of the sub scales were high for the instrument to be adjudged reliable. The data were collected by the researchers and were analysed using independent t-test and the result is presented below.

Presentation of result

Hypothesis one

There is no significant influence of gender on social relationship among lecturers in universities. The independent variable is gender characterized as male and female lecturers while the dependent variable is social

relationship. To test this hypothesis, independent t-test was used and the result as presented in Table 1 showed that (t=3.241, p<.05). Since p(.002) is less than p(.05), this implies that there is a significant influence of gender on social relationship among lecturers in universities. Hence, the null hypothesis is rejected. A cursory look at the table showed that female lecturers pattern of relationship is different from that of male lecturers as shown in their mean differences

Table 1: Independent t-test analysis of the influence of gender on social relationship among lecturers in universities

Variables	N	X	S.D	df	t-cal	p-val
Male	287	13.26	3.432	432	3.241	.002
Female	147	15.33	2.312			

Hypothesis two

There is no significant influence of age on social relationship among lecturers in universities. The independent variable is age categorized into below 30, 31-40, 41-above-years while the dependent variable is social relationship. To test this hypothesis, one way analysis of variance (ANOVA) was used and the result as presented in Table 2 showed that (F=2.012, p>.05). Since p (.342) is greater than p (.05), this implies that there is no significant influence of age on social relationship among lecturers in universities. Hence, the null hypothesis is retained.

Table 2: One way analysis of Variance (ANOVA) result on the influence of age on social relationship among lecturers in universities

Variables	N	X	S.D		
below 30	45	12.910	2.65		
31-40yrs	179	12.092	2.52		
41-above yrs	210	12.321	2.22		
Total	434	15.34	3.54		
Source of variation	SS	df	MS	F-ratio	p-val
Between	1738.36	2	869.18		
Within	186192	431	432	2.012	.342
Total	187930.36				

Hypothesis three

There is no significant influence of professional rank on social relationship among lecturers in universities. The independent variable is professional rank categorized as graduate/assistant lecturer, Lecturer I/ Lecturer II and Senior lecturer –professor while the dependent variable is social relationship. To test this hypothesis, one way analysis of variance (ANOVA) was used and the result as presented in Table 3 showed that (F=7.453, p<.05). Since p (.001) is less than p(.05), this implies that there is a significant influence of professional rank on social relationship among lecturers in universities. Hence, the null hypothesis is rejected. a post hoc test was carried out using Fishers Least Significant Difference (LSD) and the result showed that staff who are at the lower cadre of the profession are more sociable than those who are Lecturer I /Lecturer II and those who are Lecturer I /Lecturer II are more sociable than those who are from senior lecturer to professors. The result of the post hoc is presented in Table 4.

Table 3: One way analysis of Variance (ANOVA) result on the influence of professional rank on social relationship among lecturers in universities

Variables	N	X	S.D		
Graduate/Assistant lecturers	161	16.32	2.31		
Lecturer I /II	170	15.23	2.45		
Senior /Professor	103	14.97	3.09		
Total	434	15.34	3.54		
Source of variation	SS	df	MS	F-ratio	p-val
Between	3774.94	2	7549.88		
Within	184155.42	431	1013	7.453	.000
Total	187930.36	433			

Table 4: Fishers LSD Post hoc analysis result on the influence of professional ranks on social relationship among lecturers in universities

Variables	Graduates/ assistant lecturers N=161	Lecturer 1 /II N=170	Senior/ Professors N=103
Graduates/assistant lecturers	16.32 ^a	1.09 ^b	1.4
Lecturer 1 /II	3.21* ^c	15.23	0.31
Senior/Professors	3.62*	2.78*	14.92
MS _{within} =1013			

a= group means in the principal diagonal

b= Group means differences above the principal diagonal

c= Calculated t-values below the principal diagonal

Discussion of findings

Hypothesis one that stated that there is no significant influence of gender on pattern of relationship among lecturers was rejected. This implies that male and female lecturers differ significantly in their pattern of relationship in school. This could be due to the fact that female staff are gregarious inclined and they can easily form associations in school. There is that touch of naturalness in them that often propel them to get along easily with those of similar and opposite sex. They are mostly found in all associations and organizations in schools. The findings were in line with that of Yevil (2012) [7] that carried out a study on the influence of academic staff characteristics on social relationship in tertiary institutions. The study was guided with three research questions and hypothesis was stated accordingly. The result showed that there is no significant influence of age and professional rank on social relationship. However, there was a significant influence of gender and experience on social relationship among academic staff.

Hypothesis two that stated that there is no significant influence of lecturer's age on pattern of relationship among lecturers was retained. This implies that there is no significant influence of lecturer's age on pattern of relationship among lecturers. The result could be due to the fact that lecturers irrespective of age have need to associate with their professional colleague due to partly the benefit they may have envisaged from relating well with others. Thus, irrespective of the age bracket, the result showed that lecturers relates well with each other. The findings of the study contradict that of Apende (2015) [1] that examine demographic variables of staff and their attitude to social functions. The findings showed that there was a significant influence of age, gender and academic experience on attitude to social functioning among staff.

Hypothesis three that stated that there is no significant influence of professional rank on pattern of relationship

among lecturers was retained. This implies that there is no significant influence of lecturer's professional rank on pattern of relationship among lecturers. The result could be due to the fact it is the younger professionals that demands more of the social relationship in order to learn from their professional colleagues. The older like the professors have reached the heights of their academic career and may not necessary needs others for publications. This to a reasonable extent often keep them at length with others especially those ones that do not come to school regularly. The findings were in line with that of Chukwu (2013) [2] that carried out a study influence of lecturers characteristics on social relationship in universities in Imo West Senatorial district. The result showed that gender, professional rank and experience significantly influence social relationships among lecturers.

Conclusion and recommendations

Based on the findings, it was concluded that academic staff gender and professional ranks influence their pattern of relationship but age was not found significant in influencing pattern of relationship. Thus, it recommended among other things that atmosphere of social relationships should be created periodically that can aid the younger professional enjoy from the expanse of academic wealth in the system.

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