

Relationship Between Occupational Stress And Lecturers' Job Performance In Nigerian Tertiary Institutions

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Abstract

Stress is present in all occupations but its degree and effects vary. This study investigated the relationship between occupational stress and job performance of workers in tertiary institutions in Nigeria. The study adopted a descriptive design. The sample size of 100 full-time lecturers in nine tertiary institutions in Delta State was drawn to participate in the study. A questionnaire was used to collect data. The reliability of the instrument was established at 0.98 coefficient using the Cronbach Alpha. Data were analysed using means, standard deviation and multiple regression analysis. Findings from the study showed that tertiary institutions' lecturers in developing countries face high stress which affects their job performance. It revealed that stress has a significant relationship with the tertiary institutions' lecturers' job performance. There was a significant relationship between the different dimensions of stress, sources of stress and lecturers' demographic variables and lecturers' job performance in public tertiary institutions in Delta State. Based on the findings, it was concluded that time planning should be a prerequisite for all lecturers in their job execution; and a recreational centre should be built in all institutions for effective relaxation by lecturers.

Keywords: Occupational Stress; Lecturers; Job Performance; Relationship.

1.1 Introduction

As individuals interact with their environment, they are bound to experience varying levels of stress. Stress is a contemporary problem in developing countries whose pervasive impact is felt in every sphere of man's life. No one has total freedom from stress since our existence involves incessant response to internal and external stressors (Nwajei, 2004).

Our life experiences as human beings whether positive or negative, can bring about stress and this can have influence on our behaviour or performance. All humans, whether at work or outside work environment, experience stress when they feel threatened or when faced with such discomfort as a result of changing life circumstances and societal changes that are related to technological

growth, national economy culture, environmental pollution, living ambition fulfilment, family life, health status, among other things. The teaching profession, just like any other field of human endeavour, has its own stress which the professionals contend with on a daily basis.

Job stress among higher institution lecturers in developing countries has become a critical issue and a matter of concern to teachers in higher institutions of learning in developing countries. High level of stress among lecturers have been associated with decreased overall job productivity (Taris & Van Iersel-Van, 2001).

Similarly, since 1999, the rapid expansion of higher education in developed world has exerted a great impact on the professional workload of university faculty members. According to a survey, the average

class size is 83 students due to the growth of the enrolment in colleges and universities (Wei & Jiaying, 2012). The university faculty members are currently facing difficulties related to the students' diverse needs and performance requirements. This often leads to overwhelming pressure, which consequently leads to stress and conflict in developed countries like China. Thus, studies carried out in some European and American countries identified workload and scanty resources as some of the stressors often experienced by university lecturers (Engle, 2012). Other studies suggests that long working hours, loads of university support, such as resources, funding, and recognition and other normative experiences associated with the institution environment play a role in increasing stress among higher institution lecturers (Masuku, 2015; Jery, 2017; Meng & Wang, 2018).

Job performance is key to the achievement of organizational goal in any given context. In fact, the economic development of a nation is often determined by the work performance of lecturers. Hanif (2010) identified time management and interpersonal communication skill as significant contributors the job performance of teachers. Although there is no reliable statistical evidence to substantiate this in Nigeria, it is however, believed that Nigerian lecturers equally faced job stress and stress related disorder as their counterpart elsewhere. The preponderance of stress in the teaching profession, especially at the post-secondary levels, may be associated with the general attitude of the government towards lecturer's welfare and the perception of lecturing/teaching as no job by some lecturers themselves. Besides, even though some teach to even earn a living, they do so pending when they get better offers elsewhere (Olaitan, 2010).

In the developed world, stress among higher education institutions lecturers has attracted much attention from stakeholders because of the recognition of its multiplier

effect on national development. However, in the developing countries, lecturers stress is often seen as no problem by educational planners, employers and government, hence the lukewarm attitude towards lecturers' /teachers welfare. (Uwaliae & Owie, 2013). It is against this backdrop that this paper examined the relationship of occupational stress and job performance among lecturers in tertiary institutions in developing countries such as Nigeria.

1.2 Statement of the Problem

Lecturing job is an extremely demanding profession with closing hour, serious competition, ethical dilemma, regulatory bottleneck and difficult students and research work. Sharma, et al (2010) opine that people in human service profession, such as lecturing are often required to spend substantial time engaging intensively with other people, book, research and when students' problem is not resolved immediately, the situation can become more complicated and frustrating. Thus, an empirical study of the existence of stress in the teaching/lecturing by Uwaliae and Owie (2013) confirmed the existence of stress causing factors in the educational sectors among teachers with higher levels of stress found among them. The issue of job stress among Nigerian lecturers could be better addressed if the factors responsible for such stress were properly identified and evaluated. The question of how job stress affects lecturers' job performance is relevant in giving the nature of today's lecturing work and challenges faced by Nigerian lecturers.

In view of the above, the aim of this study is to examine the influence of job stress on the overall job performance of lecturers in tertiary institutions in developing countries particularly in Nigeria.

1.3 Objectives of the Study

The primary aim of the study was to examine the relationship between occupational stress

and job performance among lecturers in Tertiary Institutions in Nigeria. The objectives of the study were to:

1. Ascertain the relationship between the difference dimensions of job stress and tertiary institutions lecturers' job performance.
2. To determine the relationship between the factors responsible for job stress and tertiary institutions lecturers' job performance
3. Investigate the relationship between demographic data and tertiary institutions lecturers' job performance

1.4 Research Questions

For the purpose of the study, three research questions were formulated:

1. What is the nature of job stress faced by tertiary institutions lecturers in developing countries?
2. What are the factors responsible for stress among tertiary institutions lecturers?
3. What are the strategies which could be adopted to prevent or reduce occupational stress among tertiary institutions lecturers?

1.5 Research Hypotheses

The following null hypotheses were for generated for the purpose of the study:

Ho1: There is no significant relationship between the difference dimensions of job stress and tertiary institutions lecturers' job performance.

Ho2: There is no significant relationship between the factors responsible for stress and tertiary institutions lecturers' job performance.

Ho3: There is no significant relationship between demographic data and tertiary institutions lecturers' job performance.

2.1 Theoretical Framework

This study is anchored on the Person Environment Fit (P-E Fit) Theory, propounded by French and Caplain (1982). One of the assumptions of the theory is that stress is a result of conflict which individuals face with their environment. It arises from inability to cope with environmental demands. Problem will arise when there is a mismatch between the individual and the environment (French, Caplan, & Harrison, 1982). Such person-environment fit implies that people will go into those occupations for which their ability and aptitude fits. The fit is a significant predictor of the individual's coping ability of the individual on the job (Ajayi, 2018).

It is to the above fact that two simple concepts were given by French and his colleague, the objective fact versus subject opinion and environmental (E) versus person (P) variables. These interactions can influence the performance of employees.

One can easily deduce from the theory of this study that the demands put on lecturers are incompatible with their ability to respond equally. The work of academic staff in Nigerian tertiary institutions is often tedious. The demands of their jobs in terms, teaching, research and community development requires a significant part of their time and attention. Such demands is capable of inducing stress in lecturers. Especially when it is merged with family and administrative roles. To be able to maintain a balance among these roles, most lecturers resort to some kinds of defence mechanism. Such coping strategy may not be for the benefit of the institution.

2.2 Literature Review

The level of work-induced stress among academic staff has a been major source of concern to stakeholders. Attempts have been made to provide strategies for addressing the

situation. This attempt has triggered researches in the areas of factors responsible for occupational stress, its effect and management strategies.. It is on this basis the author will review related position and empirical studies on relationship of occupational stress and job performance among tertiary institution lecturers.

2.3 Concept of Stress

Stress occurs when demands are imposed on the individual which exceeds his/her resources (Busari, 2012). Stress can be in form of physical stresses like cold and heat; or environmental like loss of job and bereavement. Stress usually occurs when individuals exhaust the resources needed for coping with the demands of their job. Blonna (2000) gave an encompassing definition that stress is a holistic transaction between an individual, his environment and stress or which results in body's mobilization of response. The transaction connotes an appraisal process involving the stressor (stimulus), the individual and the environment. This definition brings to lime light the importance of perception in the appraisal of a potential stressor. The way we view a potential stressor is dependent on our general well-being as well as the prevailing environmental condition under which it occurs (Agolla & Ongori, 2009). The World Health Organization (WHO, 2018) identifies occupational stress as experience that individuals have when they are unable to cope with the demands of their jobs.

Stress has been a major topic of discussion among academics (Agolla & Ongori, 2009). It could be positive or negative stress. Stress is a normal feeling because it gives the individual an idea of when to take a break. It helps the individual to readjust to environmental conditions that threaten his or her health. However, when stress is not properly and timely handled effectively, it can result in poor job productivity. Richlin-Klonsky and Hoe (2003) stated that people who

experience stress may likely indulge in substance abuse and other life-threatening behaviour.

American Institute of Stress (2009) stated that stress enhances performance to a certain level after which it starts to go down. It is worthy of note that peak level varies with individuals as some person may be more vulnerable to stress than others.

2.4 Levels of Stress

As stated earlier, stress is a normal thing for humans. Humans have had to deal with different levels of stress in their daily lives. It manifests in several ways in all human endeavour. It is a signal for actions. It varies from low, moderate or high. The degree to which an individual experience stress has some level of influence on their performance. The higher the level of stress, the most likely an individual will perform poorly. This is because, it reduces mental and physical strength of the individual. On the other hand, the individual who is able to manage and find ways of reducing his or stress level may be able to perform his or her job more effectively (Eze, 2015).

According to Nwajei (2004), an individual with a high level of stress is bound to loss concentration in his or her jobs. This means that a high level of stress can negatively affect concentration in the work place. Individuals often experience different levels of stress at different times. Stress coping strategies, are therefore, not universal. What may work for an individual may not work for another person. Zhang (2012) stated that individuals' stress coping resources can affect their coping behaviour. Those with adequate resources are therefore, expected to cope with stress more effectively than those with limited stress coping resources.

2.5 Sources of Stress among Tertiary Institution Lecturers

On the overview of the literature on sources of stress on lecturers Olatunji and Akinlabi (2012) and Yusoff, Khan and Azam (2013) identified job-related roles, office environment, family roles and interpersonal relationship with co-workers as some of the sources of stress among academic staff. The author stated that if not properly handled, such stressors have the capability of causing harm to the individual.

Other sources of stress include academic activities, inability to meet expectations of others, learning environment and unemployment anxiety (Agolla & Ongori, 2009; Shah, Hasan, Malik, & Sreeramareddy, 2010); lack of teaching facilities (Shah et al., 2010), academic difficulties and financial difficulties (Johnson, 2009); and unrealistic academic goals (Misra & Castillo, 2004).

Tahir (2011), in a study, found that internal and external factors has influence on academic performance of students. The author also found that teachers in public schools differ in their performance from teachers in private schools.

Igbongidi (2015) classified stressors as follows:

- 1) **Work hours:** work such as shift duties or overtime also act as shown to have a significant impact on health, affecting sleeping patterns, reducing family and social satisfaction.
- 2) **Work load:** Work load requires an adequate balance to avoid stress, as under load is just as bad as over load.
- 3) **Work Role:** Role such as responsibility for others, accountability, lack of authority and denial to participate in decisions are critical stressors on the job.
- 4) **Work task:** Work task such as

inadequate task variety, ambiguity, low challenge, poor utilization of skills and ability level increase stress level.

- 5) **Career Development:** Lack of training and recognition and promotions are critical stressor on the job.

2.6 Effects of Stress on Lecturers

The effect of stress on humans has been widely documented. Functional stress improves organizational performance. However, if stress, which manifests in several ways, is allowed to proceed without remedy, it has the potential of affecting performance negatively. Apart from the health effects, stress has been found to have cognitive, behavioural and organizational effects (Traverse & Cooper, 1996). Stress is a contemporary problem in developing countries such as Nigeria whose pervasive impact is felt in every sphere of man's life. No one has total freedom from stress since our existence involves incessant response to internal and external stressors (Nwajei, 2004).

Our life experiences as human beings whether positive or negative, can bring about stress and this can have influence on our behaviour or performance. All humans, whether at work or outside work environment, experience stress when they felt threatened or when faced with such discomfort as occasioned by changing circumstances of life and societal changes that are related to technological growth, national economy culture, environmental pollution, fulfilment of life ambition, family life, health status, among other things. The teaching profession, just like any other field of human endeavour, has its own stress which the professionals contend with on a daily basis. Job stress among higher institution lecturers in developing countries has become a critical issues and a matter of concern to teachers in higher institutions of learning in developing countries. High level of stress

among lecturers have been associated with decreased in their overall job productivity. In addition, poor performance of students in examinations, moral decadence of youths, adult indiscipline and the under development of the nation (Tarus, et al., 2001; Achimugu, 2005; Uwadiae & Owie, 2012).

2.7 Review of Related Empirical Studies on Relationship of Stress and Performance among Tertiary Institutions Lecturers in Nigeria

There are several studies that have looked at the relationship between stress and job performance in different occupations. These studies believe that there is a connection between stress and productivity. A higher level of stress has been associated with a lower job performance among workforce (Dalgaard et al., 2017).

According to Muiga and Mike (2013) the effect of work-related stress creates physical, psychological and behavioural problems leading to employees' poor performance. Yusoff, et al. (2013), studied occupational stress, performance and emotional intelligence in an academic setting. Using questionnaire, administered on 65 staff of public and private university in Pakistan, they found a negative correlation between occupational stress and staff productivity and a positive relationship between emotional intelligence and staff productivity. The authors suggested that emotional intelligence could mediate the influence of stress on the job productivity of staff.

In another study carried out by Ahsan, Abdullah, Yong & Alam (2009), the authors identified work-family conflict and role ambiguity as some of the sources of stress that are likely to impact negatively on job performance. They found a significant correlation among the variables of the study.

A study on demographic factors as determinants of occupational stress found that women are more likely to experience occupational stress than their male counterparts (Akbar, 2011). In addition, years of teaching experience also contribute to the stress levels of higher institutions lecturers (Mitra, Ann & Lisa, 2017).

Nnabuife, Onyeizugbe and Onwuka (2012), in their descriptive survey study, investigated stressing coping strategies as determinants of staff productivity. The authors administered questionnaire on 135 female academic staff. Testing the hypotheses at 0.05 alpha level, they found a significant correlation between strategies used and the level of job performance. This finding was supported by an earlier study (Igbongidi, 2015), which showed that the strategies used by staff in tackling their stress level can have a positive impact on their level of job performance.

3. Methodology

This study employ the descriptive survey research designed to examine the relationship between occupational stress and job performance of lecturers in tertiary institutions in Nigeria. The population of the study was all the full-time lecturers in the different public tertiary institutions in Delta State. The sample size for the study comprised of one hundred and twenty-five (125) full time lecturers randomly selected from nine (9) tertiary institutions in Delta State (3 Universities, 3 Polytechnic and 3 Colleges of Education). Data were collected using a four-point Likert-type questionnaire. The reliability of the instrument was established at 0.89 reliability coefficient using the Cronbach Alpha Method

Questionnaires were distributed to each lecturer by the researcher and two trained research assistants. Time was given for the respondents to fill in and complete the items in the questionnaire. The research assistants were asked to go back to pick up the questionnaire from the lecturers at an agreed time and date.

Those who were not able to complete theirs, due to their busy schedule were given extra time to complete theirs. Out of the one hundred and twenty-five (125) questionnaires distributed to the 125 full-time lecturers selected from the nine tertiary institutions, only 100 lecturers (80%) completed and returned their questionnaire.

Data collected were analysed with Mean, Standard Deviation and Multiple Regression analysis. The Mean and Standard Deviation were used to analyse the research questions while multiple regression analysis was used to test hypotheses at 0.05 level of significance

4.1 Results

Research Question 1: What is the nature of job stress faced by lecturers in Nigeria tertiary institutions?

Table 1: Mean rating of the level of job stress faced by lecturers in tertiary institutions

S/N	Statement	N	Mean	SD	Remark
Work Overload					
1.	I feel that my job responsibilities are increasing (work overload)	97	4.02	1.02	High
2.	I work under tight deadlines	97	3.97	1.34	High
3.	My job requires me to work in several equally important areas at once	97	3.92	1.05	High
4.	I wish that I had more help to deal with the demands placed upon me at work.	97	3.83	1.17	High
5.	At work, I am expected to do too many different tasks in too little time	97	3.71	1.17	High
6.	My decisions are impaired when I am stressed out	97	3.65	1.23	High
7.	I deal with more people during the day than I prefer.	97	3.54	1.29	High
8.	I had turnover intention due to work related stress	97	3.42	1.07	High
9.	I am expected to do more work than is reasonable.	97	3.35	1.18	High
10.	I become even more nervous when working with difficult students and colleagues	97	3.25	1.31	High
11.	I am expected to perform tasks on my job for which I have never been trained	97	3.08	1.35	High
12.	I have to take work home with me due to tight schedule and time.	97	2.71	1.44	Low
13.	I have the resources I need to get my job done	97	2.35	1.70	Low
Average Mean			3.45	1.26	High
Role Responsibility					
14.	I worry about meeting my job responsibilities.	97	4.04	0.92	High

15.	I worry about whether the people who work for/with me will get things done properly.	97	3.69	1.01	High
16.	The thought of making a mistake when dealing with students drives me crazy	97	3.69	1.11	High
17.	I spend time to be concerned with the problems others at work bring to me.	97	3.63	1.18	High
18.	People on-the-job look up to me for leadership, guidance and counselling.	97	3.63	1.10	High
19.	I have on-the-job responsibility for the activities of others.	97	3.52	1.27	High
20.	I am responsible for the welfare of subordinates.	97	3.50	1.13	High
21.	I frequently argue with colleagues over work procedures	97	2.79	1.47	Low
22.	I like the people I work with.	97	2.58	1.84	Low
Average Mean			3.45	1.23	High
Physical Environment					
23.	On my job, I am exposed to large class size.	97	3.29	1.35	High
24.	I have an erratic work schedule.	97	2.90	1.45	Low
25.	On my job, I am exposed to high levels of chalk dust.	97	2.71	1.52	Low
26.	On my job, I am exposed to temperature extremes due students overcrowding.	97	2.71	1.49	Low
27.	My job is physically dangerous.	97	2.65	1.47	Low
28.	On my job, I am exposed to high levels of noise.	97	2.63	1.45	Low
29.	On my job, I am exposed to unpleasant odours.	97	2.46	1.37	Low
30.	On my job, I am exposed to high levels of wetness.	97	2.38	1.41	Low
31.	I become nervous most of the time because of the working environment.	97	2.31	1.37	Low
32.	The work is unfriendly and unsupportive	97	2.12	1.35	Low
33.	On my job, I am expected to handle poisonous substances	97	2.10	1.21	Low
Average Mean			2.57	1.40	Low
Criterion Mean = 3.00					

Table 1 shows the mean rating of the nature of job stress faced by lecturers in tertiary institutions. From the result, the average mean rating includes 3.45 for work overload; 3.45 for

role responsibility; and 2.57 for physical environment. This result implies that lecturers in tertiary institutions are facing high level of stress in the area of their work and role responsibility.

Research Question 2: What are the factors responsible for stress among lecturers in tertiary institutions?

Table 2: Mean rating of the factors responsible for stress among lecturers in tertiary institutions

S/N	Statement	N	Mean	SD	Remark
Work					
1.	Long working hours	97	4.17	0.95	Accepted
2.	Deadline and time pressure	97	4.13	0.91	Accepted
3.	Work overload	97	3.96	0.97	Accepted
4.	Inadequate or shortage of staff	97	3.81	1.09	Accepted
5.	Lack of rest	97	3.29	1.30	Accepted
Average Mean			3.87	1.04	Accepted
Leadership					
6.	Low participation in decision making	97	3.65	1.14	Accepted
7.	Unfair treatment by superior officers	97	3.60	1.14	Accepted
8.	Poor communications across the organization	97	3.56	1.32	Accepted
9.	Poor co-ordination within and among departments	97	3.33	1.14	Accepted
Average Mean			3.54	1.19	Accepted
Family Issues					
10.	Job interfering with home/family life	97	3.71	1.13	Accepted
11.	Family life adversely affecting work	97	3.50	1.29	Accepted
Average Mean			3.61	1.21	Accepted
Relationship with Students					
12.	Students/client complaints	97	3.73	0.82	Accepted
Work Design and Structure					
13.	Changing in policies, structures, technologies or staff	97	3.88	1.04	Accepted

14.	Repetitive task and lack of variety	97	3.75	1.14	Accepted
15.	Over competitive culture and urge to complete course outline	97	3.73	1.28	Accepted
16.	Too many responsibilities to people, money or others	97	3.65	1.14	Accepted
17.	Impromptu assignment of duties and responsibility by superior officers.	97	3.60	1.05	Accepted
18.	Shift work arrangements	97	3.42	1.24	Accepted
Average Mean			3.67	1.15	Accepted
Work Mate (Colleagues)					
19.	Lack of help and support from colleagues	97	3.25	1.31	Accepted
20.	Poor relations with subordinates	97	3.25	1.35	Accepted
Average Mean			3.25	1.33	Accepted
Training and Development					
21.	Working at a level below their level of abilities and skills	97	3.67	1.04	Accepted
22.	Lack of training and career development	97	3.65	1.25	Accepted
Average Mean			3.66	1.15	Accepted
Employees Welfare					
23.	Under promotion	97	3.94	0.91	Accepted
24.	Poor job security	97	3.67	1.24	Accepted
Average Mean			3.81	1.08	Accepted
Criterion Mean = 3.00					

Table 2 shows the mean rating of the factors responsible for stress among lecturers in tertiary institutions. The result showed that the mean rating includes 3.87 for work organization and duty assignment, 3.54 for leadership, 3.61 for family issues, 3.73 for relationship with students, 3.67 for work design and structure, 3.25 for work mate, 3.66 for training and development and 3.81 for employee welfare. The result implied that the

factors responsible for stress among tertiary institutions' lecturers include work; leadership; family issues; relationship with students; work design and structure; work mate (colleague); training and development; and employee welfare.

Research Question 3: What are the strategies which could be adopted to prevent or reduce occupational stress among lecturers in tertiary institutions?

Table 3: Mean rating of the strategies which could be adopted to prevent or reduce occupational stress among lecturers in tertiary institutions

S/N	Statement		Mean	SD	Remark
1.	I always try to stay physically fit with exercise.	97	4.08	.01	Accepted
2.	I plan and spend my time constructively with supportive family and friends.	97	4.06	.86	Accepted
3.	I am careful about my diet (e.g. eating regularly, moderately and with good nutrition in mind).	97	4.00	.85	Accepted
4.	I relax and turn off at home.	97	3.98	.93	Accepted
5.	I delegate some of the responsibilities to others when it becomes necessary.	97	3.92	.96	Accepted
6.	I try to adjust myself to the situation if I cannot change it or avoid it.	97	3.92	.87	Accepted
7.	I consider the stressful situation as an inevitable part of life and deal with it in an easy manner.	97	3.90	.91	Accepted
8.	I get regular physical check-ups.	97	3.85	.90	Accepted
9.	I practice deep breathing exercise a few minutes several times every day.	97	3.83	.02	Accepted
10.	I spend a lot of my free time for creative pastimes like music and hobbies.	97	3.83	.10	Accepted
11.	I work for longer hours.	97	3.83	.06	Accepted
12.	I avoid eating or drinking things I know are unhealthy.	97	3.81	.07	Accepted
13.	I talk to friends and colleagues about my worries to release the emotional distress.	97	3.73	.13	Accepted
14.	I appraise the situation objectively and take direct action to deal with it.	97	3.71	.25	Accepted
15.	On weekends, I spend time doing the things I enjoy most.	97	3.67	.52	Accepted
16.	I look for advice and information from superiors.	97	3.62	.32	Accepted
17.	I get the sleep I need.	97	3.62	.16	Accepted
18.	I express irritability to self.	97	3.54	.11	Accepted
19.	I practice yoga regularly.	97	3.42	.30	Accepted

20.	I become absorbed in a rewarding or creative activity outside work.	97	3.40	.33	Accepted
21.	I engage in meditation.	97	3.27	.97	Accepted
22.	I avoid being with people in general.	97	2.98	.42	Rejected
23.	I blame myself for the present situation and feel guilty and depressed.	97	2.69	.46	Rejected
Average Mean			3.68	.13	Accepted
Criterion Mean = 3.00					

Table 3 shows the mean rating of the strategies which could be adopted to prevent or reduce stress among lecturers in tertiary institutions. From the result, all the items except for items 22 and 23 have mean rating greater than the criterion mean of 3.00. From the result, as arranged in descending order, the strategies which could be adopted to prevent or reduce stress among lecturers in tertiary institutions include staying physically fit with exercise, planning and spending time constructively and with supportive family and friends, being

careful about diets, relaxing and turn off at home, delegating some of the responsibilities to others when it becomes necessary and accepting the situation because one cannot change it or avoid it.

4.2 Testing of Hypotheses

Hypothesis 1: There is no significant relationship between the difference dimensions of job stress and lecturers in tertiary institutions' job performance.

Table 4: Multiple regression analysis output of relationship between the difference dimensions of job stress and lecturers in tertiary institutions' job performance

Model Summary					
R	R-square	Adjusted R-square	Std Error of the Estimate		
.218	.047	-.018	.572		
ANOVA					
	SS	df	MS	F	P
Regression	0.714	3	0.238		
Residual	14.385	93	0.327	0.728	.541 ^b
Total	15.099	96			

P> .05 level of significance; n = 97

Table 4 shows a multiple regression analysis which was used to examine the relationship between the difference dimensions of job stress and lecturers in tertiary institutions' job performance. The result shows that $F(3, 96) = 0.728$, $P > .05$ level of significance. Hence, the null hypothesis is rejected, which implies that there is significant relationship between the

difference dimensions of job stress and lecturers in tertiary institutions' job performance.

Hypothesis 2: There is no significant relationship between the factors responsible for stress and lecturers in tertiary institutions' job performance

Table 5: Multiple regression analysis output of relationship between the factors responsible for stress and lecturers in tertiary institutions' job performance

Model Summary						
R	R-square	Adjusted R-square	Std Error of the Estimate			
.539	.290	.144	.524			
ANOVA						
	SS	df	MS	F	P	
Regression	4.380	8	.548			
Residual	10.719	88	.275	1.992	.073 ^b	
Total	15.099	96				

$P > .05$ level of significance; $n = 97$

Table 5 shows a multiple regression analysis of the relationship between the factors responsible for stress and lecturers in tertiary institutions' job performance. The result shows that $F(8, 96) = 1.992$, $P > .05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is significant

relationship between the factors responsible for stress and lecturers in tertiary institutions' job performance.

Hypothesis 3: There is no significant relationship between demographic data and tertiary institutions lecturers' job performance

Table 6: Multiple regression analysis output of relationship between demographic data and tertiary institutions lecturers' job performance

Model Summary						
R	R-square	Adjusted R-square	Std Error of the Estimate			
.421	.178	.057	.550			
ANOVA						
	SS	df	MS	F	P	
Regression	2.681	6	0.447	1.475	.211 ^b	

Residual	12.418	90	0.303
Total	15.099	96	

$P > .05$ level of significance; $n = 97$

Table 6 show the result of a multiple regression which was run to examine the relationship between demographic data and tertiary institutions lecturers' job performance. The result revealed that $F(6, 96) = 1.475$, $P > .05$ level of significance. Hence the null hypothesis is rejected. This means that there is significant relationship between demographic data and tertiary institutions lecturers' job performance.

4.3 Discussion of Findings

The first finding (Research question 1) showed that the nature of job stress faced by lecturers in Nigeria tertiary institutions is high. The finding implied that lecturers in tertiary institutions in the educational sector are experiencing high stress in their job due to the nature of such jobs. This finding agrees with the result of several studies which found that lecturers like other workers are experiencing high level stress. Stressors like job design and career growth have been found to cause stress among the lecturers. A corresponding hypothesis (1) showed that there is significant relationship between the difference dimensions of job stress and lecturers in tertiary institutions' job performance. This finding corroborates the result of (Burke, 2010, Uwadiae & Owie, 2013, Dalgaard et al, 2017; Ajayi, 2018) which found a significant relationship between job stress and employees' job performance.

The second finding (Research question 2) revealed that the factors responsible for stress among lecturers in tertiary institutions include work; leadership; family issues; relationship with students; work load design and structure; work mate (colleagues); training and development; and employee welfare. A corresponding hypothesis (2) showed that there is significant relationship between the factors responsible for stress and employees' job

performance. The finding is consistent with the finding of Ubangari and Bako (2014) and Masuku (2015) which identified job targets and work duration as some of the sources of stress experienced by academic staff, with a significant influence of gender, age and faculty on the level of stress.

The third finding (Research question 3) revealed that the strategies which could be adopted to prevent or reduce stress among tertiary institutions lecturers include staying physically fit with exercise, spending time with supportive family and friends, being careful about diets, relaxing and turn off at home, delegating some of the responsibilities to others when it becomes necessary and accepting the situation because one cannot change it or avoid it. This is in line with what previous studies found (Mrozek, 2011, Uwadiae & Owie, 2012) that the best way to manage stress is to be proactive rather than being reactive. This implies that Nigerian lecturers must maintain healthy physical state by engaging themselves in physical exercises, good diet and observing recreational activities. Moreover, the strategies to reduce stress have been shown to be important determinants of stress among workers in other professions. (Igbongidi, 2015, Bolu-Steve & Ajiboye, 2015).

The finding from hypotheses (3) tested showed that there is significant relationship between the different dimensions of job stress and lecturers in tertiary institutions' job performance; factors responsible for stress and lecturers in tertiary institutions' job performance; and demographic data and lecturers in tertiary institutions' job performance. This means that the job performance of tertiary institutions lecturers is influenced by their nature of job and demographic data. This corroborates the views of Jane (2009); Bolu-Steve & Ajiboye (2015);

Masuku & Muchemwa (2015) that demographic data is related to how people react to stress and that the different sub-groups of respondents' experience stress due to increase in occupational demands. It therefore showed that stress affects the job performance of the lecturers in Nigeria tertiary institutions.

5.1 Conclusions

Stress is an unavoidable phenomenon in every work setting. In the lecturing job, stress is ever present. Its occurrence in the lecturing job and the teaching profession in general can hinder job performance if not well handle or managed. As a result of the limitations of this study that excluded administrative staff and also failing to determine the stress level between male and female lecturers; we advise that further research is needed to include a larger and more diverse proportion of administrative and academic staffs' stressors. Additionally, future research should examine the level of stress among staffs (male and female) in tertiary institutions. However, management should recognise the effect of stress on staff productivity and implement strategies that deal with stress among academic staff for improved performance.

5.2 Recommendations

1. Time planning should be a major prerequisite by lecturers.
2. Tertiary institutions should build recreational centres in their school for lecturers to relax themselves when they are not at work since work over load without rest and relaxation is a major source of stress to them. This can be achieved through cooperate effort of the government, school management and other relevant stakeholders in Nigerian education sector.
3. Regular awareness of stress aetiology, effects and management should be addressed by Nigerian

lecturers through seminars and conferences.

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