

Occupation-Related Stress among University Faculty Staff in Kwara State, Nigeria: Outcomes on Goal Achievement

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Abstract

This study examined occupational-related stress among university faculty staff and its implications on goal attainment of universities in Kwara State, Nigeria. The research design was a descriptive research of a cross-sectional survey. Multi-stage sampling technique was used for the selection of 458 faculty staff. Data were collected with the use of 57-item questionnaire. Data collected were analyzed with relevant statistics like percentage, mean, standard deviation, t-test statistics and

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analysis of variance (ANOVA). Findings revealed that the level of stress among faculty staff was high (3.25), while stress level differs based on gender ($p < .05$), age ($p < .01$), marital status ($p < .01$), work experience ($p < .05$) and ownership of workplace ($p < .05$). The prominent risk associated with occupational-related stress were the organizational-related (cluster mean 3.26) and role-related (CM 3.26) factors. Finding further indicated that the social support (CM 3.00) and individual focused (CM 2.91) coping strategies were moderately adopted for managing occupational-related stress among university faculty, while the organizational support coping strategy was utilized to a low extent (CM 2.47). The findings implicate the attainment of university goals because of the negative effect high stress level will have on the physiological and behavioural state of faculty staff leading to destructive work and health anomalies.

Keywords: Coping Strategies; Goal Achievement; Risk Factors; Socio demographic Parameters; Stress Level

1. Introduction

Universities worldwide are the climax of any educational system, which are adept in solving societal problems as well as fostering socio-economic, cultural, political, scientific and technological evolution of any country. In this regard, the Federal Government of Nigeria through its National Policy on Education spelt out the goals of university education to include the: provision of accessible and affordable quality learning opportunities in formal and informal education; provision of both physical and intellectual skills which will enable individuals (enrollees/graduates) to be self-reliant and develop into useful members of the community/society; contribution to national development through high level, relevant, manpower training; reduction of skill shortages through the production of skilled manpower relevant to labour market needs; and promotion of scholarship, entrepreneurship and community service (Federal Republic of Nigeria [FRN], 2013 p.36). For the attainment of these mandates and goals, faculty staff, otherwise known as academic staff, faculty members or lecturers

are indispensable and essential. This is because they are mandated to instruct (teach), conduct research, publish research findings and participate in community services; all which aid the achievement of university goals.

Atunde (2011) further reiterated that, the faculty staff (designations/cadres of Professor, Associate Professor, Doctor, Lecturer I, Lecturer II, Assistant Lecturer, and Graduate Teaching Assistant) which spreads across all academic disciplines (arts, education, nursing, social sciences, physical sciences etc.) performs multi-dimensional roles that aids the attainment of university goals and objectives. These roles are not limited to delivering instruction, administration of continuous assessment, generation of examination questions, compiling students academic results, counseling students, attending seminars, workshops and conferences, publishing of articles/textbooks in learned and quality journals/outlets, performing administrative tasks and duties, partaking in extra-curricular activities, conducting researches and other duties as prescribed by their Heads of Department. In order to effectively discharge these statutory duties, researchers like Azizah, Rozainee, Nada, Izreen and Norhafizah (2016), Nguyen and Nguyen (2017) and Usoro (2018) observed that, faculty employees within the university system are constantly pressurized, which resultantly make them suffer from workplace stress.

Multifarious connotations of the term “stress” by different scholars, psychologist, medical practitioners, educationalist and researchers have been proffered in literature since the term first emanated and defined by Hans Selye in 1956. Karihe, Namusonge and Iravo (2015) discussed stress within the context of the individual and her/his environment, and described it as a condition which occurs after pushing physical and mental limits and when being kept under pressure and tension. Thus, in relationship to occupation, stress is the physical, physiological and psychological effect brought about by incompatibility between job requirements and the capabilities, resources and needs of faculty staff to cope with job demands (Kumar & Rajeswari, 2017; Peretomode, 2015). Studies by Amoako, Gyamfi, Emmanuel and David (2017), Dandona (2014) and Gawati (2017) however reported that stress encountered by

faculty staff are related to workaholism, being a perfectionist, uncondusive working environment, heavy work load inadequate staffing, long working hours, busy schedule, lack of motivation at work, lack of work equipment and tools, denial of job promotion and training opportunities and other institutional factors like long hours of work, job insecurity, non-participation in decision making process, stagnation on one academic cadre for long period of time, inadequate budgeting, non-availability of welfare facilities, relationship problems with co-workers and poor workplace climates.

Usoro (2018) stated that occupational stress emanates from various interpersonal interactions between faculty staff and the university environment within which they perform their duties. Additionally, workplace stress can be derived from strained relationships, troublesome superiors, annoying co-workers, angry and agitating staff and students, hazardous conditions, long commutes and a never-ending workload (Bhandari, 2018). Farenia, Wahyu, Purba and Hatta (2018) suggested that contributors of occupational stress among academics include low wages, lack of facilities and equipment as well as work schedules (overtime or working late) and uncongenial organizational climate. It could be inferred from the foregoing statements that the risk-factors or biomarkers of different occupational stress level are numerous and cannot be attributed to any universal risk factor but variety of factors, which can be related to personal or psychological, job roles, social, physical/ environmental, and organizational factors.

In this regard, Kumar and Rajeswari (2017) observed that, although stress originates from a mixture of factors in our personal, environmental and working lives, if it is not taken cognizance of early, it can lead to decline in work performance, poor health status and greater work absence in the long-term. In some extreme situations, long-term stress may lead to emotional and psychological problems which are conducive to psychiatric disorders; restraining workers from being able to effectively discharge their statutory duties. In a nutshell, occupational-related stress is an important factor, which is rapidly increasing the rate of absenteeism among faculty staff, and has a devastating effect on

their productivity within and outside the university community. This lends credence to why Gawati (2017) tagged occupational stress an “organizational challenge of the 21st Century”. Hence, it is important that every occurrence of stress be properly managed to ensure that such negativity - traumatic, physiological and/or psychological and/or behavioural effects are minimized if not eliminated. This can be best achieved by adopting effective coping strategies.

Coping strategies are those measures, techniques, mechanisms, and behaviours which faculty staff utilises to adjust, manage and cope with their varied stress levels encountered or experienced in the cause of discharging their statutory duties. This transcribes that many techniques can be used by faculty staff to relieve themselves from stress. Balkan and Serin (2014), Betonio (2015) and Nkemakolam (2016) identified Information and Electronic Technologies (like accessibility to video cassettes, digital videos, television, radio and online newspapers), involvement in exercises and relaxation therapies and social media activities are some of the best approaches to reduce work stressors. Nguyen and Nguyen (2017) and Omoniyi (2016) highlighted that ensuring a: healthy family life, good understanding of the nature of work, good knowledge of how to control one’s emotions, and good rest after long work are best way to cope with stress. In their contributions, Farenia, Wahyu, Purba and Hatta (2018) suggested amongst others, redesigning job roles, organizing health talks, and assuming a positive attitude as good stress coping strategies. In view of this suggested coping strategies in literature, it can be inferred that faculty staff can adopt various coping strategies to deal with stress, ranging from individual to social and organizational. This means that faculty staff can design individual routine coping measures for themselves; receive social support from their families, co-workers and superiors; as well as be provided with support programmes by their organization. Despite the influx of studies and prospective coping strategies suggested in literature, the incidence of occupational stress among the academicians globally is on the rise.

2. Review of Literature

Plethora of research work/studies on occupational stress across the globe (Asia, America, Europe, and Africa) have emanated over the years. Notably, result from the correlation study (Gunawan, Deo, Hidayat, Pandia, Iskandar, Yuni, Sylviana, Akbar, Farenia, Wahyu, Purba & Hatta, 2018) conducted among 354 university lecturers in Bandung, Indonesia reveals a significant relationship between life, stress event, life style, mental emotional disorders, with occupational stress. The study also discovered that spirituality factors such as self-worth, connectedness and control contributed to occupational stress. A survey (Nguyen & Nguyen, 2017) conducted in Vietnam among 194 faculty staff of the Hanoi University of Science and Technology showed that participants experienced low occupational stress level, while their level of job satisfaction was relatively high. The study also found that student domain, work-itself and working environment have a significant and positive relationship with occupational stress. The study further revealed that there are no significant differences in the stress level of lecturers on the basis of their gender, marital status, and management position occupied. However, the study affirmed that lecturers in different schools have different level of stress, even though the variance is small. The cross-sectional study conducted by Azizah, Rozainee, Nada, Izreen and Norhafizah (2016) among 113 lecturers in a private university in Malaysia observed that the prevalence of occupational stress among lecturers was 24.8%, and that socio-demographic factors of gender, level of education, income, job title, and length of service provides significant association to occupational stress.

In another similar study conducted among 380 academic staff in Malaysian, Ismail and Noor (2016) found that the prevalence of stress among the respondents was 22.1%, while career development indicators such as university condition and required publications for promotion were the greatest source of stress among the academicians. Also, the study showed that gender, marital status, academic rank, length of service, highest qualification and field of studies) showed no association with the experience of stress except ethnic group ($\chi^2=8.18$, $p=0.004$). In

another cross-sectional study (Noormaliza, Najibah, Fauzana, Azizah & Nukhdiha, 2016) involving 45 lecturers from Universiti Selangor, Shah Alam in Malaysia, results showed that the prevalence of occupational stress is 24.4 per cent, while 54.5 per cent of male lecturers had high strain condition as compared to female lecturers (14.7%); implying that occupational stress prevalence had significant association with gender ($p=0.008$). Contrarily, Noormaliza et al. (2016) study also reported that prevalence of occupational stress among lecturers is not linked with their age, marital status, number of children, educational status, working duration, and designation of work.

Utilizing the organizational stress assessment instrument, Foy (2015) surveyed 1,420 staff (research, academic, and support) in the United Kingdom. Findings from the survey revealed that social support have a negative correlation with workplace stress, while work-life conflict has a positive correlation with workplace stress. Also, a negative relationship exists between job performance and workplace stress ($p < .05$). The results also revealed significant relationships between the covariates variables (gender, staff category, and age) and workplace stress. Sabherwal, Ahuja, George and Handa's (2015) study on occupational stress among 200 faculty staff in Pune higher institutions discovered that faculty staff experienced between low to moderate stress level and this level of stress did not have a negative effect on their performance. A quantitative study (Zuraida & Nur, 2015) conducted among 247 lecturers in a public university in Kota Bharu, Kelantan showed that participants are encountering high level of stress in discharging their duty, while workload is the prevalent cause of stress among lecturers.

In Japan, the survey (Kataoka, Ozawa, Tomotake, Tanioka & King, 2014) conducted on 924 university teachers indicated that stress level exhibited among lecturers relates to their professional position, gender, conditions of taking paid leave, job control, social support, job satisfaction, and coping skills. Chaudhry's (2013) study showed that the stress level of 213 university faculty differs based on different job cadres (lecturers, assistant professors, associate professors and professors), age group and years of

experience. On the other hand, the study found that stress level of faculty does not differ based on different types of teaching options (contract, permanent and visiting). Outcomes from a cross-country qualitative study (Safaria, 2013) among 22 academic staff from Malaysia and Indonesia showed that increased work demands, role conflict, inadequate role occupancy, inadequate role support, role ambiguity, deficient role preparedness, and work-family conflict were the seven major categories of stressors prevalent among academic staff. Additionally, the study by Safaria (2013) discovered that the problem focused, emotion focused, social support, religious, and making meaning were the five coping strategies used always by academic staffs to cope with stress.

Using the pragmatism and sequential explanatory mixed methods model in studying 51 female lecturers at the University of Education Winneba, Ghana; Kusi, Codjoe and Bampo (2018) reported that study participants sometimes experience health-related problems like back pains, headaches, and sleepless nights owing to stress. Based on this finding, the study concluded that these health-related problems could affect the productivity of lecturers. In another Ghanaian study, Amoako, Gyamfi, Emmanuel and David (2017) determined the effect of occupational stress on job performance of 109 employees at Aspet A. Company Limited. The study reveals that the cause of stress is multi-dimensional and this affects the employees physically, emotionally and psychologically. The study also revealed that the relationship of stress with employee's marital status, education, and working experience was negative. However, the study found out that stress among employees does enhance their job performance in a positive manner ($r = 0.348$, sig. value=.000). In a study conducted in Zimbabwe, Masuku and Muchemwa (2015) explored the stress levels, and common stressors among 36 permanent lecturers at Solusi University. Findings revealed that most (50%) of lecturers are stressed and others exhausted, while the most prevalent stressors among participants were increased workloads (mean 2.6667), need to hit targets/deadlines (mean 2.6250), and long working hours (mean 2.9167). The study also found out that the stress level of lecturers does not differ based on gender, age, faculty, and workload.

In Nigeria, report from an inter-state survey (Usor, 2018) conducted among 584 lecturers in Cross River and Akwa Ibom States showed that workload related stress ($\beta_1=0.10$; $t=17.40$), facilities ($\beta_2=.342$; $t=11.585$), career progress requirements ($\beta_4=0.006$; $t=4.22$), and organisational climate ($\beta_5=0.78$; $t=2.623$) jointly predicted low job effectiveness of lecturers, while inter-personal relationships and funding ($\beta_3=.003$; $t=.093$) were not predicting factors. In South-western Nigeria, the ex-post-facto research conducted by Omoniye (2016) among 364 university lecturers showed that lecturers experience stress and the perceived stress level among male and female lecturers was not significantly different. The study also discovered that poor research incentives (87.35%), poor condition of lecturers' offices (81.32%) lack of facilities (78.10%) and students project supervision (77.52%) were the prevalent sources of stress among lecturers. In south-southern Nigeria, the study of 102 academic administrators in Delta State tertiary institutions by Peretomode (2015) showed that subjects experienced between low to moderate stress level, which did not have a negative effect on their performance. Stress handling techniques in use by administrators as reported by Peretomode (2015) include: relaxation, physical exercise, listening to music, prayers, self-positive talking and meeting with others. In another descriptive study conducted among 100 university educators in South-west geo-political zone of Nigeria, specifically at Ekiti State University; Adebisi (2013) reported that gender and years of experience does not any significant effect on lecturers stress, but that stress experiences vary from faculty to faculty.

The signification of undertaking or venturing into this research paradigm is underscored by the multifarious stress-related researches that established the occurrences of occupational stress in varying capacities among faculty staff in higher institutions and service-based organizations. Evenso, most of the previous studies have their shortcomings that created a research gap, as there is dearth of information on the study conceptualizations in Nigeria. The observatory literature trends on the influence of social demographic characteristics like age, gender, marital status, place of work, and professional experience on stress level among faculty staff have also been, over the years, incohesive, inconsistent and

conflicting. While, some studies (Azizah et al., 2016; Adebiyi, 2013; Chaudhry, 2013; Foy, 2015; Gunawan et al., 2018; Noormaliza et al., 2016) reported that social demographic parameters had positive effect and linkages with stress level; other researches (Amoako, Gyamfi, Emmanuel & David, 2017; Ismail, Abd Rahman & ZainalAbidin, 2014; Ismail & Noor, 2016; Masuku & Muchemwa, 2015; Nguyen & Nguyen, 2017; Omoniyi, 2016) found no connection. Likewise, the implications of the stress level as explained by socio-demographic parameters and coping strategies on the attainment of university goals within the study location has not been given the attention it deserves within the academic setting. Additionally, a geographical gap exists as previous studies were not conducted among faculty staff in the studied institutional settings within the geographical confine of Kwara State, Nigeria.

Furthermore, different theories and models theorizing stress, its processes, risk factors, effects and coping measures have also been proposed by scholars and psychologist with the aim of propelling its understanding. These amongst others include: **Cognitive Appraisal Theory**, Effort-Reward Imbalance theory, Job Demand-Control (JDC) theory, Person-Environment Fit theory, Schachter-Singer Theory, Theory of Emotional Emergency, Transactional Theory, Allostatic Load Model, and Conservation of Resources Model (Encyclopedia of Occupational Health and Safety [EOHS], 2011; Pezaro, 2018; Rice, 2012). However, as a result of the fact that majority of the aforementioned model and theories cannot explicitly explain the tenets of this study, the present research adopted the Revised Transactional Model (RTM) suggested by Goh, Sawang and Oei in 2010, as its theoretical tenet. This model, which is a combination of both the transactional theory and JDC theory explains the stress evolution process and how human beings experience, examine, handle and presents the outcomes of occupational stress on the individual and the workplace at large (Pezaro, 2018). This process initiates with an individual coming across/experiencing a likely stressor/ and or risk factor and observing their experience of it. Thereafter, the model explains how the individual then goes on to a secondary step of risk examination, where coping strategies are triggered in reply to the individual's exposure to the initiatory stressor. The model also highlights how

immediate aftereffect and aftereffect after two (2) to four (4) weeks are involved through the process of stress and coping. In this case, the model demonstrates a direct link between the primary examination of the stressor and primary stress aftereffect, and also a straight link between the primary and secondary stress aftereffect (outcomes). This evolutionary process displays how the examinations of stressful events can naturally affect an individual's exposure to stress and its associated effect (Pezaro, 2018). Relevantly, the RTM model is germane to this study as it presents the encounter of stress, risk factors, coping styles as well as its evolvement of devastating causatum on both the individual and workplace at large; and that each level of stress can be explained by socio-demographic parameters.

In view of this, it is hoped that, the outcome of this study would contribute immensely in filling the conceptual, empirical and theoretical literature gap; and enable the University administrators to design appropriate work policies and intervention strategies/programmes for reducing job stressors, high stress level, and their attendant effects among faculty staff, so that they can cope effectively with job stress for enhanced achievement of university goals. This however informs the conceptual model developed for the study (see Figure 1).

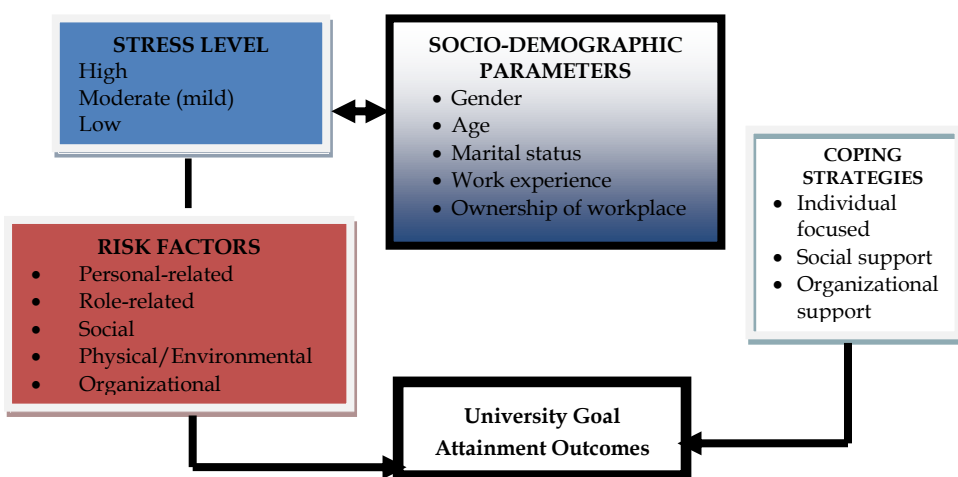


Fig 1: Conceptual Model of the Study

The conceptual model in Figure 1 begins with the issue of stress, and the stress level can be high, moderate or low. The different level of stress experienced by faculty staff, which is linked with selected socio demographic parameters (gender, age, marital status, work experience and ownership of workplace) might also be associated with some risk factors that are related to the individual (personal), roles discharge in the workplace (role related), social interaction (social related), physical/environmental or organizational. Apparently, these stress level and stressors should be adequately managed by adopting effective coping strategies to avert consequences. As these might have greater implications (positive or negative) on the attainment of university goals. Based on the conceptual framework designed, the following research questions emanated to guide the study:

1. What is the level of occupational-related stress among university faculty staff in Kwara State?
2. What are the risk factors associated with occupational-related stress among University faculty staff in Kwara State?
3. To what extent are coping strategies adopted for managing occupational-related stress among University faculty staff in Kwara State?
4. Does stress level of faculty staff differs based on their social demographic parameters of gender, age, marital status, work experience, and ownership of workplace?

3. Methodology

The research design adopted in this study was descriptive research of a cross-institutional survey. This design was adopted because it allows the researchers to use a reliable research instrument (questionnaire) in collecting relevant information from the target population (faculty staff) on the research problem. Additionally, the design was adopted because of its cost-effectiveness and usefulness in gathering data relating to opinions of study participants over a short period of time.

The study population comprised 2,347 faculty staff in five universities in Kwara State, Nigeria (see Table 1). These universities include both public and private universities which are conventional in nature.

Table 1: The Sample Population of University Faculty Staff in Kwara State, Nigeria

S/N	Universities	Year Established	Faculty Staff
Public Universities			
1	Kwara State University, Malete, Ilorin	2009	425
2	University of Ilorin, Ilorin	1975	1489
Private Universities			
3	Al-Hikamah University, Ilorin	2005	157
4	Crown Hill University Eiyenkorin, Kwara State	2016	26
5	Landmark University, Omu-Aran	2011	219
6	Submit University, Offa	2015	31
TOTAL			2,347

Source: National Universities Commission (2018). Nigerian university system statistical digest, 2017. Slough, UK and Delhi, India: Sterling Publishers, p. 26 – 29.

The sample for the study consists of 458 faculty staff, which was drawn from the study population. The selection method was multi-stage sampling techniques. Stage 1 involved the stratification and selection of the study population based of types (Universities: public and private). Stage 2 involved the selection of 2 Universities respectively from each of the stratified types. The method of selection was purposive sampling technique. These universities were chosen based on population of faculty staff and years of establishment. Specifically, public (Kwara State University, Malete, Ilorin and University of Ilorin, Ilorin) and private (Al-Hikamah University, Ilorin and Landmark University, Omu-Aran) universities were sampled for the study. Stage 3 involved the selection of participants through the convenience, stratified and proportionate sampling technique; by selecting 20% from each sampled University (see Table 2). The percentage of faculty staff

sampled for this study aligns with the position of Atunde (2011) that 20% of the target population is not too little for an empirical research in as much that they are manageable, accessible and will not create problem in terms of cost.

Table 2: Sample Distribution of University Faculty Staff

S/N	Sampled Universities	Faculty Staff	Sample Size (20%)	
			Calculated Sample Size	Approximated Sample Size
1	Kwara State University, Malete, Ilorin	425	85.0	85
2	University of Ilorin, Ilorin	1489	297.8	298
3	Al-Hikamah University, Ilorin	157	31.4	31
4	Landmark University, Omu-Aran	219	43.8	44
Total Sampled Population		2,290		458

The research instrument used in this study to gather information from the respondents is a close ended and structured questionnaire titled "Occupational-Related Stress Index Questionnaire" (ORSIQ). The questionnaire was divided into four sections. Section A consists of bio-data of the respondents. Section B consists of 10 items, which was used to determine the level of occupation-related stress among faculty staff. Section C contains 25 items, which was used to determine the risk-factors associated to occupational stress level among faculty staff. Section D consists of 22 items, which was used to elicit information on the strategies for managing occupational-related stress among University faculty staff. Sections B, C, and D was a close ended form of questionnaire based on a four (4) point Likert scale, ranging from Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 point and Strongly Disagree (SD) = 1 point.

The research instrument (ORSIQ) was subjected to both content and face validation by three experts in Educational Management, Nursing Science and Sociology. Furthermore, reliability was carried

out using 40 university faculty staff working in both public and private universities (Ladoke Akintola University and Crown Hill University), which were not included in the real study. These participants were found appropriate for this purpose because they share similar characteristics with the participants of this study. The overall reliability coefficient of the instrument which was obtained using Cronbach alpha method yielded .85 (see Table 3). This is an indication that the instrument used for the study was reliable.

Table 3: Reliability Coefficients

S/N	Variables	Number of Items	Cronbach's Alpha Values
1	Stress Level	10	.892
2	Risk-Factors		
a.	Personal-related	5	.813
b.	Role-related	5	.884
c.	Social	5	.781
d.	Physical/environmental	5	.806
e.	Organizational-related	5	.852
	Reliability Index	25	.827
3	Coping Strategies		
a.	Individual	7	.812
b.	Social support coping strategy	7	.840
c.	Organizational support coping strategy	8	.793
	Reliability Index	22	.815
	OVERALL RELIABILITY INDEX	57	.845

The researchers administered 458 copies of ORSIQ on the respondents to gather information with the use of direct delivery technique, as the administered questionnaires were retrieved on the spot. In this regard, 440 out of 458 administered questionnaires were returned and filled correctly, implying a 96.1% response rate. In addition, appropriate and relevant descriptive and inferential statistics such as percentages, mean, standard deviation, t-test and Analysis of variance (ANOVA) were used to analyse the data collected based on the research questions of the study.

4. Results and Discussions

Table 4. Distribution of respondents based on their socio-demographic parameters

Parameters	Frequency	Percentage (%)
Gender		
Female	193	43.9
Male	247	56.1
Total	440	100
Age Group		
21-30 yrs	49	11.1
31-40 yrs	123	28.0
41-50 yrs	152	34.6
51 – 60 yrs	78	17.7
60 yrs and above	38	8.6
Total	440	100
Marital Status		
Single	84	19.1
Married	283	64.3
Widowed/Divorced/Separated	63	14.3
Total	440	100
Years of Experience		
1-5 yrs	44	10.0
6-10 yrs	117	26.6
11-15 yrs	192	43.6
16 yrs and above	87	19.8
Total	440	100
Ownership of Workplace		
Public	366	83.2
Private	74	16.8
Total	440	100

Key: [1 -5yrs + 6 – 10yrs = less experience]; [11 – 15yrs + 16yrs and above = experienced].

Table 4 indicates the socio-demographic parameters of sampled university faculty staff in Kwara State, Nigeria. From the table a good portion (56.1%) of faculty staff were male, while the remaining 43.9% were female. With respect to age group of participants, 11.1% were between 21 – 30 years of age, 28.0% were between 31 – 40 years, majority (34.6%) were between 41 – 50 years, 17.7% were between 51 – 60 years, while the remaining 8.6% of the

faculty staff were above 60 years. On the distribution of faculty staff by their marital status, Table 4 further shows that majority (64.3%) of faculty staff were married, 19.1% were still single, while 14.3% were either widowed, divorced or separated. Statistics of the work experiences of faculty staff in the studied universities showed that, 10.0% had between 1 and 5 years working experience, 26.6% had between 6 and 10 years of work experience, 43.6% had between 11 and 15 years, while 19.8% had more than 16 years of working experience. The ownership of participant's workplace parameter showed that large portion (83.2%) work in public universities, while the remaining 16.8% work with private universities.

Table 5: Occupational-Related Stress Level among University Faculty Staff

S/N	Items	\bar{X}	Std. Deviation	Decision
1	I have to work very intensively everyday to achieve my daily job demands.	3.82	.50	HL
2	Sometimes I have trouble concentrating during work hours.	2.95	0.90	ML
3	I oftentimes forget things so easily during working hours.	2.99	0.91	ML
4	Sometimes, I suddenly become moody/ and or feel like to be alone during work hours.	3.19	.78	ML
5	I sometimes feel tensed, irritated and annoyed when at work.	3.25	.68	HL
6	I sometimes feel bored, depressed, and lose interest in what I am doing during working hours.	2.78	.86	ML
7	By the time I finish the day job I feel fatigued/tired.	3.75	.59	HL
8	On getting home from work, I oftentimes take analgesic drugs before sleeping.	3.22	.79	ML

9	1 sometimes have problem having a good sleep at night after the day work.	2.96	.72	ML
10	I sometimes feel apprehensive going to work the next day (morning).	3.56	.60	HL
GRAND MEAN		3.25	.73	HL

Mean score between 3.25-4.00 = High Level (HL), 2.50-3.24 = Moderate Level (ML), and > 2.50 = Low Level (LL). This applies to both individual and grand mean values.

Statistical outcome from Table 5 shows that items 8, 4, 3, 9, 2, and 6 respectively with mean values, 3.22, 3.19, 2.99, 2.96, 2.95 and 2.78, indicated a moderate (mild) level of occupational-related stress among faculty staff. Also, items 1, 7, 10 and 5 with mean values 3.82, 3.75, 3.56 and 3.25 respectively indicate that an high level of occupational-related stress. Summarily, the grand mean value of 3.25 indicates that the level of occupational-related stress among university faculty staff was high.

Table 6: Risk Factors Associated With Occupational-Related Stress.

S/N	Items	\bar{X}	Std. Deviation	Decision
Personal-related Risk Factors				
11	Self-perception of being socially discriminated against in the workplace	2.47	1.00	Rejected
12	Pressured to take academic actions that maybe against individual values	2.50	.97	Accepted
13	Pressure to attain/ set high standard in achieving personal/ job demand goals	3.57	.68	Accepted
14	Being a perfectionist/ workaholics	2.56	.85	Accepted
15	Poor health status	2.77	.86	Accepted
Cluster Mean		2.77	.87	Accepted
Role-related Risk Factors				
16	Discharging assigned academic and administrative task and responsibilities	2.98	.98	Accepted

	simultaneously			
17	Pressure to complete allocated courses in line with academic calendar and submit student grades.	2.83	.89	Accepted
18	Pressure to attain high scholarship (winning research grants, having requisite number of publications for promotion, and attending workshops and conferences).	3.85	.51	Accepted
19	Teaching workload anomalies (been assigned to teach many courses and large classes, administering and observing student assessment, marking voluminous scripts, and compiling students' results).	3.80	.50	Accepted
20	Mixed engagement of domestic (parental/family) and work duties.	2.84	.78	Accepted
	Cluster Mean	3.26	.68	Accepted
	Social Risk Factors			
21	Poor social interaction among colleagues/co-workers/superiors.	3.10	.92	Accepted
22	Lack of professional support from superiors and colleagues	2.68	.79	Accepted
23	Death of spouse/loved ones.	2.57	1.02	Accepted
24	Attending many social gatherings and functions	2.36	.97	Rejected
25	Strained family relationship or domestic problem/ issues.	2.94	.98	Accepted
	Cluster Mean	2.73	.94	Accepted
	Physical / Environmental-Related Risk Factors			
26	Commuting anomalies like home-to-work proximity, traffic congestion, vehicle breakdown and boarding public transport.	3.03	.80	Accepted
27	Poor physical environment	3.64	.65	Accepted

	conditions (high temperature level, poor office arrangement, noise level, crowded lecture rooms, shortage of electricity and water, poor toilet facilities).			
28	Inadequate facilities/resources needed to perform assigned tasks and duties.	3.42	.74	Accepted
29	Inadequate physical infrastructure like comfortable office accommodation, lecture rooms, laboratories, workshop etc	3.53	.60	Accepted
30	Dealing with scary incident in the discharge of assigned duty e.g. motor accidents, injuries and deaths.	2.55	.99	Accepted
	Cluster Mean	3.23	.71	Accepted
	Organizational-Related			
31	Setting many time-bound deadlines and pressuring staff to meet up	3.95	0.72	Accepted
32	Poor motivational support system (e.g irregular payment of bonuses and monetary benefits, unfairness/ partiality in promoting and rewarding best performing staff, favourism in selecting staff for development programmes etc.)	3.91	0.30	Accepted
33	Making changes/decisions that affect faculty staff without their due knowledge or participation.	2.88	0.94	Accepted
34	Organizational politics, staff-staff conflict and uncongenial work environment.	2.99	0.98	Accepted
35	Bureaucracy and red tapism in the management of university operations	2.59	0.95	Accepted

Cluster Mean	3.26	.78	Accepted
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Key: Mean < 2.50 = Accepted, while Mean > 2.50 = Rejected

Result in Table 6 indicated that item numbers between 12 – 23, and 25 - 35 respectively had mean scores above the criterion score (2.50) for acceptance level. This implies that the respondents agreed that the listed items were the risk factors associated with occupational-related stress among university faculty staff. Analysis from Table 6 further revealed that the organization-related and role-related (cluster mean values of 3.26 respectively) were the highly ranked risk-factors associated with occupational stress among university faculty staff in Kwara State. This is closely followed by the physical/environmental-related (cluster mean value of 3.23), personal-related (cluster mean value of 2.77), and lastly the social-related (cluster mean value of 2.73) risk factors.

Table 7: Coping Strategies Adopted in Managing Occupational-Related Stress

S/ N	Items	\bar{X}	Std. Deviati on	Decisio n
Individual-Focused Coping Strategy				
36	Sectionalizing work and domestic life.	3.05	0.83	ME
37	Making use of meditation, relaxation (having adequate rest and sleep, taking holiday and creating time for leisure activities), and biofeedback (periodic medical checkup) intervention styles.	3.25	0.76	HE
38	Regular engagement in physical and aerobic exercise e.g road works, jogging, work-out in fitness centers and biking.	2.90	0.67	ME
39	Adopting labour coping styles like; (a) planning, prioritizing and working ahead of time to reduce stressful incidences, (b) effective management of time in accomplishing task, (c) delegating	2.85	1.01	ME

	responsibility to subordinates, and (d) taking a break from work			
40	Deter from being a perfectionist (i.e. feeling that everything must be done perfect).	2.71	0.98	ME
41	Learning innovative and alternative ways of discharging duties	2.60	0.82	ME
42	Keep exciting mood by laughing/smile always and be surrounded with happy people.	2.99	0.84	ME
	Cluster Mean	2.91	0.84	ME
	Social Support Coping Strategy			
43	Expressing personal feelings instead of bottling them up.	2.83	0.90	ME
44	Allowing/building empathetic/and or satisfactory relationships to occur among self, superiors, work colleagues and students	2.69	0.74	ME
45	Seeking help and support from superiors and colleagues for work-related problems	2.64	0.93	ME
46	Discussing stressful situations with family members, and trusted friends for advice	3.10	0.92	ME
47	Attending academic/social functions like seminars, talk shows, public lectures, marriages, naming ceremonies, as well as religious activities	3.85	0.51	HE
48	Using social networking community (Twitter, Facebook, Skype, WhatsApp) to ease stress level	3.31	0.81	HE
49	Taking guidance/counseling from professional clinical experts	2.58	0.99	ME
	Cluster Mean	3.00	0.83	ME
	Organizational Support Coping Strategy			
50	Building a strong support and feedback system	2.51	1.06	ME
51	Reducing tasks and redefining/redesigning work roles,	2.59	0.80	ME

	time and schedules			
52	Implementing more of participative management styles	2.31	0.98	LE
53	Making the work environment congenial by building cohesive teams	2.60	1.06	ME
54	Establishing and implementing fair employment and career progression practices	2.55	0.79	ME
55	Revitalization of the physical/environmental environment of the university.	2.38	1.03	LE
56	Enacting sustainable welfare programmes to boost the physical and mental health of faculty staff.	2.46	0.89	LE
57	Organizing and provisioning of comprehensive educational intervention programmes (counselling, seminars, and workshop) to enhance faculty staff knowledge on stress and its management.	2.39	0.97	LE
Cluster Mean		2.47	0.95	LE

Key: 3.25-4.00 = High Extent (HE), 2.50-3.24 = Moderate Extent (ME), and > 2.50 = Low Extent (LE). This interpretation applies to both individual and grand mean values.

Findings from Table 7 deduced that the cluster mean values 3.00, and 2.91 of the respondents' response revealed that, the social support coping and individual focused coping strategies were moderately adopted for the management of occupational stress among university faculty staff in Kwara State. The cluster mean value 2.47 was however below the 2.50 criterion point, indicating that, to a low extent the organizational support coping strategy was adopted in managing occupational stress among faculty staff.

Table 8: Differential analysis of stress level and social demographic parameters

Inferential Statistics					
t-test results of the difference in the stress level of faculty staff based on their gender					
Gender	Mean	Std. Deviation	t-value	Sig.	Remarks
Female	3.3397	.71304	3.268	.001	Significant difference exists between the two groups ($p < .05$)
Male	3.1543	.78520			
One-way ANOVA results of the influence of age on stress level of faculty staff					
Age	Mean	Std. Deviation	F	Sig.	Remarks
21 – 30 yrs	2.8109	.98100	5.146	.000	Groups: 'different. "21 – 30 yrs' and '61 yrs and above' are statistically different ($p < .01$). '31 – 40 yrs' and '51 – 60yrs' are statistically significantly ($p < .05$)
31 – 40 yrs	3.0042	.79120			
41 – 50 yrs	3.2784	.76512			
51 – 60 yrs	3.4780	.69015			
61 years and above	3.6803	.34308			
One-way ANOVA results of the influence of marital status on stress level					
Marital Status	Mean	Std. Deviation	F	Sig.	Remarks
Single	2.9101	.81452	3.660	.006	The three groups are different: "Single' and 'Married' are significantly different ($p < .01$). 'Married' and 'Divorced/Separated/widowed' statistically differs ($p < .05$)
Married	3.3400	.70200			
Divorced/ Separated/ Widowed	3.5120	.63414			
t-test results of the difference in the stress level of faculty staff based on their work experience					
Experience	Mean	Std.	t-value	Sig.	Remarks

		Deviation				
Experienced	2.9714	.16004	3.891	.003	The two groups were significant different ($p < .05$)	
Less experienced	3.5238	.18271				
t-test results of the difference in the stress level of faculty staff the basis of workplace ownership						
Workplace Ownership	Mean	Std. Deviation	t-value	Sig.	Remarks	
Public University	3.0254	.80002	4.570	.000	There is significant difference in the two groups ($p < .05$)	
Private University	3.4685	.69021				

Table 8 revealed the statistical outcomes of the differences in stress level of faculty staff on the basis of their social demographic parameters of gender, age, marital status, work experience and workplace ownership. The analysis of test of equality revealed that the faculty staff from the two categories of gender (male and female) were significantly different from each other in respect to their stress level (t-value = 3.268, p-value = .001). Thus, gender has an influence on the level of occupational-related stress among university faculty staff in Kwara State, Nigeria.

The results on age difference showed that faculty staff who are between the age group 21 - 30 years old (M = 2.8109, SD = .98100) and 31 - 40 years old (M = 3.0042, SD = .79120) had moderate stress level as compared with those between 41 - 50yrs (M = 3.2784, SD = .76512), 51 - 60yrs (M = 3.4780, SD = .69015) and 61 years old and above (M = 3.5120, SD = 0.63414) who had high level of occupational-related stress. In this direction, the ANOVA test results indicate that there is statistically significant difference among stress level of university faculty staff in Kwara State in terms of age (F = 5.146, p = 0.000).

The results in Table 8 also revealed that faculty staff who are single (M 2.9101, SD = .71452) had moderate level of occupational-related stress compared to those who are married (M = 3.3400, SD = .70200), and divorced/separated/widowed (M= 3.5120, SD = .63414) who had high level of occupational-related stress. The

ANOVA output indicates that a significant difference on the stress level exists among the various groups of marital status (overall $F = 3.660$, $p = .006$).

Statistical analysis of test of equality in Table 8 also revealed that the stress level of university faculty staff were significantly (t-value = 3.891, p-value = .003) different based on their work experiences (experience and less experience). Hence, work experience is a determinant of stress level of faculty staff. Additionally, output of t-test analysis revealed that the stress level of faculty staff differs based on their ownership of workplace (t-value = 4.570, p-value = .000). Therefore ownership of workplace has an influence on the stress level of faculty staff in Kwara State.

4.1 Outcomes of findings on goal achievement

The outcomes arising from the research findings implicate the responsibilities of the university management, faculty staff and future researchers. The study revealed that the level of occupational-related stress among university faculty staff ranges from moderate to high and high on the overall. The implication is that university faculty staff are faced with stress-related challenges which are capable of damaging their cognitive, physiological, emotional/psychological state and behavioural personality, health status and wellbeing. These challenges are enormous and can be linked to problematic issues such as temporary memory loss, depression, increased frustration and hostility, job tension, indulging in social vices (like alcohol and drug abuse), collection of health problems (such as constant tiredness, insomnia, hypertension and host of cardiovascular problems), social withdrawal or isolation (Betonio, 2015; Gawati, 2017). This can lead to high level of exhaustion, burn out, poor motivation and commitment to work, increased absenteeism from work for no genuine reason, lower level of productivity and effectiveness at work (Foy, 2015; Usoro, 2018) as well as strained relationship between faculty staff and the university community (colleagues, students, superiors), and also increased complaints from university community that may defame the University's public image locally and internationally. When situations like this become prevalent,

universities are highly implicated as they are less likely to attain their mandates of teaching excellence, quality research output, generation and dissemination of knowledge (FRN, 2013, p.37) and production of quality manpower for the competitive employment market.

The study also revealed that risk of occupational-related stress among faculty staff emanates from a wide range of organizational, role-related, physical/environmental, personal, and social-related factors. The implication is that, it will help to direct the attention of university administrators and the government to the critical role played by the aforementioned risk factors in impeding the effective discharge of statutory job functions (teaching, research and community service) by faculty staff, so as to effectively minimize or mitigate these stressors for the attainment of university goals.

The present study revealed that, the social support coping strategies and individual focused coping strategies were moderately adopted for the management of occupational stress, while the organizational support coping strategies were to a low extent adopted. The implication of this finding is that, both individuals and organizations must adopt coping strategies that must help faculty staff to adapt to work, become emotionally stable and healthy, build a dependable social support network and cope with environmental and job demands. This is because coping correctly with stressors facilitates successful adaptation, while a failure in this process put faculty staff and their organizations at risk of poor goal attainment at both the individual and organizational level. Hence, effective coping strategies at the individual, social and organizational levels are very necessary for the effective functioning of academic staff in discharging their routine duties of teaching, research and publications and engagement in community service to both the university and local community.

The social demographic parameters of gender, age, marital status, and work experience and workplace ownership were found to influence stress level among university faculty staff in Kwara State, Nigeria. This finding makes it imperative for university administrators and managers to give adequate attentions to the

gender status, age profile, marital status, experience on the job and type of organizational ownership when designing, formulating and implementing personnel or welfare policies for faculty staff. This is in order to safeguard the overall individual and organisational effectiveness, because a happy and less stressed worker is a productive worker.

4.2 Discussion

The study revealed that the overall level of occupation-related stress among university faculty staff in Kwara State was high. This finding tallied with those of Kusi, Codjoe and Bampo (2018), Masuku and Muchemwa (2015) and Nur Aqilah and Juliana (2012) but negates that of Azizah et al. (2016), Ismail, Abd Rahman and Zainal Abidin (2014), Ismail and Noor (2016), Noormaliza et al. (2016), Peretomode (2015), and Sabherwal et al. (2015) who found varying stress levels between low to moderate.

The study result also revealed that organizational-related (setting many time-bound deadlines and pressuring staff to meet up, poor motivational support system), role-related (pressure to attain high scholarship and teaching workload anomalies), followed by physical/environmental-related (poor physical environment conditions, inadequate physical infrastructure, and facilities/resources) were the highly ranked risk-factors associated with occupation-related stress among university faculty staff in Kwara State. This finding is not surprising considering the low extent of organization-supported coping strategies adopted for managing occupation-related stress as found in the study and therefore agrees with other previous studies (Dandona, 2014; Ismail, Abd Rahman & Zainal Abidin, 2014; Ismail & Noor, 2016; Masuku & Muchemwa, 2015; Nguyen & Nguyen, 2017; Omoniyi, 2016; Sabherwal et al., 2015; Safaria, 2013) which observed that student domain, time-domain, career development domain, work-itself (role ambiguity, conflict and overload), work-family issues, inadequate motivational support and work environment are prevalent risk factors triggering high level stress among employees in the lecturing profession.

Findings further revealed that, social support coping (discussing stressful situations with social community, attending academic/

social functionalities, utilizing social networking community) and individual focused coping (Making use of meditation, relaxation, and biofeedback intervention styles) strategies were moderately adopted for the management of occupational stress. The finding tallies with that of Peretomode (2015), Safaria (2013) who found that the predominant strategies employed by academic staff in managing stress include: work-related social support such as relying on supportive friends, sharing feelings with reliable allies, forgiving others, getting help from a mentor and keeping sense of humour; physiological activities involving exercises, in-door games, meditation, setting leisure activities time, having adequate sleep, taking vital medications; and interpersonal strategies such as positive thinking, effective use of time, relaxing from routine work among others.

The present study also discovered that the organizational support coping strategies like: implementing more of participative management styles (2.31), resuscitating the physical/environmental environment of the university (2.38), enacting sustainable welfare programmes (2.46) and organizing and provision of comprehensive educational intervention programmes (2.39) were to a low extent adopted for the management of stress. This finding therefore emphasizes the need for the university managers to develop programmes that will help to reduce high stress level among faculty staff, as these programmes will help in controlling their turnover, burnout, health issues, absenteeism and strained relationship with university community; and as a result both individual and organizational goals can be adequately attained.

Results from the inferential statistical outcome showed that occupational-related stress level among university faculty staff differs based on social demographic parameters of gender ($p < .05$), age ($p < .01$), marital status ($p < .01$), work experience ($p < .05$) and workplace ownership ($p < .05$).

The influence of gender on stress level found in the study is quite similar to the reports of Azizah *et al.* (2016), Foy (2015), Kataoka *et al.* (2014), and Noormaliz *et al.* (2016). Similarly, Nur Aqilah and Juliana's (2012) which reported high strain level among female

lecturers in comparison with their male counterparts ($p=0.035$) support the outcome of this study. This finding and those of other studies might be attributed to additional gender roles (like combination of marital - child bearing, child rearing activities, social practices, economic and domestic activities with their work) of female faculty staff. In this direction, AbdulRaheem, Atunde, Medupin, Awarun and Ayoku (2020) observed that combining work duties with marital, domestic and family responsibilities or obligations might be very complex and tasking, and that, female academicians who don't have the strength or energy to effectively meet all those demands are likely to encounter high level stress and other health problems. However, the studies by Adebisi (2013), Ismail, Abd Rahman and Zainal Abidin, (2014), Ismail and Noor (2016), Masuku and Muchemwa (2015), Nguyen and Nguyen (2017) and Omoniyi (2016) contradicts these results.

In terms of age differences ($p<.01$), the findings tallies with that of Chaudhry (2013) and Foy (2015) who reported similar research outcomes. This can be attributed to the fact that when individuals continues to grow old, their responsibilities and expectations increases and if they are unable to discover avenues for attaining their expectation, they are susceptible to stress. This however negates the results obtained in Masuku and Muchemwa (2015) and Noormaliza et al. (2016) that age is not a key determinant of stress level among university lecturers.

The influence of marital status on stress level ($p<.01$) discovered in the present study conflict with that of Amoako, Gyamfi, Emmanuel and David (2017) Ismail and Noor (2016) Nguyen and Nguyen (2017) and Noormaliza et al. (2016). The negation of previous studies to this finding is rather surprising considering the observation of Falola, Salau, Omoniyi-Oyafunke and Olokundun (2016) that most faculty staff who are single are enjoying the freedom of having a less number of demands, expectations and responsibilities; hence they can fully concentrate on their work and even comfortably work extra hours, in order to fulfill the demands of their work. Unlike the married or separated/divorced/widowed that might be combining marital roles and work expectation and they are likely to experience different aftermath effect of marital

problems. Vividly, Falola, Salau, Omoniyi-Oyafunke and Olokundun (2016) emphasized that faculty staff who have marital issues and instability are prone to absenteeism, low morale, industrial accidents, poor concentration, and high level stress.

The finding regarding the work experience influence ($p < .05$) on stress level negated that of Adebisi (2013), Amoako *et al.* (2017), and Ismail and Noor (2016) but aligns with other researches carried out by Azizah *et al.* (2016) and Chaudhry (2013) who reported that faculty staff with lesser work experience had higher stress when compared to more experienced ones. This is because higher job experience provides better opportunities to understand the intricacies of a profession in a better manner.

Statistical outcome also showed that occupation-related stress level among university faculty staff differs based on the workplace ownership ($p < .05$). This finding is evident in the high mean scores for stress level of faculty staff working in private universities than their counterparts in public universities. This might be attributed to cost-effective approach mostly utilized by private organizations in managing their running cost by merging functions of two or three persons for one individual.

5. Conclusion

Based on the findings of this study, it was concluded that university faculty staff in Kwara State are faced with stressful work situations, which reflects the high level of occupation-related stress among these academicians. Apparently, this level of occupation-related stress among university faculty staff can be explained by their social demographic parameters. Additionally, the predominant risk factors contributing to this stress level are mainly organizational, role-related and physical/environmental in nature. Also, social support and individual focused coping strategies were moderately adopted for the management of occupational stress, while the organizational support coping strategies was utilized to a low extent. These results can however impede the attainment of university goals because it will tamper with the cognitive, physiological, psychological and behavioural states of faculty staff

leading to destructive work and health anomalies. Therefore, the prevention and management of occupation-related stress among faculty requires individual, social support and especially workplace level interventions since it is the workplace and its environment that creates the stress. In view of this, faculty staff as well as university managers should continually adopt/ and or improve the adoption of the coping strategies found in this study for the management of occupational stress so as to manage stress level, minimize risk factors as well as promote a healthy workforce who are ready to work efficiently and effectively for the attainment of university goals. Also, university managers and administrators should endeavour to promote health awareness and knowledge and also establish an effective Assistance Programme for faculty staff to help identify, refer and recuperate those under high level stress. In addition, demographic parameters like gender, age, marital status and experience level and type of organization need to be considered when assigning duties and responsibilities in order to enhance productivity.

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