# RELATIONSHIP BETWEEN JOB STRESS AND JOB EFFICIENCY AMONG AGRICULTURAL EDUCATION ACADEMIC STAFF IN COLLEGES OF EDUCATION IN NORTH-WEST NIGERIA

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN AGRICULTURAL EDUCATION**

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**FEBRUARY, 2018**

## DECLARATION

I hereby declare that this dissertation titled "**Relationship between job stress and job efficiency of agricultural education academic staff in colleges of education in North-west Nigeria."** Was written by me in the Department of Vocational and Technical Education under the supervision of Prof. B. I. Okeh and Dr. M. O. Ayorinde. All borrowed information from reviewed literatures had been duly acknowledged in the list of references provided.

_____ _____

**Danlami EMMANUEL** **Date**
Student

## CERTIFICATION

This dissertation titled **'Relationship between job stress and job efficiency of agricultural education academic staff in colleges of education in North-west, Nigeria'** written by Emmanuel Danlami meet the regulations governing the award of the Degree of Master of Science Education in Agricultural Education of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

This dissertation is dedicated to my parents who their input made this study possible.

## ACKNOWLEDGEMENT

This medium provides me the opportunity to express my immense gratitude to the Almighty God, the father of light whose light has guided my steps this far. I will forever be grateful to my supervisors, Prof. B. I. Okeh and Dr. M. O. Ayorinde for their invaluable assistance, suggestion and pieces of advice that aided the completion of this research work. They are my teachers, fathers and supervisors. The researcher's deep appreciation and sincere gratitude goes to internal examiners Dr. C. Uguru and Prof. I.A.Mustapha for their valuable contributions to the success of this work. Equally my deepest thanks go to the researcher's mentor and father Dr. I. M. Haruna for his great intellectual input and fatherly advise. He encouraged me spiritually, morally and financial supports. May God Almighty blesses and rewards him.

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Blessed be the day I met my beloved wife – Juliet Emmanuel Barde and thank God for the fruit of the union (Vivian, Sylvia , Kileh and Deborah). I appreciate God for the assistance I enjoyed from my School Principal – Mrs. Hajara Markus and the Vice Principal- Mr. Dan'asabe Elisha and the brotherly love of Catechist Atiga, Cate. Abamu and Cate. Clement.May God find us worthy on that glorious day (Amen).

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# Abstract

This study determined the relationship between job stress and job efficiency of agricultural education academic staff in colleges of education North-west, Nigeria. The study made use of survey research design with a total population of one hundred and sixty six (166) academic staff who served as the sample size for the study. Two research questions and two null hypotheses were formulated. The instrument used for data collection was relationship between job stress and job efficiency of academic staff questionnaire. Data collected were analyzed using descriptive statistics inform frequency count, percentages and mean to answer the research question. Pearson Product Moment Correlation Coefficient (PPMC) statistic was used to test the two null hypotheses at 0.05 or 5% level of significance. The findings indicated that the calculated p value of 0.004 and 0.001 were lower than 0.05 alpha values at correlation index r level of -0.654 and -0.801 respectively, hence the null hypotheses were rejected. Findings of the study further showed that, teaching large class of up to 500 students provoked stress on the lectures which affects academic job efficiency. It was also found that lecturing work combining with the administrative work such as head of department, coordination of programs like field trip and teaching practice result to academic job stress. It was concluded that excess workload combined with administrative responsibilities lowers job efficiency of academic staff. It was recommended that more academic staff should be employed to reduce the workload that rendered academic staff inefficient.

## OPERATIONAL DEFINITION OF TERMS

The following are the operational definition of terms as used in this study:

1. **Academic administrative work:** - Is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics.
2. **Academic Staff:** - A members of the faculty or college who have qualification status of lecturing or teaching.
3. **Agricultural Education:** - A system of training advanced and middle-level specialists, skilled workers, and cadres of scientists and teachers in agriculture
4. **Job Efficiency**:-The ability of academic staff to perform or carryout his/her workload successful and without wasting of time.
5. **Job stress**: -When academic staff workloads exceed the ability level to perform and resulted to low production and inefficiency.
6. **Relationship**: -The way in which job stress and job efficiency of academic staff behave towards each other.
7. **Stress:** - Is an emotional feeling that makes persons feels uncomfortable and unhappy with situation he or she has to overcome. Or is when we feel that everything seems to have become too much that is we are overloaded and wonder whether we really can cope with the pressures placed upon us. In other word is anything that poses a challenge or a treat to our wellbeing.
8. **Workload:** - All kinds of activities or assignment which academic staff undergo in the course of lecturing/teaching such as teaching, supervising students' project, conducting research et cetera.

## TABLE OF CONTENTS

Title Page
i

Declaration
ii

Certification
iii

Dedication
iv

Acknowledgement
v

Abstract
vii

Definition of Terms
viii

Table of Contents
ix

List of Tables
xii

List of Figures
xiii

**CHAPTER ONE: INTRODUCTION**

1.1 Background to the Study

1

1.2 Statement of the Problem

5

1.3 Objectives of the Study

7

1.4 Research Questions

7

1.5 Research Hypotheses

7

1.6 Significance of the Study

8

1.7 Basic Assumptions of the Study

9

1.8 Delimitation of the Study

9

**CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1 Theoretical Framework
10

2.2 Conceptual Framework of Stress
11

2.3 Types of Stress
15

2.4 Causes and sources of Job Stress among Academic Staff
17

2.4.1 Philosophical Aspect of Stress
20

2.5 Impacts of Stress in an Academic Environment

21

2.5.1 Relationship between Job Stress and Performance

22

2.5.2 Relationship of Job Stress and Job Efficiency among Lecturers
24

2.6 Academic Workload

26

2.7 Lecturing and Administrative Work

29

2.8 Empirical Studies

31

2.9 Summary of Reviewed Literatures

40

**CHAPTER THREE: RESEARCH DESIGN AND METHODOLY**

3.1 Research Design

41

3.2 Population of the Study

41

3.3 Sample Size and Sampling Procedure

42

3.4 Instrument for Data Collection

42

3.4.1 Validation of the Instrument

42

3.4.2 Pilot Study

43

3.4.3 Reliability of the Instrument

43

3.5 Procedure for Data Collection

44

3.6 Procedure for Data Analysis

44

**CHAPTER FOUR: PRESENTATION AND DATA ANALYSES**


4.1 Analyses of Bio-data
45

4.2 Answer to Research Question
46

4.2.1 Answer to Research Question One
46

4.2.2 Answer to Research Question Two
49

4.3 Testing Null Hypotheses
52

4.3.1 Null Hypothesis One
52

4.3.2 Null Hypothesis Two
53

4.4 Summary of the Major Findings

54

4.5 Discussion of the Major Findings

54


**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**


5.1 Summary
58

5.2 Contribution to Knowledge
59

5.2 Conclusion
59

5.3 Recommendation
60

5.4 Limitation of the Study
60

5.5 Suggestion for further Study
61

REFERENCES
62

APPENDICES
68

Appendix i Request to Complete Questionnaire
68

Appendix ii Population for the study
69

Appendix iii Questionnaire
70

## LIST OF TABLES


Table 4.1.1 Distribution of Respondents by Qualification 48

Table 4.1.2 Distribution of Respondents by Years in Service 49

Table 4.2.1 Influence of Workload on Job Efficiency of Academic Staff 50

Table 4.2.2 Influence of Administrative Work on Job Efficiency of Academic Staff 52

Table 4.3.1 Pearson Product Moment Correlation Coefficient (PPMC) for Null Hypothesis One 54

Table 4.3.2 Pearson Product Moment Correlation Coefficient (PPMC) for Null Hypothesis Two 55

## LIST OF FIGURES

Figure 2.5.1 Inverted- U-Relationship between Stress and Performance 23

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Issue of academic job efficiency among academic staff especially academic staff in colleges of education northwest, Nigeria is of much concern. This is because of the demand placed on them of producing Nigerian Certificate in Education (NCE) graduates who will meet the demand of labour market in terms of competent and qualitative teachers at this age of globalization in education. This task cannot be achieved successful without been efficient and effective in their duties. Job efficiency of academic staff has to do with finishing academic tasks given within a short possible time. Academic are also expected to contribute to knowledge through research and publication journals paper et cetera. All these academic responsibilities cannot be successfully achieved without been efficient. Stress is a limiting factor for academic inefficiency in the academic environment. Academic stress comes as a result of work overload. Work overload refers to the concentration of assignments at work which result to stress that negatively affect the performance and efficiency of employee. Stress is an emotional feeling that makes persons feels uncomfortable and unhappy with situation he or she has to overcome. Job efficiency on the hand is the capability or level at which an individual or an employee carry out a given task or work effectively at a given time. In other word, it is the quality of an employee being resourceful or able to perform a given tasks and/or career job efficiently at least expected time. Therefore, for an academic staff to says he or she is efficient in academic work, he or she should be able to cover the course outline at the stipulated time, mark and return students scripts of either continuous assessment test or

assignment on time et cetera. In addition, he or she should be conducting research work, attending academic conferences and be publishing in academic journals. This corroborate with the findings by Carlson and Gadio, (2000) who said Colleges of Education/University lecturers have various tasks to accomplish and these range from teaching, research and publications, marking of tests and examinations, supervising students' research activities, supporting students through advisory roles, attending conferences, providing community services and alike. For academic staff to be effective, efficient, competent and productive in their lecturing job, academic job efficiency indices should be at optimum level because too much of it cause stress. The level at which a job is carried out will determine the level at which an organization will improve; that is, the types of behaviour of an employee toward his job performance influences the effectiveness or otherwise of an organization. Performance behaviour is the behaviour of an employee that is involved directly for producing goods and services, or an activity that gives support indirectly for the organizations core technical process.

The word stress originally emerged in physics and then it was taken by psychology and life science. In physics, stress is pressure or force, and can be used interchangeably; however, it has different meanings. The term stress as used in psychology basically means that human beings are inclined to resist the external forces acting upon them like other physical objects and bodies. Stress has a positive implication when not become continuous, it helps in improving performance. Stress can be distinguished as positive and negative. That is 'Eustress' and 'Distress' respectively. Eustress is the form of stress that is positive and beneficial. We feel challenged, but the sources of the stress are opportunities that are meaningful. Eustress helps provide with energy and motivation to meet responsibilities and

achieve goals. Distress is a continuous experience of feeling overwhelmed, oppressed, and behind in responsibilities (Manzoor, Awan & Mariam, 2013). Moreover, stress may be defined as responses that are costly in terms of arousal of physiologic systems and elicitation of behaviours that are harmful. Thwarted responses may lead to aggression or result helplessness that is similar to a response being unavailable. High-cost responses, which may include aggression, are ones that consume energy and that further increase risk to additional challenge. All these responses, including vigilance and helplessness, have biological counterparts, and they feed back to influence additional stimulation and processing of that stimulation. Behavioural responses are accompanied by neural and responses that act on effectors, such as the immune and cardiovascular systems and adipose tissue and muscle. Chronic or repeated stimulation of these effectors may be due to thwarted or high-cost responses or anxiety associated with vigilance or helplessness and may lead to allostatic load that, over time, increases risk for pathology and disease. Acute stress more readily precipitates disease when chronic stress has laid pathophysiology. Therefore stress is a common experience; because people feel stressed when they are very busy, have important deadlines to meet, or have too little time to finish up all tasks. Often some people may be vulnerable to stress in situations involving threat of failure or personal humiliation (Khan, 2005). He further mentioned that some people feel stressful when they have fear of objects or things associated with physical threats such as snakes, illness, storms, or flying in an airplane and major life events, such as the death of their loved one. Again there are some physical factors that influences stress on career efficiency of an individual's such as extreme cold, heat, invasion of micro- organisms' on physical injuries and others are the negative stress that affects individual productivity. Lefevre, Mathen and Kolt (2003) ascertained that, stress is a

universal problem of both government and private organization thus; war, imprisonment, natural disaster such as fire burst, terror earth quack, disabling injuries and terminal illness and people and organization react to the same stressor in diverse ways in order to manage the stress produce best in spite of the difficult situation. However, Ojiako (2001) viewed stress as bodily changes that can take place when the external pressures on an individual reach an intolerable pitch, causing weakened job performance and ill-health. Kreiner,(2001), said that stress is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires for which the outcome is perceived to be both certain and uncertain. Looker and Gregson (2003) described stress as the mismatch between perceived demands and the perceived abilities to cope. Additionally, stress has been simply described as an unavoidable consequence of life (Sorenson, 2007). Individuals cope with stress differently; thus speak about positive stress (eustress) and negative stress (distress). What one experiences as distress is a stimulation for another or even a welcome turn in life. This study deals mainly with the influence of stress on academic job efficiency in higher educational institution especially on academic staff and strategies to cope and manage stress in order to have effective and efficient career.

At this age of globalisation in education, academic staff in colleges of education and Universities in Nigeria should be able to carry out their lecturing job efficiently and effectively without undergoing some level of stress. Academic environment should be free from stress for academic lecturers to deliver successfully and also perform their academic work efficiently as mentioned by Warraich, Ahmed, Ahmed and Khoso (2014), that for an academic institution to prosper, it is prerequisite that academic and non-academic staff should work in a stress free ambiance. Teachers

who succeed in managing stress using several coping techniques in their academic work do not only contribute to improved learning outcomes in their students, but also benefit personally from enhanced work productivity (Carlson & Gadio, 2000). In the same vein, Warraich, *et al* (2014) viewed stress as a difficult nature that has two folds: "Challenges Stressors and Hindrance Stressors". Challenge stressors help in achieving goals timely and effectively, while Hindrance Stress impairs job performance and efficiency. Academic workload may result to stress when it is too much on an academic staff its may have negative effects on job efficiency. The stress come as a result of work overload such as teaching large classes, attending seminars and conferences, monitoring of examination and tutoring, preparing materials for students' practical, et cetera (Boštjancic 2010 cited in Warraich, *et al* 2014). Stress is linked to "demands" and "resources". Demands are the expected situations, and circumstances in the organization which may result to stress. While, resources refer to the stuffs used in meeting the organisation demands. The level at which job stress minimizes organised resources resulted to inadequate demand, and then the establishment operate at inefficiency level of productions. Some of the factors responsible in creating stress among employees in organizations include Work overload. Work overload refers to the concentration of assignments at work. It is one of the main causes of stress among organisational employees. The attitude of various employees is different towards work overload. Some comfortably manage it at the work place while some, it becomes difficult to manage. So job stress is inevitable among employees, when the stress becomes excessive, then difficulties occur and the sufferer experienced disrupted emotional, cognitive and physiological functioning (Akinboye, Akinboye & Adeyemo, 2002).

## 1.2 Statement of the Problem

The researcher through observation and interaction with both students and academic staff of the study area found out that, the lecturers are not discharging their career duties effectively and efficiently. Some students complained that the lecturers take too long to return marked continuous assessment and assignment scripts and also, semester results take too long to be released. In some cases, it reaches the end of the next semester. In addition to that, some of the lecturers missed their lecture period and some don't even cover the course outline and even when they do it is in a rush. In the interactive session, some academic staff said they teach large class of more than 500 students and supervise students' projects of almost 200. Therefore during examination and continuous assessment (C.A) test lecturers do have sleepless nights in order to mark students' scripts. This is in line with the findings of Qadimi and Praveena (2013), that most teachers who teach large classes of students missed their lecture periods due to body pains, dizziness et cetera; some would be hospitalized for health challenges due to fatigue of marking too many scripts during assignments and continuous assessment (C.A). Kusi, Mensah and Gyaki (2014) also mentioned that teaching large class, marking too many scripts during continuous assessment test and exams, poor working condition, extra-curricular activities, lack of in-service training, rigid promotion guidelines, lack of recognition for good efforts, supervision of students' project work and alike, increased job stress among academic staff of the University of Education Winneba campus, Ghana which resulted to their low productivity.

In addition to the academic workload, the academic staff are involved in the administrative work of the institutions such as Deans of schools, examination officers,

programme advisers, Head of Departments, Co-ordinators of student Industrial Work Experience Scheme (SIWES), Teaching Practice (TP), Field Trip (FT), distance learning programme and diploma programme. These and other administrative responsibilities coupled with academic workload rendered the academic staff less efficient and ineffective in their job career. Kipkebut, (2010 cited in Jane, Mike & Namusonge, 2012) mentioned that Kenya and other African countries' academic staff who combined academic work with the institution administrative work have less or no time for research and publications.

The work lives of academic staff in Nigerian Federal and State colleges of education are not easy; in fact, they are in the eye of the storm due to stress. This situation is arising from diverse factors thus: pressure from public to improved Nigerian certificate in education graduate output, pressure to generate knowledge through research that will give the nation a competitive advantage in the global market, too much of academic workload emanating from teaching and administrative responsibilities, not so suitable work environment, family expectations and the pressure to grow on the job et cetera which result to stress (Amina & Raymond 2014). This current study aims to examine the relationship of job stress and job efficiency of agricultural education academic staff in colleges of education in North-wesr Zone, Nigeria.

## 1.3 Objectives of the Study

The general objective of the study is to determine the relationship between job stress and job efficiency of agricultural education academic staff in colleges of education, North-West, Nigeria. The specific objectives of the study are to:

1. determine the relationship between job stress provoked by workload and job efficiency of academic staff of agricultural education in North-west, Nigeria.

2. examine the relationship between involvement of lecturers in administrative work and job efficiency of agricultural staff in colleges of education, North-west, Nigeria.

## 1.4 Research Questions

In line with the specific objectives, the following research Questions are raised:

1. What is the relationship between job stress provoked by workload and job efficiency of agricultural education academic staff in colleges of education, North-west, Nigeria?
2. What is the relationship between involvement of lecturers in administrative work and job efficiency of academic staff of agricultural education in colleges of education, North-west, Nigeria

### 1.5 Research Hypotheses

Based on the research Questions, the following hypotheses are raised:

1. Job stress provoked by workload has no significant relationship with job efficiency of academic staff of agricultural education in colleges of education, North-West, Nigeria.
2. Involvement of lecturers in administrative work has no significant relationship with job efficiency of academic staff of agricultural education in colleges of education, North-West, Nigeria.

## 1.6 Significance of the Study

The findings of the study provided information to the following:

Authorities of both government and private colleges of education

National commission for colleges of education

Academic lecturers and individuals that may read the work

Researchers with interest in similar field

The findings of the study provided information to both authorities of public and private colleges of education on the relationship between job stress on job efficiency of their academic staff and measures to adopt in tackling stress among their staff.

The National Commission for Colleges of Education (NCCE) benefit from the findings of the study by formulating policies that will help academic staff (lecturers) in colleges of education to carrying out their academic workload without undergoing through stress situations.

Result of this study provide information to academic staff and individuals who will have time to go through the work on effects of stress on job efficiency of lecturers and how to cope the stress in order to maximise productivity and competency in their work.

The research work is beneficial to researchers who have interest in similar study serving as a guide and foundation for further research.

## 1.7 Basic Assumption of the study

Based on the specific objectives and the problems of the study, the researcher made the following assumptions. Thus:

1. Job stress provoked by workload have no relationship with job efficiency of agricultural education academic staff in colleges of education north-west, Nigeria
2. Involvement of lecturers in administrative work has no relationship with job efficiency of agricultural education academic staff in Colleges of Education in North-west, Nigeria.

## 1.8 Delimitation of the Study

The study will be restricted to federal and state Colleges of Education that offer Agricultural Education programmes in North-west zone, Nigeria. The reasons for the choice of the colleges of education is to enable the researcher obtain manageable population size for the study.

The respondents in these Colleges of Education will be delimited to academic staff (lecturers) under the department of agricultural education of each college of education. This is because they are fully part of the academic staff of their colleges from whom the researcher hope to get accurate information needed for the research study.

The study was restricted to the indices of academic job stress thus; work overload, teaching of large classes of students and combination of academic work, institutional administrative work and any other stress indices of academic staff. Job efficiency of academic staff can be assessed based on; how prompt academic staff conducts research study? How frequent academic staff attend academic conferences? How long (time) does it take to release students' result? How consistent is the promotion of academic staff? Also the number of journals published by the academic staff vis-à-vis their number of years in service will also be considered.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

This chapter Reviewed related literature consulted by the researcher in this study; it is divided in to the following sub-headings:-

2.1. Theoretical Framework

2.2. Conceptual Framework of Stress

2.3. Types of Stress

2.4. Causes and Sources of Job Stress among Academic Staff

2.4.1 Philosophical Aspect of Stress

2.5. Impacts of Job Stress in an Educational Environment

2.5.1 Relationship between Job Stress and Performance

2.5.2 Relationship of Job Stress and Job Efficiency

2.6 Academic Workload

2.7 Lecturing and Administrative Work

2.8 Empirical Studies

2.9 Summary of the Reviewed Literature

## 2.1 Theoretical Framework

This study was based on person-environment (PE) fit theory. The theory was postulated by Selye, (1950). The theory states that human behaviour or performance is a function of the person and the environment, and that a person's vocational satisfaction, stability and achievement depend on the congruence or fit between the person's personality and the environment in which the person works. The theory further explained the work situation that the higher the degrees of fit by an employee, the more prediction of positive work output. This theory is related to this study in the

sense that stress comes as a result of environmental factors one come in contact with. An individual performance is a function of person–environmental fit. For an academic staff to be job efficient in an academic environment then it is a function of interaction between academic staff and workload (environmental factor). The situation determines the efficiency and performance of a lecturer. Therefore, academic staff job efficiency is a function of academic workload which may result to stress and the academic staff fit.

## 2.2 Conceptual Framework of Stress

Stress is often described as a feeling of being overloaded, wound up, tense and worried. We all experience stress at times; sometimes it helps to motivate us to get a task finished, or performed well. But in other way round stress can be harmful if we are over-stressed and it interferes with our ability to get on with our normal life activities. Stress has been defined in various ways, it is considered to be something unpleasant which has its origin outside the individual. Stress is believed to be a pressure. Sometimes, we do not see stress as unpleasant but rather as a feeling or state of response to something that is in an individual's environment and which may not have the same effect on other people. According to Freeman and Gray, (2009) as cited in Hinneh, Dominic & Emmanuel, (2014), that stress is neither good nor bad but it depends on how it is experienced by a person. Stress can be a stimulant or energiser in which case it is positive and beneficial; or it can be the cause of feeling of anxiety, depression or discomfort; here, it is negative and connotes a harmful condition, while Ojiako (2001) viewed stress as the bodily changes that can take place when the external pressure on an individual reaches an intolerable peak, its weakened job performance and caused ill-health. Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he

or she desires for which the outcome is perceived to be both certain and uncertain (Kreiner 2001).

Stress according to Oxford dictionary is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances (Oxford University Press, 2014). For Cassim, (2013) stress is the ability of human being to think and evaluate future events makes them more vulnerable to stress than animals. He further explained that human beings encounter stress because they have high level of cognitive abilities than other animals' lack. According to Richard, (2007 cited in Akinmayowa, 2009) stress occurs when an individual perceives demand of an external situation beyond his or her perceived ability to cope with them. The stress level among academician has started to indicate a worrisome trend with the evidence of academicians experience of dangerous health complication such hypertension, heart attack, migraine, depression, eating disorder and alike .moreover, stress definition is neither the environmental event, nor the person's response; rather describes the individual's perception of the psychological situation as the critical factor in defining his or her stress.

Job stress does not only negatively influence the productivity and creativity of workers, but also their overall health, well-being and morale. According to Akinmayowa (2009), stress is not only detrimental to the individual's immediate emotional stability and behaviour, but also to his or her long-term psychological wellbeing. He said excessive stress at work may result in increase human errors and accidents, as well as negatively affect employees' productivity and their overall efficiency and effectiveness on job. Therefore, several factors have been established to contribute to the level of stress among academic staff in colleges of education and other educational institution such as: home-work interface, role ambiguity and

performance pressure (Ahsan, Abdullah, Yong & Alam, 2009). In the same vein Akbar and Akhter, (2011) viewed academics job stress caused by student-related issues and role conflicts, research and publications, strike and school interruption, delay and irregular payment of salary and inadequate instructional facilities among academic staff of universities and colleges of education, Nigeria.

. D'Arcy (2007) mentioned that everyone experiences stress a little differently, it can be a good thing, but overload of it is a different story. He explained that stress overload is caused by the overreaction or failure of the stress response to turn off and reset itself properly. In the same vein Health and Safety Executive (2001) viewed stress as the adverse reaction a person had due to excessive pressure or other types of demand placed upon. In addition to that, stress affects us in different ways at different times and often come up as a result for the combination of factors in our personal and working lives. That stress is not a weakness but if unnoticed it can lead progressively to a decrease in performance, poor health and long term absence from work. Winefield and Jarret (2001), Ahmady, Masiello, and Brommels (2007) viewed stress among academic staff (lecturers) in colleges of education and other institutions of education in Nigeria are; teaching large classes, difficulty in securing research funds, poor relationship among their colleagues and unrealistic expectations from management. Warraich, Ahmed, Ahmad, and Khoso (2014) stated that for an institution to prosper, it is prerequisite that its employees work in a stress free ambiance. Because stress leads to decrease in employees' efficiency, increase in absenteeism and turnover. For this reason higher institutions should work without any stress; so that they can deliver better to students and also engage them actively in research work.

Academic staff has many heterogeneous work and various burdens, including lecturing (teaching), attending seminars and conferences, mentoring of examination and tutoring, preparing materials for students' practical, et cetera and also couple with their own study obligations, research work, administrative tasks, attending meetings. Boštjancic, (2010 cited in Warraich, *et al* 2014), reported that Slovenia's workers (teachers) performance has drastically reduced due to work overload that came-up as a result of increase in students' population they experienced in the year 2009, EU countries. He added that teachers were also confronted with an increased competition from international journals publications by teachers. Teachers are expected to produce graduates that are well prepared for the real business world and also cope with the changing skill requirements and the rapid technological development. Thus, teachers are under constant pressure to keep pace in teaching and research, as well as maintain their professional and personal development.

The major stressors of academic staff as indicated in a research work conducted by Dua, (1994) as cited in Ivancevich, Konopaske, & Matteson, (2008) were academic staff that workload, job significance, work politics, interpersonal dealings at work, poor working conditions, university reorganization, work overload, role conflict and role ambiguity, career development, job security, poor relationships at work, and organizational culture, like lack of participation in decision making are the causes of job stress among employees. Ivancevich *et al*, (2008) mentioned that stress at work is complemented by factors from the outside environment such as: family, personal and social problems. Among symptoms of distress, participants mentioned emotional and behavioural signs thus tiredness, frustrations, irritability, aggression and loss of interest. The physical signs are sudden waves of heat, feeling out of breath, racing heart, nervous twitches, et cetera. Looker and Gregson (2003)

viewed people live and nature of work as stressful, but because of the feelings and familiarity, they pay no attention to it. In other words, we do not notice the signs of stress or we do not connect to it, but the worst outcome of stress is burnout which is often connected with teachers' work, due to a long lasting exposure to high levels of stress.

Stress has been largely covered and extended in multiple fields of study and by numbers of scholars from psychobiology, sociology, psychiatry as well as anthropology (Weber, 2011). But according to Meyer, Schwartz and Frost, (2008), stress is best described by a theoretical framework that explains health disparities called social paradigm which see social condition as a cause of stress for members of disadvantage social group derived from prejudice, discrimination and stigma. They furthered that, inequalities exist in physical and psychological well-being in a particular society. In the same study of how women live significantly longer than men but they suffer more serious acute transient illnesses, more chronic health condition, and more serious functional disabilities than men. Moreover in sociology, stress also occurs in organization. Organizational stress is a state of tension experienced by individuals facing extraordinary demands, constrains or opportunities (Thoits, 2010). But Manning and Preston, (2003) viewed stress in an organizational contexts as a result of decisions and implications made by organization which later brings negative consequences to the organization. Examples of organizational implications that cause stress to employee are staff incompetent in coping up with organizational changes, poor leadership quality from the manager or imbalance work-life approach issues due to existence of technology.

## 2.3 Types of Stress

Imeokparia (2013) identified the following as types of stress:

**i.** **Eustress**: is a positive stress, it provides immediate strength to the individual. It is a result of haven achieved an outstanding feet in one's life. It may be in form of passing an examination with good grades, child birth, winning an award. This stress often occurs for a short period of time and it create a sought of imbalance within the individual.

**ii.** **Distress**: it is a bad stress because it makes an individual vulnerable to illness

**iii.** **Acute stress:** it is a psychological condition arising in response to a terrifying or traumatic event. The ensuring physiological changes constitute a major part of the acute stress responses. Acute stress can be acute eustress mostly in small dose (pleasant, cheerful, thrilling, exciting stress) and acute distress mostly too much (cause of mental health problem and physical difficulties, tension, headache, upset stomach). The symptoms of acute stress usually appear within minutes of the impact of the stressful stimulus and disappear within 2-3days (often within hours)

**Iv.** **Chronic stress:** in chronic stress the stressor is around for a longer time. This is the grinding stress that wears people away day after day, year after. Chronic stress destroys body, mind and life, it wreak havoc through long-term attrition. It is the stress of poverty, of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. It is the stress with no hope, the individual gives up searching for solution.

**V.** **Time stress:** it is a stress induced by time constrain. One worry about the number of things that one has to do, and fear that will fail to achieve something important. This is common in all facet of life. Lecturers are often faced with seminars, conference paper or VIVA date line. There is bound to be imbalance within the

individual if he/she perceives that there may be no enough time to complete a given task.

**vi.** **Anticipatory stress**: this is the kind of stress that one can experience in an interview or concerning the future e.g. upcoming paper presentation by lecturers, job interview and events. Anticipatory stress is often occasioned by fear of failure.

**vii.** **Situational stress**: this stress is no anticipated by an individual and as such it is always sudden. This normally place the individual under pressure thereby experiencing series of hormonal discharge and fast heart beating. Conflict has been identified as the major cause of situational stress and effective conflict resolution skills have equally been identified as possible way out.

**viii.** **Encounter stress**: this type of stress occurs as a result of contact with other people. Some persons by virtue of their profession/ occupation are made to have contact with members of the public that may be stressed. Examples of these categories of workers/ professionals include medical doctors, police officers and psychologist.

## 2.4 Causes and Sources of job Stress among Academic Staff

Stress has many causes and sources. Cooper (1981 cited in Alabi, Murtala & Lcnval, 2012) mentioned that the actual jobs done by the worker might constitute the source of stress for him. The writer identified workload as one of the stressors inherent to a worker and classified this into two, namely: qualitative work overload and quantitative work overload. Quantitative work overload means having too much work to do, while qualitative work overload means to making a very difficult decision that will have a strong effect on the life of others. The researcher also identified hours of work which could include weekends, excessive travels, coping with changes at work and fear of making mistakes as some other factors that could be considered as work overload, which in turn are some common sources of stress. The potential

causes of stress are numerous based on an individual. What one considers stressful depends on many factors, including his personality, general outlook on life, problem-solving abilities, and social support system or something that's stressful to one may not faze someone else? For example, the morning commute may make one anxious and tense because he worries that traffic will make him late. Others, however, may find the trip relaxing because they allow more than enough time to enjoy and listening to music while driving. The pressures and demands that cause stress are known as stressors. People usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. Anything that forces one to adjust can be a stressor. This includes positive events such as getting married or receiving a promotion. Regardless of whether an event is good or bad, if the adjustment it requires, strains a person's coping skills and adaptive resources, the end result is stress (Birami, 2012).

Stress has many causes and sources. Cooper (1981 cited in Alabi, *et al*, 2012) discovered that the actual jobs done by the worker might constitute a source of stress for him. The writer identified workload as one of the stressors inherent to a worker and classified this into two, namely: qualitative work overload and quantitative work overload. Quantitative work overload means Having too much work to do, while qualitative work overload means hard to make a very difficult decision that will have a strong effect on the life of others. The author also identified hours of work which could include weekends, excessive travels, coping with changes at work and fear of making mistakes as some other factors that could be considered as work overload, which in turn are some common sources of stress. In the same vine, Ofoegbu and Nwadiani (2006) mentioned that factors influencing stress among academic staff are thus: strike and school interruption, delay and irregular payment of salary, lack of

instructional facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, office accommodation, lack of research facilities and financial support, lack of annual leave/ holiday and underfunding of education. Management role expectations and home work interface was identified as causes of academic staffs' stress in Educational Institution (Alexandros-Stamatios, Matilyn & Cary 2003). In addition to this, Rutter, Hezberg and Paice (2002), mentioned that sources of academic staff stress among Institutions are: high self expectation, securing financial support for research, insufficient development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long staff meetings are academic factors stress that negatively influenced job efficiency of higher academic institutions 'lecturers.

Stress in the work place can be source of positive motivation in order to achieve success or it can hinder morale, relation and performance. Olatunji and Akinlabi (2012), Yusoff (2013) and Wilkes *et, al*, (1998 cited in Amina & reymond,2014), identified the following source of stress among university lecturers "Lots of works load, inadequate ventilated office, noisy environment, multiple university problems, inadequate lecture halls, keeping pace with institutional demands, role expectation, emotional demand inter-personal relationship value and belief system. These stressors if not properly handled can be harmful or can cause early life. In general terms stress sources can be classified into three as affirmed by Edwards (2011):

i) An uncontrollable or unpredictable events: This might include accident, the loss of family member or love one and sudden loss of job

ii) Being over whelmed with too many things and problems coming at once and too fast.

iii) Working beyond our capabilities, skill level or coping resource: Taking on a new job or task without proper training, parenting step children or caring for an elderly parents are common examples.

Among academic lectures in tertiary institutions, increase in workload is the most stressful aspects of faculty careers (Gilbert, 2001 cited in Yousaf, 2010). He said heavy workloads (work overload) such as teaching of large classes and involves in the administrative work of the institutions may generate hostility toward the institutions and diminished levels of faculty commitment to the establishment. Furthermore, increases in workload causes mystification of student numbers, and certainly have negative impact on the well-being of employees. It is widely belief that the workload of academic staff has been increased due to expansion in tertiary schools because of globalisation in education and demand to contribute to knowledge higher education and this has contributed has resulted to job stress. Waswa *et al* (2008 cited in Yousaf, 2010) reported that Kenyan public universities, faced a problem of inadequate teaching infrastructures due to increased enrolments of students resulted from the integration of government sponsored and self sponsored; this had increased academic staff workload which negatively affects the performance and efficiency lecturers. Academic staff are expected to use adequate teaching facilities as well as appropriate technology when delivering lectures research. Rosser, (2004 as cited in Jane, Mike & Namusonge, 2012) mentioned that few academic institutions provide adequate support for academic staff to integrate technology into their work. The extent to which lectures feel supported in terms of stress free academic environment is to provide adequate and favourable teaching/ learning condition should include technology.

Symptoms of stressful persons according to Rosser, (2004) as cited in Jane, *et al* (2012) are restlessness, anxiety, frustration, occasional headache, dizziness and physical pains et cetera.

### 2.4.1 Philosophical Aspects of stress

The philosophical aspect of stress is largely ignored; more attention is given to psychological and physical. Stress is partly hinged to our values and believes system and imaginations. "Stress is the body-mind unconscious response to perceive threat or danger, it is rooted in brain attributes to that event and our response to that perceived meaning (Graham, 2009)". Stress comes from our imagination- how we label things good or bad (everyday philosophy). Lancaster (2006) as cited in Amina & Raymond (2014) noted that "stress relates to our values and belief system as people seem more concern with treating the system than the problem which maybe more philosophical". Everyone has personal values and beliefs. Some people value romantic relationship, other getting drunk every day while others value money or buying expensive cars and building mansions. These personal values are embedded in our cultural and religious belief and tend to contribute or modify our behaviours. Most people do not examine their belief system when it comes to managing stress (positive or negative stress) "negative effect of stress can occur when we countered it" (Lancaster, 2006 cited in Amina & Raymond, 2014). Based on our value system, internally we behave differently, for example, a college of education lecturer who value time with his family may have little time to contribute to knowledge, so he or she need timework for not less than 15 hours in a day to be efficient which may look stressful, while someone else may see this as an opportunity to provide more money for his children education and other family obligations. For that what motivates one, may be stressful to another.

In the context of workplace, Herr *et al, (*2004) said an individual's attributes are: interests, transferrable skills, career motives and values, personality preferences, career orientations, self-concept and sense of self-efficacy. while work environment include individual's expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, the relationship and sense of community among co-workers ,perceptions of fairness in the workplace and the role of personal and organizational values, when these does not fit between an individual and his environment the result is stress. Therefore, lack of fit between the demand placed on individuals and their ability to meet with those demands can result to stress. Although, there are evidence that burnout occurs as a result of complex interaction between individual characteristics and issues in the work environment. Meanwhile researchers have not systematically considered the role of person variables in this direction especially on studying the manifestation of burnout among college of education lecturers.

## 2.5 Impact of Job Stress in an Educational Environment

Job stress among academics staff in Nigerian colleges of education has become a critical issues and a matter of concern, because "high level of stress among lecturers have been associated with decreased research productivity (black-burn & Bentley, 1993 as cited in Amina & Raymond, 2014)." Workplace factors have significant effect on human mental and physical health" (Yusoff, Khan & Azam 2013) as affirmed by Fisher (2011) "teaching is a very stressful job because teachers are exposed to both physical and psychological stressors". Stressors have potentials to create physical and psychological symptoms among academicians". Job stress has devastating effect for the educational institutions in terms of absenteeism, low performance, inefficiency, lower organizational commitment and turnover intentions

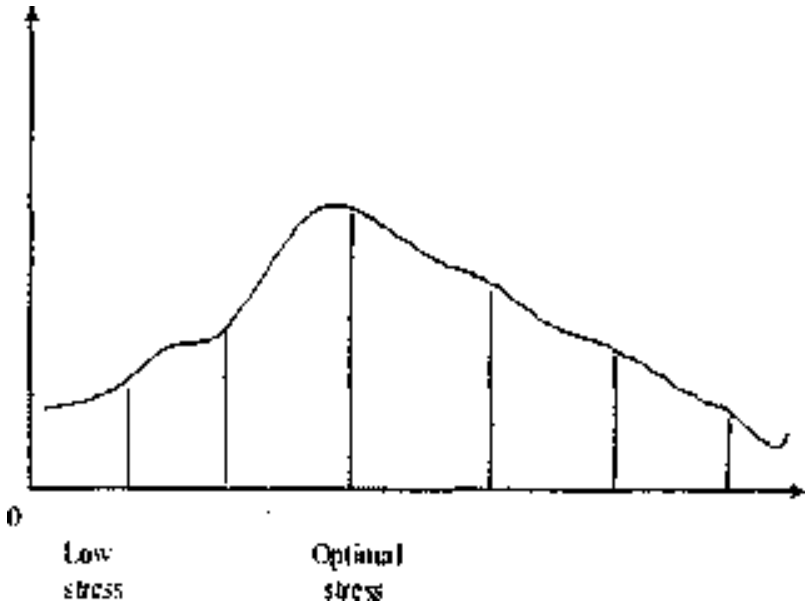
(Tarus & Vanlersel 2001).” Job stress is both physical and emotional response of an employee to the unwanted workplace factors which are beyond the abilities of an employee (Cooper & Dewe, 2001 as cited in Amina & Raymond, 2014). There are different types of stressors as identified by Beehr and Newman (1978) cited in Amina & Raymond (2014), are role expectation, job demands, and organizational internal and external environment. The identification of different stressors compelled researchers to start finding the interaction of stressors with other work factors such as work performance and motivation, job satisfaction etc. This led to the development of stress models such as Job demand control model, (Karasek, 1979 as cited in Amina & Raymond, 2014), job demand resources model (Demeravti, Bakker & Schaufeli, 2001 as cited in Amina & Raymond, 2014), and Person-environment fit model (Robert as cited in Amina & Raymond, 2014). Job performance and efficiency is key to the achievement of organizational goals in any given context. Work performance and efficiency of Nigerian colleges of education lecturers centred on the development of all sectors in the Nigerian economy. Hanif (2010) noted that factors like time management, maintaining a good communication channel with student, parent and institute administration often contribute positively to the faculty member’s performance”. As put by Cai and Lin, (2006) cited in Amina & Raymond, (2014)”faculty’s performance can be classified into task and contextual performance. The task performance is the ability of faculty members to recognize the highlighted and explored organizational goals. It consists of teachers-students interaction, teaching value and effectiveness”

### 2.5.1 Relationship between Job Stress and Performance

Lecturers’ performance can be defined as an index of his or her effectiveness, which refers to relationship between the characteristics of teaching and its effect on

educational outcome in classroom. Many researchers have carried out different studies on stress *vis-a-vis* job performance. The most widely published research work carried out is the inverted-u-relationship. The study proved that low/moderate influence of stress stimulates the body and increases its ability to act. Too much stress places unattainable demands on the person which result in low performance. The figure 1 below, 'inverted-u-relationship' describes the reaction to stress overtime as well as the changes in stress intensity. A moderate level of stress may have negative influence on individual performance over a long period of time. Hence, a conclusion may be drawn that lecturer may use a positive influence of stress to perform well in his task of lecturing and administration but, when this is experienced over a long period of time, it may result in a low performance. This is illustrated in figure 1

**Figure 1: The Invented -U- Relationship between stress and performance**




***Source: Institute of Chartered Secretaries and Administrators of Nigeria (ICSAN) 1999 Report p. 78.***

Figure 1 indicates that performance increases as the level of stress increases up to an optimum. With further stress, performance decreases such that high stress is characterised by low performance. Therefore, some level of stress is useful as a catalyst for performance, up to an optimal level. It was gathered also from various

studies that stressful working conditions are actually associated with increased absenteeism, tiredness and intention by workers to quit their job, all of which have a negative effect on productivity (Yusuf, 2003).

Stress is a subjective phenomenon that differs for each of us. Things that are good and pleasurable for some people might be distressful for others. People respond to stress differently. Morale and greater interpersonal conflict with colleagues and superiors would increase because of stress. It affects the health of an individual such as heart attack, migraine, blood pressure, and headache (Yahaya, 2011 cited in Yusuf, 2003). Yahaya, acknowledged that; presence of stress in a place work can ultimately rob people of their spirit and passion for the job, as such result in impaired individual functioning, dampened initiative, and reduced interest (Zeal) lead to poor performance, decreases in faculty productivity, absenteeism, propensity to leave and higher staff turnover. Below are some of the challenges of stress on the performance of Nigerian university lecturers:

**a.** Reduced work productivity, depression

**b.** Lecturers lie or give excuses to cover up poor work

**c.** Frequent headaches, neck ache, back pain and muscles spasms.

**d.** Social withdrawal or isolation

**e.** Constant tiredness, weakness, fatigue

**f.** Low sexual performance

**g.** Increased frustration, anger and hostility.

**h.** Number of minor accident increase

**i.** Difficulty in taking decision

**j.** Increase smoking, alcohol or drug use

**k.** Trouble learning new information

l. Insomnia, nightmares, disturbing dreams (Klinic community health centre, 2010).

### 2.5.2 Relationship of Job Stress and Job Efficiency among Lecturers

There is no doubt that lecturing job in Nigerian institutions is a herculean task. Considering the heavy work load associated with it. Herman 2013, as cited in Amina & Reymond, 2014) shares her experience as a faculty lecturer:

"I typically come to work by 6am in preparation for 8am classes every day and office hours every day and leave 5pm. In the last two weeks I had 10 meetings with students on projects and a directed independent study. I did two peer classroom observations, Three events for teaching excellence, attended two colloquia, participated in panel discussion open to the public on the nation of time (which took hours of preparation for a ten minutes presentation), attended a two hour department meeting , attended a two hour meeting on evaluating faculty teaching, spent time reviewing annual reports for the previously mentioned meeting for an up-coming public seminar by a noted speaker, I also reviewed a couple of papers for professional journals, entertained student question when they come by outside of office hours, and wrote two reference letters for students. This past weekend my colleagues and I ran five events for the regional science Olympiad, which require getting majors to volunteer and to draft the event and spend 6am to almost 5:00pm, on campus on Saturday. Well, that is almost all I have done the past two weeks. I also worked on putting the current jet (journal) together, I am sure I am leaving something out. Like editing and posting video lectures of one my classes, grading homework and hoping to find time to finish the draft to a text book for my publisher"(Herman 2013, as cited in Amina & Reymond, 2014).

This scenario is typical of what most Nigerian tertiary Institution's lecturers experienced questions about academic staff workload are not new. The combination of infrastructural and inadequate manpower over years led most of Nigerian tertiary institution's lecturers' inefficient and low productivity in their job career. The Nigeria lecturers are over stretched forcing them to work under pressure and stressed conditions. Apart from the challenges of manpower and infrastructure such as lecture theatres, laboratories and residential quarters for teachers, lecturer to student ration has worsened. "Needs report on public university said the Nigerian universities are grossly understaffed relying heavily on part time and under qualified academics" (Punch, Nov, 13, 2012 as cited in Amina Reymond,2014).

## 2.6 Academic Workload

Workload refers to the intensity of job assignments. In other word is the amount of work that has to be done by a particular person. This is different from stress because workload does not cause stress but the concentration of its may result to stress. Concentration of workload such as: teaching large classes, attending seminars and conferences, writing of journals publications et cetera may result to stress. Therefore work overload may result to stress. It is a source of mental stress for employees. Stress is an active state of mind in which human being faces both an opportunity and constraint (Boštjancic, 2010 cited in Warraich, Ahmed, Ahmad, and Khoso, 2014). There are various ways that stress symptoms or outcomes reflect in workplace according to Robbin (1996 as cited in Warraich, *et al* 2014), the stress, outcome is desired from an employee is generally perceived to be both uncertain and important. Moreover, the outcome of an activity is well known earlier on the employee who has no interest to enjoy the fruit of task completion or to avoid the consequences of non-accomplishment; the potential stress cannot become actual stress

yet, but many other variables that have impact on stress. Based on the previous studies, the stress factors at work may be classified into four groups at working conditions thus: shift problems, weekend duty, inadequate pay, long working hours, discrimination, and safety issues, relationships at work like poor relationships at horizontal and vertical levels, ambiguity in authority and responsibility such as ill-defined role, functions, expectations, and duties, and organizational structure and climate including communication policy and practice, major changes in the workplace, culture of the organization, and lack of participation in decision-making (Schultz, 2002). He added that people react toward workload differently; some tackle much better while others suffer in destructive consequences. Workload differs as a function of the individual; it also differs as a function of one's type of occupation. Some occupations are, inherently more work loaded than others. All the stress strain relationships have an apparent impact on the organization and industry.

In this era of globalization in education, performance and job efficiency of academics is of great concern by the authorities and public. The authorities seek to recruit only high productive workers. The institutions' authorities hunt and retain talented employees to compete in the global market. But low-efficient employees are avoided by the authorities. Both institutions and organizations develop systems to avail optimal utilization of human resources. For this purpose, high- performances of work teams are developed. High-performance work systems are composed of many interrelated parts that complement one another to reach the goals of an organization, large or small. A change in workload tends to change the stress level of employees, which ultimately affect the performance of the worker. Stress is not necessarily bad in and of itself, while it is typically discussed in a negative context. It is an opportunity when it offers potential gain. Workload is an opportunity for the employees to learn

and prosper more quickly. As employees do their jobs they gain more work experience, which enrich their exposure. It is also viewed that employees who have enough work to do remains more active and energetic while work-less employees leftover inactive and lazy. Workload pressure can be positive leading to increased productivity. Under utilization of human skills or failing to reach the full potential of the employees is also one cause to increase stress. Employees who possess the capabilities to perform a job enjoy workload.

And when job stress pressure becomes excessive it has negative impact. In this stage, the individuals perceive that they don't possess necessary skills and abilities required to affray with the stress. However, occupational stress is discomfort at a personal level unless it exceeds a person's coping capabilities and resources to handle them adequately (Malta, 1993 as cited in Musa, 1997). Stress is acknowledged to be one of the main causes of absence from work. Because when an employee is not interested or not satisfied with the job condition then for any other extra work in the establishment may cause or contribute to job stress. Parikh and Taukari, (1999 as cited in Johnson, 2005) mentioned that contributing factors to work stress is the nature of the job which might mount to an immense amount of physical and emotional exhaustion. In the late 1980s, a survey research study on Health and Safety department in USA showed that stress was the second major cause of ill-health in serving employees and its come-up as a result of work overload and too little time to finish up or deadline to meet up the tasks, and/or take organization assignment home to have a sleepiness night in order to meet up (Colin, *et al,* 1998 cited in Health & Safety, 2001). Organizations face a number of competitive challenges such as embracing technology, managing change, keeping the customers satisfied, developing

intellectual assets, and containing costs. All these challenges require efficient and high performance employees to compete in the global environment.

The Nigerian's academic institutions such as universities, colleges of education, polytechnics et cetera have too many expectations and demands from their academic staff. They face many challenges due to academic workload teaching large class-size of more than 500 students, and also expect to publish high-quality research in reputable journals to be promoted within the institution. Coupled with these responsibilities they also involves in the administrative work of the institution such as counsellors (programme advisers), examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions of administrative responsibilities. Bamisaiye, (2005 cited in Otaroghene, 2013) asserted that administrative responsibilities in an academic institution, starting from counseling (program advisers), Head of department to the chief executive are subjected to stress and tension depressed their job performance. The position of the Head of department is a very important one as it is the basic academic unit in colleges of education and universities. So the occupant is usually a very busy person with variety of duties, some of which are complex and sometimes conflicting.

## 2.7 Lecturing and Administrative Work

According to Maree (2000) defined academic administrative works as a branch of university or college some employees are given the responsible of maintain and supervise the institution and separate from the faculty or academics. Some type of separate administrative structure exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are also involved in academic or scholarly work. Many administrators are academics who have advanced degrees and no longer teach or conduct research actively. The key broad administrative

responsibilities in academic institutions include: supervision of academic affairs, safety and security of people and property, Deans' of schools or faculties, Head of department, coordinators of programmes, examination officers et cetera (Maree & Dobson, 2004). But Nigerian colleges of education particularly north-west, lecturers combine academic work with administrative work such as: counsellors (programme advisers), examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions of responsibilities. Therefore, the lecturers work under increasing pressure to meet targets set by the institution which is now resulting to stress that is depressingly affecting their efficiency and performance. The duties, for instance, include academic Governance, instruction, staff and student affairs, external communications, budgeting, resources and office management and staff development increased stress. The academic administrators are therefore, vulnerable to stress than other lecturers who are not involves in administrative work because they find themselves over stress and the end products is inefficiency and less productive.

Administratively, the lecturers work as counsellors, examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions of responsibilities. With regard to their teaching loads/responsibilities, some teach extremely large classes (up to 400 students per semester), supervise theses, dissertations and project work. Indeed, in some extreme cases, some lecturers supervise up to 30 students per semester, owing to the running of both regular and sandwich programmes. Nonetheless, lecturers are expected to publish high-quality research in reputable journals to be promoted within the institution. Thus, the lecturers work under increasing pressure to meet targets set by the university.

In the work situations, higher degrees of fit predict positive work outcomes (Vogel & Feldman, 2009). According to Clark-Murphy (2010), the person environment approach suggests that for optimal productivity, individuals should be compatible with their environments. Researchers, Streufert and Swezey, (1986 as cited in Hinneh, Dominic & Emmanuel, (2014), concluded that decision-making performance reaches an optimal level when an individual's cognitive capability matches the complexity of their environment. Jacques, (1989) cited in Hinneh, Dominic & Emmanuel, (2014) also argued that for optimal productivity, organisations should be designed on the person-environment fit based on individual's cognitive capacity at every level of the organisation. In the context of the workplace, the individual's attributes are interests, transferable skills, career motives and values, personality preferences, career orientations, self concepts and sense of self-efficacy. The work environment include individual's expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, the relationship and sense of community among co-workers, perceptions of fairness in the workplace and the role of personal and organizational values (Herr, Cramer & Niles, 2004). If fit between an individual and his environment is incompatible, stress results. Similarly, lack of fit between the demands placed on individuals and their abilities to meet those demands can result in stress.

## 2.8 Empirical studies

Aniza, Malini and Khalib (2010) conducted a research study title "organizational factors that influence job stress among medical laboratory at Klang ValleyHospital Malaysia. The study aimed to measure the prevalence stress among married technicians and to identify the organizational factors that influence job stress among the medical laboratory Technologist. The study measured three (3)

organizational factors their influence job stress as: Interpersonal factor, job condition and career development. Targeted population was the medical laboratory technologist of Klang valley. (249) respondents participated in the study, 126 were from the private hospitals and 123 from the government hospitals. Self structured questionnaire was used for data collection. The research design used in the study was non-probabilities sampling because data were not randomly selected. Data analysis was carried out using "Statistical Package for Social Science" (SPSS, Version 12). Significant level P value < 0.05 was used. Descriptive analysis was adopted in the form of frequency, percentage media, and bivariate to identify the factors of stress among medical laboratory technologists.

Finding of the study showed that the prevalence of stress was found higher in the private hospitals with the percentage of 16.7% compared to the government hospitals of 15.4%. All the three organizational factors were significantly associated with job stress (interpersonal factors P < 0.001). Therefore, the study revealed that female medical laboratory technologists were more stressed compared to the male counterpart. It was also shown that organizational factors within an organization such as: political conflict, communication breakdown and job conditions/ work overload, physical danger, routine work and shift work influenced job stress. The study concluded that prevalence of job stress among medical laboratory technologists was low in both government and private hospitals. There were two socio-demographic characteristics; working experience and marital status were found to be significantly associated with job stress.

The present study is similar to the past research work because stress is one of their variables, self structured questionnaire was also used as instrument for data collection. The present research work was different with the past study because it

neither employed correlation design as its research design nor did it use scores and Spearman-Brown reliability coefficient for data analysis. The present study took place in Nigeria while the past research work was conducted in Malaysia.

Both studies shared different statistical tool because the former looked at the organizational factors that influence job stress while the present study was on relationship between job stress and job efficiency of academic staff. The past study was carried out in the year 2010, while the present research work was carried out in 2016. The scope and delimitation of the past study was narrow compared with the present study.

Omolawon (2010) conducted a research study on "perceived influence of work-related variables on stress and coping strategies by academic staff of university in Ibadan Nigeria". The specific objectives of the study was to investigate the influence of stress on workload, promotion and remuneration among academic staff of Ibadan university Nigeria and to determine the management and coping strategies of stress among the university academic staff. The researcher raised three hypotheses which were written in null form as follows:

- Workload of the academic staff was perceived as significant determinant of stress among academic staff of Ibadan University, Nigeria.
- Promotion was not perceived as a significance of stress among academic staff of Ibadan University.
- Financial remuneration was not perceived as significant determinant of stress among academic staff of Ibadan University.

The population of the study was all staff of Ibadan University and the sample size of n=580 respondents (academic staff) were randomly selected across the eleven (11) faculties in the university. The instrument for data collection was four (4) Likert Scale

type questionnaires. The non-parametric statistic of Chi-square ($X^2$) was used to analyse the data collected at 0.05level of significance.

Findings of the research work showed that workload, promotion and financial remuneration of the academic staff in the university influence stress. This was ascertained as all the tested null hypotheses were rejected which means there was significant relationship. The study concluded that academic staffs of Ibadan University are working under stress and their work performance had been impaired due to the medication and sleep induced drugs in other to cope with the stress they experience.

The present study was similar with the past research work because both employed 4 Likert Scale structured questionnaires for data collections. The present study and the past study both took place in Nigeria and formulated null hypothesis to be tasted at 0.05 level of significance. The present study was different with the past study in the sense that the present study was delimited to academic staff of colleges of education, while the past research work delimited on university academic staff. The present study used descriptive statistic and Pearson product moment correlation co-efficient (PPMC) to analysed collected data and the tested null hypotheses, while the past research work used non-parametric statistic and Chi-square ($X^2$) to analysed data and tested the null hypotheses.

The researcher failed to make a thorough proved reading of the work as there were many typographical errors such as “variables” was typed as “variebles”, “determinant” was typed as “determiniant” under null hypothesis number 1 and 2, “of” was typed as “f” and “university of” was typed as “universityof” under hypothesis number 2, recognised was typed as “recoginsed” under the research

recommendation. With such typographical errors in research work, it makes the work to look inferior and unacceptable in the field of academicians.

Akindutire, Adegboyega and Adigun (2012) carried out a research study title "etiological factors of stress and coping strategies among management staff of colleges of education in South West, Nigeria. The purpose of the study was to investigate the causes of stress among the Management Staff of Colleges of Education in Nigeria, and also to examine the level of stress as well the strategies adopted by colleges' management to cope with stress. Three hypotheses were formulated in order to ascertain the relationship between stressors and stress, stated as follows:

- There is a significant relationship between each of the categories of stressors and stress.
- There is no significant difference in the cause of stress between the management staff of Federal and State colleges of Education.
- There is significant difference in the strategies adopted by the respondents in coping with stress between Federal and State Colleges of Education.

The targeted population for the study was all the management staff in the Eleven Colleges of Education in South-west, Nigeria, consisted of five (5) Federal Colleges of Education and six (6) State Colleges of Education. Total population of n=271 management staff (respondents) were selected using purposive and simple random sampling techniques as sample size. Descriptive survey research design was adopted for the study. Instrument for data collection was structured questionnaire title "Stress among Management Staff of Colleges of Education", divided in three (3) sections (A-C). Section A: items were demography of the respondents; section B: items were on the causes of stress among management staff and section C: items were

on management strategist of stress. Descriptive and inferential statistics were used to analyse the collected data at 0.05 level of significance.

The result showed that significant, moderately negative relationship between the stressors and stress of management staff could be attributed to the availability and universality of their rooted environment. It was also revealed that organizational, domestic and miscellaneous stressors and stress were significantly related with the management staff. It was also found that the management strategies of State Colleges of Education and that of Federal were significantly different. The study concluded that management staff of Colleges of Education of the study area experienced high level of stress as elicited by stressors. But management staff of state colleges of education was found to engage in stress coping strategies more than its Federal counterpart.

The present research work was similar with the past study in the sense that both employed descriptive research design for their studies. This is because the design described the existing situations of an environment/institution regardless of the stress. The present work and the past work took place in Nigerian's Colleges of Education. The present study was different with the past study since the present study aimed to know the relationship between job stress and job efficiency of academic staff, while the past study aimed to investigate the causes and management strategies of stress among academic staff in colleges of education. The present study used descriptive and Pearson product moment correlation co-efficient to analysed data collected and tested the null hypotheses at 0.05 level of significance, while the past study used descriptive and inferential statistical tool to analysed data and tested the hypotheses.

The present study clearly stated the research questions, hypotheses in null form, but the past research work did not clearly stated hypotheses and research

questions. Question asked, how did the researcher arrive at the conclusion that State Colleges of Education in South west Nigeria experienced more stress than its Federal counterpart since research questions and hypotheses of the study were not clearly stated?

Manzoor, Awan,and Mariam (2012) conducted a research titled "investigating the impact of work stress on Job Performance of Textile Sector, Faisalabad in Pakistan". The main objective of the study was to investigate the impact of job stress over employees work performance. An alternative hypothesis was formulated for the study as – there is a negative relationship between work stress and job performance. The study was descriptive. The target population was textile companies of Faisalabad. Random sampling technique was used through which n=100 samples were chosen from Masood textile mill, interloop limited, chenab textile mills ltd and Wash PVT in Faisalabad. Five point likert scale questionnaire to collect data from the n=100 respondents containing demographic information and questions related to stress and performance as instrument for data collection. Data were collected through "drop and collect" method. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS, version 17). Other statistical tools used were descriptive and Spearman's Rho correlation.

Result showed that no significant relationship exist between job stress and employee performance. Therefore, the alternate hypothesis was rejected. It was also found that there were higher levels of stress in the textile sector. However, due to better conditions in certain areas for instance, control over work and support at work, the employees are able to perform well and stress was unable to retard the performance of the employees. The research study concluded that work overload and

long work hours, family life, pressure at work, job insecurity and physical agents were not affecting the performance of the Faisalabad's textile sectors employees.

The present research work is similar with the past study on the use of questionnaires as an instrument for data collection. The topic of this study is similar with the past study in the sense that both used job stress as independent variables while job performance/efficiency as dependents variables. Both present and the past study used descriptive and Statistical Package for Social Sciences (SPSS) to analyse data. The present study is different with the past study because it took place in Nigeria while the past research work was conducted at Faisalabad, Pakistan. The present research work used two null hypotheses stated in null form, while the past study used one hypothesis stated in alternate form. The present research work used Pearson Product Moment Correlation Coefficient (PPMC) to test the null hypotheses, at 0.05 level of significance, while the past study used correlation analysis (Rho) to test the alternate hypotheses. Sample size used in the past study was too small so findings of the study cannot be generalised in conventional system of education. Moreover, the procedure for sampling techniques of the past study was not clearly stated and for the tested alternate hypothesis, the level of significance used was not stated.

Domilola, (2013) carried out a study titled 'occupational stress among academic staff of Ekiti State University, Ado-Ekiti, Nigeria. The study attempted to examine the occupation-related stress and also the influence of gender, faculty and experience on stress experience lecturers. The population of the study was the eight (8) cognate Faculties in the University. A total of one hundred (100) lecturers were samples used to collect data for the study. The study adopted a descriptive survey research design. Three null hypotheses were raised by the researcher and tested at 0.05 level of significant which are as follows:

- There is no significant difference between stress in male and female lecturers.
- Stress experience has no significant relationship with experienced lecturers in the faculty.
- Stress outcome of lecturers spent long years on job has no significant relationship with those who spent lesser years on job.

The instrument used for data collection was self constructed questionnaire title: 'Stress Prevalence Questionnaire (SPQ) divided into four parts thus; first part "information about lecturers' personal data." The second part consists of items dealing with stressors at home and the working place. The third part comprised of outcome of stressors on the lecturers, the fourth part dealt with various coping strategies. Data collected were analysed using inferential statistics. Student t-test was used to test null hypotheses no; 1 and 3, while Analyses of variance (ANOVA) was used to test the null hypothesis no; 2.

The study established that both male and female lecturers experienced the same stressors in the University of Ekiti state. This was despite the fact that the female lecturers have too many home activities engagement than male lecturers, yet the experienced the same stressors in their faculties. The study also revealed that the output of lecturers' spent many years on a job have no significant difference in term of stress than the ones' spent few years on the job. The study concluded that, stress on job is generally experienced the same among the workers irrespective of sex differences as found among the female lecturers male counterpart of Ekiti University.

The present study was similar with the past study as both employed survey research design. The null hypotheses of the present study was tested at 0.05 level of significance like the past research work. The research topic of this study was very

similar with the past research work as both study academic job stress. The present study is different with the past research work as it was conducted at colleges of education in north-west Nigeria, while the past study was conducted at university of Ekiti, Nigeria. The present study sampled all Colleges of Education (state and Federal) in the North West Nigeria while the past research works sampled only one University Nigeria. Furthermore, the present study employed Pearson Product Moment Correlation Coefficient (PPMC) to test the null hypotheses; while the past study used Analyses of Variance (ANOVA) and Student T-test to test the Null-Hypotheses. The past study did not state the total population for the study but mentioned the sample size. To make the study better than it is, the total population needs to be mentioned in other to ascertain the representativeness of the targeted population. The question asked is the sample size of n=100 the representativeness of the study?

Warraich, Ahmed, Ahmad, and Khoso (2014) conducted a study titled "Impact of stress on job performance of private sector universities of Karachi Pakistan". The objective of the study was to determine the impact of stress on job performance of employees. Three (3) hypotheses were formulated written in alternate form as follows:

- Workload has significant impact on job performance of employees.
- Conflict has significant impact on job performance of employees**.**
- Inadequate monetary reward has significant impact on job performance of employees.

Population of the study were lecturers of Business Administration, Engineering, Textile, Medicine and Fashion Departments of Universities in Karachi, Pakistan. Stratified sampling technique was used to sample a total size of 133

respondents' for the study. Data for the study were collected through the use of constructed questionnaires based on close-ended questions. The data were analysed using Statistical Package for Social Sciences (SPSS version 14). The significant level of the relationship was considered at $P \leq 0.05$ level. It was revealed that workload, role conflict and inadequate monetary reward are the prime reasons of causing stress in employees and this stress reduces their efficiency.

The present study was similar with the past research work because both the used workload to determined job stress. Both study used probability of less than or equal to 0.05 level of significance in data analyses and interpretations. The present research work was different from the past study as was conducted in Nigeria; while the past research work took place in Pakistan. The present research work used a sample size of 166 academic staff, while the past study used 133 workers. The present study employed survey research as design of the study, while the past research work used quantitative research. The generalization of the fantastic work the researcher was impossible because the coverage was too small, that is only private Universities in Karachi, Pakistan. The question is "are there no public universities in Karachi, Pakistan?" The sampling techniques for choosing samples were not stated or clear. The question is "how did the researcher arrive at 133 respondents used as sample size?"

## 2.9 Summary of the Reviewed Literature

The researcher reviewed relevant materials. The theoretical framework of the study was person-environment (PE) fit theory and the transactional model of stress and burnout. This is because they are the most widely accepted theoretical framework for conducting research on job-stress and burnout. Conceptual framework of job stress and job efficiency of academic staff was reviewed. Types of stress, causes and

sources job stress in educational institutions, academic workload, lecturing and administrative work were thoroughly discussed as well as relationship between job stress and job efficiency and performance. Six empirical studies were critically reviewed. Most of research studies reviewed so far was conducted on the impact/ influence of stress on job efficacy of teachers/workers in the western world and few African states, but little or no research was conducted on relationship of job stress and job efficiency of academic staff particularly with reference to colleges of education in the North-west Geo-political Zone, Nigeria. This form the gap the researcher seeks bridge.

# CHAPTER THREE

# RESEARCH METHODOLOGY

This chapter described the methodology used for the study under the following sub-headings:- research design, population of the study, sample size and sampling procedures, instrument for data collection, validation of the instrument, pilot study, reliability of the instrument, procedure for data Collection, and procedure for data analysis

## 3.1 Research Design

The design adopted for this study was survey research design. The design was chosen to collect information on relationship between job stress and job efficiency of Agricultural Education academic staff in colleges of education North-west, Nigeria. Survey research design allows researchers to administer questionnaire to respondents. This is in Kalinger (2005) recommendation questionnaire should when employed survey research design. Sambo (2005), also posited that; "survey method is intricately connected with the construction of questionnaire".

## 3.2 Population of the Study

The total number of targeted population was one hundred and sixty six (166) academic staff from the twelve (12) colleges of education in the study area, offering Agricultural Education, in the study area. The population for the study consist all the academic staff in the department of Agricultural Education, in all the colleges of education in North-West Nigeria. The North-west geopolitical zone is made up of Kaduna, Kano, Katsina, Sokoto, Jigawa, Zamfara and Kebbi, as shown in table 1 in Appendix 1.

### 3.3 Sample Size and Sampling Procedure

In this study, there was no sample size and sampling procedure as the entire population was used. This is because the population was considered not large. In view of Glenn (2009) recommended that at Precision level of ± 3% for population of ≤ 1,000, the entire population should be used.

### 3.4 Instrument for Data Collection

The instrument used for data collection of this study was questionnaire developed by the researcher, titled "job stress and job efficiency of academic staff relationship (JSJEASR)". Appendix II. The instrument is of two sections "A" and "B". Section "A" of the questionnaire sort for information on bio-data of the respondents. The respondents were required to tick the best option among the options provided. Three (3) items were written in section "A", while the section "B" of the questionnaire consisted of ten (10) questions items sort data that answered the research questions. Breakdown of section "B" of the questionnaire items with respect to each research question are as follows. Items one to five (1-5) were meant to answer research question one, while items six to ten (6-10) were for research question two.

All the items in section "B" measured in point rating scales, weighted on the following points:

| | | | |
|---|---|---|---|
| Strongly Agree | (S.A) | = | 4 points |
| Agree | (A) | = | 3 points |
| Disagree | (D) | = | 2 points |
| Strongly Disagree | (S.D) | = | 1 points |

Respondents were instructed to give their responses in accordance with agreement to each statement in the instrument.

### 3.4.1 Validation of the Instrument

The instrument was validated through scrutiny/vetting by experts in agricultural education department of vocational and technical education Ahmadu Bello University, Zaria. The experts re-structured the questionnaire questions item to centre on relationship between job stress and job efficiency of academic staff. In deed the experts' comments were favourable and made the instrument valid. Based on the inputs of the experts final copies of the questionnaire were produced.

### 3.4.2 Pilot Study

Pilot study of this research work was conducted at Kaduna State College of Education Gidan Waya Kafanchan on academic staff of Business Education Department. The researcher distributed twenty (20) copies of the questionnaire to academic staff randomly. The questionnaire copies were filled and returned. Then data were subjected to statistical analysis using descriptive and correlation statistical tool packages to determine internal consistency of the instrument. A reason for chosen academic staff of business education department was that both share same characteristics and using the same curriculum but not part of the target population. And the aim of conducting pilot study was to develop and test adequacy of the research instruments, assess the feasibility of a (full scale) study/survey, determine the reliability of the questionnaire.

### 3.4.3 Reliability of the Instrument

The data obtained from the pilot study was statistically analysed to determine the reliability co-efficient. Split-half type of reliability was used to determine the reliability co-efficient of the study. From the analysis reliability co-efficient of 0.81 was obtained and considered reliable based on Warren (2003) who is of view that an average measure value of co-efficient must not be less than 0.60. In the same way

Uzosike, (2008) mentioned that if a reliability co-efficient value obtained is around 0.80, then the instrument should consider reliable. This implies that the instrument used for this study is internally consistent and reliable.

### 3.5 Procedure for Data Collection

The researcher obtained letter of introduction from the office of Head of Department, for permission to administer the questionnaire. The exercise lasted for 3 weeks (21 days) i.e. 2 days in each of the college. In order to ensure speedy, proper filling and quick return of the questionnaire, twelve (12) research assistants were employed. This helped the researcher to retrieved all the given out questionnaire duly completed.

### 3.6 Procedure for Data Analysis

The responses to the items in the questionnaire were coded and transformed ordinal scale to interval scale. Bio-data and answers to all the research questions were described using descriptive statistics such as frequency counts and percentages. The Pearson Product Moment Correlation Coefficient at 0.05 or 5% level of significance was employed to test the null-hypotheses. The decision rule was, if p-cal value is less than the p-critical (the table value) null hypothesis was rejected, while if the p-cal is greater than the p-critical, the null hypothesis was retained. The four rating scales options will be grouped in to two. “Strongly Agree” (SA) and “Agree” (A) was considered as AGREE, while “Disagree” (D) and “Strongly Disagree” (SD) was considered as “DISAGREE”. Score below 2.5 was considered as disagreed, while from 2.5 and above was considered as “agreed”. This is for the purpose of explaining frequency counts, means and percentages. The results of the tested null hypotheses was discussed and used for drawing conclusion, making suggestions and

recommendations for the study. All the null hypotheses were tested at 0.05 or 5% level of significant.

# CHAPTER FOUR

# PRESENTAION AND DATA ANALYSES

This research work was to determine the Relationship between job stress and job efficiency of agricultural education academic staff of colleges of education in North-West Zone, Nigeria. To this end, data collected were organized into frequency distribution tables and percentage to highlight findings and to answer research questions. The two null hypotheses raised for the study were tested using Pearson Product Moment Correlation Coefficient (PPMC) to establish the relationship between work overload and academic job efficiency.

The chapter is organized under the following sub-headings:

1.1 Analyses of Bio-data

1.2 Answers to research questions

1.3 Testing of Null Hypotheses

1.4 Summary of the Major Findings

1.5 Discussion of the Results

## 4.1 Analyses of Bio-data

**Table 1: Distribution of respondents by qualification**

| | Respondents qualification | Frequency | Percent |
|---|---|---|---|
| | HND | 8 | 4.8 |
| | BED | 7 | 4.2 |
| Valid | BA/BSC with PGDE | 85 | 51.2 |
| | MED/MSC | 62 | 37.3 |
| | PhD | 4 | 2.4 |
| | Total | 166 | 100.0 |

*(Field Survey Findings, 2016)*

Table 1 showed various qualifications of Agricultural Education Academic Staff in Colleges of Education in North-west with their populations and percentages.

While 8 or 4.8% posses HND, 7 others possess BED while 85 or 51.2% possess BA/BSC with PGDE as against another 62 or 37.3% that possess MED/MSC and the rest 4 or 2.4% possess Phd. This shows that majority of them possess BA/BSC with PGDE and MED/MSC. This implies that most of the academic staff in colleges of education in the study area possesses minimum teaching qualification as shown in the table 4.1.1 above. .

**Table 2 Distribution of respondents by years in service**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 1-5 yrs | 16 | 9.6 |
| | 6-10 yrs | 31 | 18.7 |
| | 11-15 yrs | 37 | 22.3 |
| | 16-20 yrs | 58 | 34.9 |
| | 21 yrs and above | 24 | 14.5 |
| | Total | 166 | 100.0 |

*(Field Survey Findings, 2016)*

Table 2 showed years of experience of academic staff in the study area. The result revealed that most of the academic staff in colleges of education in the study area has 16 -20 years of working (teaching) experience representing 34.9%. This is followed by those with 11-15 years of experience representing 22.3%. Only18.7% has 6-10 years of experience. The least category of academic staff is those with work teaching experience between 1-5 years representing 9.6%. This implies that majority of the academic staff are work experience. Therefore they are competent enough to make comments on job stress.

### 4.2 Answers to Research Questions

**Research Question One:** What is the relationship between job stress provoked by workload and job efficiency of agricultural education academic staff in colleges of education, North-west Nigeria?

**Table 3: mean distribution of relationship between job stress provoked by workload and job efficiency of academic staff**

| s/no | Items | Response Categories | | | | Mean |
|---|---|---|---|---|---|---|
| | | Agree | | Disagree | | |
| | | Freq | % | Freq | % | |
| 1 | Academic staff goes through sleepless night when marking their students continuous assessment (CA) and examination scripts; this does not hinder them from discharging their lectures effectively. | 89 | 53.6 | 77 | 46.4 | 2.53 |
| 2 | Work overload of academic staff does not make lecturers to miss their lecture period. | 64 | 39.5 | 102 | 61.5 | 2.38 |
| 3 | Promotions of academic staff are slow because they lack time to write publications and journals that will speed up their promotion. | 106 | 63.9 | 60 | 36.1 | 2.80 |
| 4 | Teaching large class of more than 500 students does not affect academic staff from writing papers for presentation during academic conferences. | 55 | 33.1 | 111 | 66.9 | 2.18 |
| 5 | Work overload of academic staff has rendered them less productive and has affected their contribution to learning through publications of research findings. | 93 | 56.0 | 73 | 44.0 | 2.90 |

(*Field Survey Findings, 2016)*

Table 3 showed the respondents view regarding level of agreement on the relationship between job stress provoked by workload and job efficiency of academic staff of agricultural staff in college of education, North-west Nigeria. In questionnaire item1, 89 (53.6%) respondents agreed that having sleepless night marking C.A test scripts and assignment does not hinder academic staff perform their work effectively

with mean value of 2.53 which is above the average mean of 2.50. This shows that marking of too many scripts does not affect the efficiency and effectiveness of academic staff work. In questionnaire item3, 102 representing (61.5%) of the respondents disagreed that Work overload of academic staff does not make lecturers to miss their lecture period with mean value of 2.80 above average mean of 2.50 which showed that work overload makes academic staff to miss their lecture period thereby affecting their job efficiency. Questionnaire item3 showed that 106 representing (63.9%) of respondents agreed that promotions of academic staff are slow because they lack time to write publications that speed up their promotion with mean value of 2.80 above average mean of 2.50 which indicated that when academic staff is overloaded with academic work, he or she will not have time to research and produced publications that is a major tool for their promotion. In questionnaire item4, 55 respondents representing (33.1%) with mean value of 2.18 below the average mean of 2.50 agreed that teaching large class of more than 500 students does not affect academic staff from writing papers for presentation during academic conferences, while 111 respondents representing (66.9%) with mean value of 2.82 above the average mean of 2.50 disagreed that teaching large class of more than 500 students affects the rate academic staff paper presentation in academic conferences. In the questionnaire item5, 93 respondents representing (56.0%) with mean value of 2.90 above the average mean of 2.50 agreed that Work overload of academic staff has rendered them less productive and has affected their contribution to learning, while 73 respondents representing (44.0%) with mean value of 2.10 below the average mean of 2.50 disagreed that work overload does not render academic staff less productive and hinder them from contributing to knowledge.

**Research Question Two:** What is the relationship between administrative work and job efficiency of academic staff of agricultural education in colleges of education, North-west Nigeria? This question was answered using questionnaire item 6-10 as shown in Table 4.2.2

**Table 4: mean distribution of relationship between administrative work and job efficiency of academic staff**

| s/no | Items | Response Categories | | | | Mean |
|---|---|---|---|---|---|---|
| | | Agree | | Disagree | | |
| | | Freq | % | Freq | % | |
| 6 | Academic staff that combine lecturing job with administrative responsibilities produce more publications within a short possible period of time. | 23 | 13.8 | 143 | 88.1 | 1.84 |
| 7 | Administrative work thus: Teaching practice (TP) Coordination and Field Trip (FT) Coordination does not affect the rate of lecturers' participation in academic conference. | 77 | 46.4 | 89 | 53.6 | 2.39 |
| 8 | Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. | 128 | 77.1 | 38 | 22.9 | 2.99 |
| 9 | Promotion of lecturers who combine academic work with administrative responsibilities is consistent. | 68 | 40.9 | 98 | 59.0 | 2.34 |
| 10 | Lecturers that teach and involve in administrative work such as: Examination Officers, Head of Departments and Field Trip/Teaching Practice Coordinators produce best journals and publications. | 28 | 16.9 | 138 | 83.2 | 1.75 |

*(Field Survey Findings, 2016)*

Table 4 showed the respondents view regarding level of agreement on the relationship between administrative work and job efficiency of agricultural education academic staff in college of education, North-west Nigeria. In questionnaire item6, 23 respondents representing (13.8%) with mean value of 1.84 below the average

mean of 2.50 agreed that academic staff that combined academic work with administrative responsibilities produce more publications within a short possible period of time, while 143 respondents representing (88.1%) with mean value of 3.16 above the average mean of 2.50 disagreed that academic staff that combined academic work with administrative work produces more publications within a short possible period of time. In questionnaire item7, 77 respondents representing (46.4%) with mean value of 2.39 below the average mean of 2.50 agreed that administrative work thus: Teaching Practice (TP) coordination, Field Trip (FT) Coordination does not affect the rate of lecturers' participation in academic conference, while 89 respondents representing (53.6%) with mean value of 2.61 above the average mean of 2.50 disagreed that Administrative work thus: Teaching Practice (TP) Coordination and Field Trip (FT) Coordination does not affect the rate of lecturers' participation in academic conference. In questionnaire item8, 128 respondents representing (77.1%) with mean value of 2.99 above the average mean of 2.50 agreed that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching, while 38 respondents representing (22.9%) with mean value of 2.01 below the average mean of 2.50 disagreed that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. In questionnaire item9, 68 respondents representing (40.9%) with mean value of 2.34 below the average mean of 2.50 agreed that Promotion of lecturers who combine academic work with administrative responsibilities is consistent, while 98 respondents representing (59.0%) with mean value of 2.66 above the average mean of 2.50 disagreed that Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. In questionnaire item10, 28 respondents representing (16.9%) with mean value of 16.9 below the average mean of 2.50 agreed that Lecturers that

teach and involve in administrative work such as: Examination Officers, Head of Departments and Field Trip/Teaching Practice Coordinators produce best journals and publications, while 138 respondents representing (83.2%) with mean value of 3.25 above the average mean of 2.50 disagreed that Lecturers that teach and involve in administrative work such as: Examination Officers, Head of Departments and Field Trip/Teaching Practice Coordinators produce best journals and publications.

### 4.3 Testing Null Hypotheses

Pearson Product Moment Correlation Coefficient (PPMC) was used to test the two formulated Null Hypotheses to establish relationship between job stress provoked by workload and administrative work of Agricultural Education Academic Staff and their job efficiency. All the null hypotheses were tested at 0.05 level of significance. Where significant p-cal (calculated value) was less than 0.05 then t-cri (critical value) level of tolerance the null hypothesis was rejected and vice versa.

**Null hypothesis one:** Job stress provoked by workload has no significant relationship with job efficiency of academic staff of agricultural education in colleges of education, North-West Nigeria.

**Table 5: Pearson Product Moment Correlation Coefficient (PPMC) analysis showing relationship between efficiency of academic staff and workload**

| Variables | N | Mean | Std.Devt | Df | Correlation index r | P |
|---|---|---|---|---|---|---|
| efficiency of academic staff | | 44.1768 | 259.11885 | | | |
| | | | | 164 | -0.654** | 0.004 |
| Work Load | 166 | 12.6182 | 2.19610 | | | |

***Correlation is significant at 0.05 level *****

*Reject Ho: r (166) = -0.654, p= 0.004*

There is a statistically significant correlation between workload and academic staff job efficiency. From Table 5 above, our Pearson Product Moment Correlation Coefficient (-0.654) and p value (0.004) is less than 0.05 of critical value which is the table value. The relationship between the two variables is inversely proportional; this implies that the higher the Work loads of academic staff, the lower their job efficiency and vice versa. Therefore the null hypothesis which states that, Workload has no significant relationship with job efficiency of academic staff of agricultural education in colleges of education, North-West Nigeria, is hereby rejected

**Null hypothesis two**: Administrative work has no significant relationship with job efficiency of agricultural education academic staff in colleges of education, North-West Nigeria.

**Table 6: Pearson Product Moment Correlation Coefficient (PPMC) analysis showing relationship between efficiency of academic staff and administrative work**

| Variables | N | Mean | Std.Dev | Df | Correlation index r | P |
|---|---|---|---|---|---|---|
| efficiency of academic staff | | 44.1768 | 259.11885 | | | |
| | | | | 164 | -0.801** | 0.001 |
| Administrative work | 166 | 12.6182 | 2.19610 | | | |

***Correlation is significant at 0.05 levels *****
*Reject Ho: r (166) = -0.801, p= 0.001*

There is a statistically significant correlation between workload and academic staff job efficiency. From the table 6 above, the correlation index r level -0.801 and p value 0.001 is lower than 0.05 of critical value which is the table value. The relationship between the two variables is inversely proportional; this implies that

administrative work of academic staff, lower their job efficiency and vice versa. Therefore the null hypothesis which states that, Administrative work has no significant relationship with job efficiency of academic staff of agricultural education in colleges of education, North-West geo-political zone, Nigeria, is hereby rejected.

## 4.4 Summary of the major findings

The following are summary of the major findings of this work.

1. There is significant relationship between job efficiency of Academic staff and the job stress provoked by work load, at a correlation index r level of -0.654. The relationship between the two variables is inversely proportional; this implies that the higher the Workloads of academic staff, the lower the job efficiency and vice versa.
2. There is significant relationship between Efficiency of Academic Staff and the Administrative work at a correlation index r level of -0.801. The relationship between the two variables is inversely proportional. This implies that as the academic staff combines academic with Administrative work their job efficiency is lowered and vice versa.

## 4.5 Discussion of the major findings

In this section of the chapter the result of analyses presented, interpreted and explained will be discussed. The study used a total sample population of One Hundred and Sixty six (166) Academic Staff from both Federal and State Colleges of Education in North-west Geo-political Zone, Nigeria. 88.5% of the academic staff population possess/have BA/BSC with PGDE and MED/MSC and 49.4% had working experience of 16-20 years and above as shown in Table 1 and 2. This proves that majority of Agricultural Education Academic Staff have not been able to improve themselves, and therefore are within grade level 09 and 10 due to lack of time to

write research publications which is a major tool for academic staff promotion. This implies that working conditions in colleges of education of the study area are stressful. This is in with Kusi, Mensah and Gyaki (2014) report that academics staff in African's countries teaches large classes of students which made them to mark too many scripts during continuous assessment test and exams, poor working condition, extra-curricular activities, lack of in-service training, rigid promotion guidelines, and lack of recognition for good efforts, supervision of students' project work et cetera, influence stress among academic staff thereby affecting their job efficiency.

Table 3 shows the respondents view regarding level of agreement on the relationship between job stress provoked by workload and job efficiency of academic staff of agricultural staff in college of education, North-West Nigeria. Majority of the respondents are of the opinion that, overloading academic staff with work has rendered them less productive and has affected their contribution to learning through publications of papers. This view attracted the highest mean response of 2.90 with 93 or 56.0% in agreement with Omolawon, (2010) findings that overloading academic staff with work influenced job stress and affects their job efficiency, while only 73 or 44.0% disagreed. In the same vein they are of the opinion that promotions of academic staff are slow because they lack time to write publications and journals that will speed up their promotions this item attracted the mean response of 2.80 with a total of 106 or 63.9% representing those that agreed, while the rest 60 or 36.1% disagreed. This is in line with the statement made by Kipkebut, (2010 cited in Jane,Mike & Namusonge, 2012) that in Kenya and other African countries, academic staff promotion depends on research work and publications. But, because of financial constraints, non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become monumental challenges which

have affected their promotion. The null hypothesis one (1) tested in table 5 showed that there is significant relationship between efficiency of academic staff job and the stress provoked by work load because the calculated p value of 0.004 is lower than the 0.05 alpha at correlation index r level of -0.654. The relationship between the two variables is inversely proportional. Daly *et al*, (2006 cited in Edelman, Kudzma & Mandle, 2014) observed that increase in academic staff workload is the most stressful aspect in lecturing job because academic work overloads such as teaching large classes of more than 500 students, may generate hostility and diminish academic staff efficiency and performance. Gilbert (2001 cited in Yousaf, 2010) observed that increase in workload of academics staff certainly affect their well-being and performance. In the same vein Colin, et al, (1996 cited in Health & Safety, 2001) mentioned that stress was the second major cause of ill-health in serving employees of Health and Safety Department in United State of America (U.S.A). This came-up as a result of work overload and too little time to finish up task. They take some assignment home to have sleepiness night in order to meet up.

The result of research question two in table 4 showed that majority of the respondents are of the opinion that Lecturing combined with administrative work affect job efficiency of academic staff. This attracted the highest mean response of 2.99 with details shown that 128 or 77.1% academic staff (respondents) agreed while 38 or 22.9% disagreed. The respondents are also of the opinion that promotions of academic staff is slow because they combine academic work with administrative work which affects their time to write publish that will speed up their promotion as the item attracted mean response of 2.80 with a total of 106 or 63.9% representing those that agreed, while the rest 60 or 36.1% disagreed. In line with null hypothesis two (2) shown in Table 6 significant relationship exist between efficiency of Academic Staff

and the Administrative responsibilities. This is because calculated p value 0.001 is lower than 0.05 of the alpha level of significance at correlation index r -0.801. The relationship between the two variables is inversely proportional. This implies that the higher the level of Administrative work commitment the lower the job efficiency of academic staff and vice versa. Therefore the null hypothesis which states that there is no significant relationship between efficiency of Academic staff and the Administrative duties, is hereby rejected. This is in line with Yahaya, (2011 cited in Yousaf, 2010) who reported that lecturing and administrative work do no influence stress on an employee but when combined at the same time they causes stress that may result to low performance and inefficiency of the employee in an organization or institution. While Yousaf, (2010) observed that a stressful employee is associated with absenteeism, tiredness, inefficiency, low performance et cetera. In addition to that Bamsaiye, (2005 cited in Otaroghene, 2012) stated that lecturing with academic work causes stress on academic staff. This is because administrative work such as head of department, deans of school et cetera are very important positions as it is the basic academic unit in universities and colleges of education. Therefore the occupants are usually busy with varieties of duties in which some are complex. For this reason the administrators are more vulnerable to stress than lecturers. When academic staff combines academic work with administrative work the level of stress will be high and that will result to less productivity, inefficiency and underdevelopment since he or she do not have time to write publications that will make him to develop as an academics.

# CHAPTER FIVE

## SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter contained the summary, conclusion as well as recommendation; under the following sub-headings:

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusion

5.4 Recommendation

5.5 Limitation of the study

5.6 Suggestion for further studies

### 5.1 Summary

The study was conducted to determine the Relationship between Job stress and job efficiency of agricultural education academic staff in Federal and State Colleges of Education in North-west Geo-political Zone, Nigeria. Descriptive survey research design was adopted, and population for the study was 166 Agricultural Education Academic Staff from both Federal and State Colleges of Education in the study area. There was no sample size and sampling techniques because the population was small. Self developed structured questionnaire was used to gather data from the respondents. Two research questions and hypotheses were formulated for the study. Descriptive statistics such as frequency counts mean and percentages were used to analyse answers to research questions. Pearson Product Moment Correlation Coefficient (ppmc) at 0.05 or 5% level of significance was used to test the Null-Hypotheses.

The two null hypotheses tested were rejected because significant p-value of 0.004 and 0.001 was both less than 0.05 level of significance with correlation index value r level of -0.654 and -0.801 respectively obtained. It was found that both

workload and administrative work have inversely proportional relationship with job efficiency. So when academic staff workload is too much or combined with administrative work, it resulted to job stress and when stress is high then job efficiency is low and vice versa.

## 5.2 Contribution to Knowledge

The study titled "Relationship between job stress and job efficiency of agricultural education academic staff in colleges of education north-west, Nigeria", proved that 'job stress and job efficiency of academic staff have an inverse proportion relationship' ($p= 0.004$). This implies that, the higher the job stress, the lower the job efficiency of academic staff and vice versa.

Job stress of academic staff was as a result of excessive workload and involvement in administrative work ($p= 0.001$).

The study also provided practical remedies for overcoming job stress in the colleges of education by academic staff in colleges of education.

## 5.3 Conclusion

In line with the findings of the study, the following conclusions were made:

1. Low academic performance and job inefficiency of agricultural education academic staff of North West Nigerian colleges of education is as a result of understaffing. Because a lecturer teaches a large class of more than five hundred (500) students, coupled with other academic workload.
2. Delay in the promotions of agriculture academic staff is due to their involvement in the administrative work at colleges of education doesn't allow them time to publish papers and journals required for the promotion of such academics.

## 5.4 Recommendations

The following recommendations were made based on findings of the study.

1. The authorities of the institutions should adopt the use of academic workload model approach, because it identifies the different activities undertaken by member of academic staff and allocates agreed time to each one. And more academic staff should be employed to resolve the problem of under staffing in the department of agricultural education in colleges of education in North West Nigeria, for better productivity and job efficiency of the academic staff.
2. National Commission for Colleges of Education should recommend employment of academic administrative assistant who will perform the administrative work in colleges of education such as: programme advisers, Head of departments, Deans' of schools, examination officers, programmes' Coordinators, so that the academic will concentrate on teaching/lecturing and research work in order to contribute to knowledge and for their promotion.
3 Agricultural education academic staff in colleges of education Northwest, Nigeria should not combine administrative works with his/her full academic workload for optimum job efficiency and productivity.

## 5.5 Limitation of the study

There was no limitation in this study. This is because the researcher surmounts all difficulties encountered in the cause of conducting this research. Some of the constraints encountered were; unwillingness of some academic staff to fill and return the questionnaire on time, money to travel to the 12 colleges of education in the study area within the shortest possible period of time, et cetera. This delayed the work and resulted to additional financial commitments, but glory to God for all things been equal.

## 5.6 Suggestions for further studies

The study is by no means exhaustive, similar studies can be carried out in all or any of the five zones of the country in order to compare the outcome of the studies independently.

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**PPENDIX I**

**LETTER TO RESPONDENTS**

Agricultural Science Education Section,

Department of Voc. and Tech. Educ.,

Ahmadu Bello University,

Zaria.

Dear Respondent,

**Request to Fill Questionnaire**

The researcher is a post-graduate student of the above named section/institution carrying out a research work titled: **relationship between job stress and job efficiency of agricultural education academic staff in colleges of education in North-west, Nigeria.** The attached questionnaire is to solicit your assistance in providing the required information by ticking the items provided accordingly. It is purely an academic exercise for the award of M. Sc. Ed (Agricultural Education). Your responses will be kept strictly confidential and use for Post-Graduate academic research only. Your fair and objective view is highly appreciated. Thanks for your cooperation.

Yours faithfully

Emmanuel Danlami

## APPENDIX I I

**Table 1: Population of the Study**

| Names of Colleges | No. of Academic Staff |
|---|---|
| Federal College of Education (T) Bichi, Kano State | 23 |
| Federal College of Education (T) Gusau, Zamfara State. | 14 |
| Federal College of Education, Kano, Kano State | 18 |
| Federal College of Education, Katsina; Katsina State | 13 |
| Federal College of Education, Zaria; Kaduna State. | 22 |
| Jigawa State College of Education Gumel, Jigawa State | 11 |
| Kaduna State College of Education Gidan Waya Kafanchan, Kaduna State | 13 |
| Sa'adatu Rimi College of Education Kumbotso, Kano State | 13 |
| Kebbi State College of Education Argungu, Kebbi state | 10 |
| Isah Kaita College of Education Dutsen mah, Katsina state. | 09 |
| Zamfara state College of Eduacation Maru, Zamfara state | 07 |
| Shehu Shagari College of Education Sokoto, Sokoto state. | 13 |
| **TOTAL** | 166 |

**Source:** Departmental record offices of various colleges of education in North-west zone in the study area (2015/2016).

## APPENDIX III

## QUESTIONNAIRE

## INFLUENCE OF STRESS ON JOB EFFICIENCY OF ACADEMIC STAFF
## SECTION A: BIO-DATA

Please tick (√) the appropriate boxes below:

**1. Name of Institution:**

_____

**2. Highest educational qualification**

**a**. HND [ ]
**b**. B.ED [ ]
**c**. B.A/B.SC with P.G.D.E [ ]
**d**. M.ED/M.SC [ ]
**e**. Ph.D [ ]

**3. Number of years in teaching experience:**

**a**. 1-5 years [ ]
**b**. 6-10 years [ ]
**c**. 11-15 years [ ]
**d**. 16-20 years [ ]
**e**. 21 & above [ ]

## SECTION B

**INSTRUCTION:** Please read the following statements carefully and tick the one that clearly indicates your frank opinion about the statement in one of the boxes provided at the right hand side of each statement.

**KEY:**

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

What is the relationship between job stress provoked by workload and job efficiency of agricultural education academic staff in colleges of education, North-west Nigeria?

| S/N | OPTION | SA | A | D | SD |
|---|---|---|---|---|---|
| **1** | Academic staff goes through sleepless night when marking their students continuous assessment and examination scripts; this does not hinder them from discharging their lectures effectively. | | | | |
| **2** | Work overload of academic staff does not make lecturers to miss their lecture period. | | | | |
| **3** | Promotions of academic staff are slow because they lack time to write publications and journals that will speed up their promotion. | | | | |
| **4** | Teaching large class of more than 500 students does not affect academic staff from writing papers for presentation during academic conferences. | | | | |
| **5** | Work overload of academic staff has rendered them less productive and has affected their contribution to learning through publications of research findings. | | | | |

What is the relationship between administrative work and job efficiency of academic staff of agricultural education in colleges of education, North-west Nigeria?

| S/N | OPTION | SA | A | D | SD |
|---|---|---|---|---|---|
| **6** | Academic staff that combine lecturing job with administrative responsibilities produce more publications within a short possible period of time. | | | | |
| **7** | Administrative work thus: teaching practice coordination and field trip coordination does not affect the rate of lecturers' participation in academic conference. | | | | |
| **8** | Lecturing combined with administrative work affect the consistency of lecturers' research and teaching. | | | | |
| **9** | Promotion of lecturers who combine academic work with administrative responsibilities is consistent. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **10** | Lecturers that teach and involve in administrative work such as: examination officers, Head of departments and field trip/teaching Practice coordinators produce best journals and publications. | | | | |