EFFECT OF JOB-RELATED STRESS ON LECTURERS' PERFORMANCE IN NIGERIA'S FEDERAL UNIVERSITIES IN SOUTH – EAST REGION

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ABSTRACT: *Stress has always been an issue that tends to hinder the performance of employee in organizations as well as educational institutions. For this singular reason, this study was set-out to ascertain how this burning issue can be dealt with so that employee can work at their maximum best and not be burned-out. In order to achieve this, three specific objectives guided the study. The first was to explore the nature of relationship that exist between management support and lecturer – student relations; the second was to ascertain the extent to which work – home interface affects lecturers organizing skills; and finally was to determine the extent to which work overload affects lecturers course knowledge. The study employed a descriptive survey design; a structured questionnaire was used in the collection of data. Pearson's product moment correlations coefficient was used to analyze the data with the use of SPSS version 22. The targeted population comprised of 4072 academic staff in the five Federal Universities in South-East Nigeria. The sample stood at 364 after applying Taro Yamane's formula. The findings revealed that a significant positive relationship exists between management support and lecturer – student relations; Work-home interface affects lecturers' organizing skill; and finally, that Work- overload does not affect lecturers' course knowledge. The study therefore recommended thus: creation of a periodic interactive forum with academic staff; understanding the role of perception; encouraging flexibility, and finally, conducting a regular task audit on all Academic staff to ascertain the weight of work load each is carrying. The study concluded that job stress variables such as management support and work-home interface negatively affects lecturer-student relations and lecturers' organizing skills respectively, while work-overload does not negatively affects lecturers' course knowledge.*

KEYWORDS: Employee Performance, Job Stress, Management Support, Work – home interface, Work- overload

INTRODUCTION

Background of the Study

Individuals, regardless of race, cultural background, social and occupational status experience stress in many ways (Amina & Bako, 2014) ; as such, stress is a universal element which the human race around the globe are currently experiencing as a result of recurrent or dynamic routine task (Hanif, 2004). It is an acknowledged fact that the current human dispensation lives

in a stressful age where the need to remain competitive is utterly critical for the survival of man and even organizations (Katyal, Jain & Dhanda, 2011). In their quest to be proactive, people are often confronted with barriers and streams of life's demands which can either affect them negatively or positively (Madineh, Sadegh, Lotfollar & Mohammad, 2013). The work life of individuals remains an important part of their daily lives which is not free from a great deal of stress (Anazodo, Onyeizugbe & Uchenna, 2012). Stress is one of the burning issues that organizations have had to deal with so that employees can comfortably produce the desired quality required by the job (Warraich, Ahmed, Ahmad & Khoso, 2014). Stress is an unpleasant condition or position at workplace which negatively affect an individual's overall well-being and performance (Ejaz, Muhammad & Muhammad, 2014), and is seen as the most lethal and deadliest killer of employees, especially in the times of economic recession and great depression (Hanif, 2004). Research shows strong relationships between the experience of chronic stress and the development of illness and disease (Grimshaw, 1999). Medically, there are illness that have been linked with long-term exposure of stress, they include and may not be limited to: Coronary heart disease, hypertension, some forms of cancer, rheumatoid arthritis, diabetes mellitus, irritable bowel syndrome, depression, anxiety, ulcerative colitis, strokes, stomach and duodenal ulcers and bacterium helicobacter pylori, indigestion and heart burn, chronic fatigue syndrome (Clark,2002). All forms of work and organizational procedures are potential causes of stress simply because people's needs and wishes impinge on that of others (Alabi, Murlala & Lawal, 2012). Work place are usually characterized with stressors like noise, dim light at workplace, high job demands, role overload, role ambiguity, lack of sleep and time pressure are potential causes that can lead to high job stress which adversely leads to poor health, job dissatisfaction and increase in unwanted attitudes of employee (Ejaz, et al 2014).

In Australia for example, 40% of lecturers described their job as very stressful, which in turn reduced their effectiveness and efficiency by impairing concentration, causing sleeplessness, increasing the risk of illness, increasing back problems, accidents, and lost time. In fact, a number of studies are now suggesting that job-related stress is as great a threat to health as smoking or not exercising (Richard, 2002).

The experience of stress among civil servants in Nigeria is considered normal, but if stress then becomes "severe", it can drastically reduce job performance; interfere with a staff's ability to participate in and contribute to work-life; and increase the likelihood of substance abuse thereby exhibiting potentially damaging behaviors (Richlin-Klonsky & Hoe, 2003). It is not uncommon these days to see teaching personnel in institutions of learning in Nigeria, develop strange attitude and cold feet to work, especially in public institutions (Oguntimehin, 2006). The demand placed on lecturing job in Nigeria has increased the level of stress among lecturers in Nigerian Universities thereby becoming an inevitable part of the job. (Amina & Bako, 2014); such that University lecturers are required to administer students' continuous assessment and examinations, attend conferences, seminars and workshops, carryout researches, compute students' results, publish in reputable journals, and as much as possible engage themselves in both social and religious activities (Alabi et al, 2012). An optimal level of stress can be a source of positive motivation to succeed (Edward, 2011), this however, becomes a problem as an increased level of stress has the potential to cause physical and mental health problems (Niemi & Valniomaki, 2013). The nation-wide strike embarked on by the Academic Staff Union of Universities (ASUU) in Nigeria which lasted for eight (8) months and five (5) months in 2020 and 2013 respectively was partly caused by stress related demands by the University lecturers termed "earned allowance" which include others like excess workload allowance,

rehabilitation, revitalization of Universities, and tussle between the Federal Government and the Union over the use of payment platform (i.e IPPIS and UTAS). As the Union claims that IPPIS is full of irregularities, thereby opting for the UTAS that was designed by the Union.

The experience of stress among University lecturers in Nigeria's tertiary institutions can no longer be ignored (Ogundipe & Ajayi, 2014), as it is proving difficult in differentiating between minimal and maximal level of stress required keep employees productive.

Statement of the Problem

Nigeria being classified as a developing country seems to be going through series of unabated challenges in her tertiary education system as the existence of continuous and ever-present strains attaches themselves to employee job which tends to undermine the overall performance employee. In organizational settings, job performance is an indicator that portrays the extent to which an employee is meeting stipulated standard. The performance of academic staff in Nigeria Federal Universities seems to be affected by stress related factors such as inadequate support from management, work – home conflict, and work overload.

Inadequate or lack of management support relates to leaving employees in alienated situation when actually they are in dire need of guidance. The inability of employees to have a balanced life between their work responsibilities and home demand is one of the major sources of stress to lecturers as most lecturers attend to work issues at home when they ought to be facing home demands. Finally, there also exists the problem of lecturers having the perception that they are utterly unable to cope with the amount of work allocated to them.

These stress related factors which include inadequate management support, work-home conflict, and work overload may have a direct influence on lecturers' performance which include; lecturer- student relation, organizing skills of lecturers, and lecturers' course knowledge.

Objectives of the Study

Specifically, the study is aimed at achieving the following objectives:

1)   To explore the nature of relationship between management support and lecturer-student relations.

2)   To determine the extent to which work-home interface negatively affect lecturers' organizing skills.

3)   To determine the extent to which work overload negatively affect lecturers' course knowledge.

CONCEPTUAL FRAMEWORK

Stress

Stress is a complex human problem that has drawn the attention of people from the dawn of history (Suleiman & Akinsanya, 2011), as stress has been defined in various ways (Alabi, Mulala & Lawal, 2012). Originally, it was conceived of as pressure from the environment, then it was later seen as a strain within an individual (Michie, 2015). Selye was the first to research on stress and business management in 1956 (Fevre, Mathny & Kolt. 2003). Selye (1956) defines stress as the body's general response to environmental situations which can lead to changes in physical, emotional, behavioral or mental state. Stress is any influence which disturbs the natural equilibrium of the body which includes physical injury, deprivation, diseases, and emotional disturbances (Arikewuyo, 2004). Oguntimetin (2006) agrees with Arikewuyo when he defined stress as the resultant effect of a person being pushed beyond the limit of his or her natural capacity, even after the cause is removed, the person may not return to his/her previous state.

Hasebur (2013) defines stress as an adaptative response to an external situation that results in physical, psychological and/or behavioral deviation for organizational participants. Kar (2002) viewed stress as an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. More precisely, Richlin & Hoe (2003) posit stress to be a physical and mental response to everyday demands, particularly those associated with change.

From the above definitions of stress, authors were in sharp agreement with the definitional position given by Michie in 2015, when he gave the direction in which the generally accepted definition of stress must take; stress emanates from the interaction between the situation and the individual. The definitions given above have all gone towards that direction by looking at the external influence and the reaction of the individual. However, some other researchers introduced or defined stress in relation to job performance of employees, and they include; Kazmi, Amjol & Khan (2008) posits stress to be the external stimulus that initiates a strain within a person and such a stimulus may bring a positive or negative effect upon the performance of an employee on the job. Stress is the bodily change that can take place when the external pressure on an individual reaches an intolerable pitch, causing weakened job performance and ill-health (Ojiakor, 2001). Stress has a positive effect on employees of any organization but up to a certain extent up to which an employee can cope with it, mostly, when it exceeds the bearable limits, it results to a negative effect on employees (Arbabisarjou, Ajdari, Omeidi & Jalalinejad, 2013).

The three major types of stress are Eustress, Distress, and Chronic stress (Imeokpana & Ediagbonya, 2013). *Eustress* is a positive stress that provides an individual energy and motivation needed to meet responsibilities which helps in the achievement of goals (Aasia et al, 2013). Though this may be called a positive stress, but Colligan & Higgins (2010) posits that the physiological response to stress is the same, be it a positive or a negative stress. Alabi et al (2012) gave an example of how positive or functional stress killed a cafeteria cook who won $3.6 million lottery, and the excitement of such sudden richness killed him. In essence, if a positive stress if not handled properly may lead to regrettable destruction. *Distress* is a destructive stress because it makes an individual vulnerable to illness (Imeokparia & Ediagbonya, 2013). Peretomade (1993), while explaining stress asserted that work stress is like

a coin having two sides; one face is functional and other is dysfunctional (distress). It is dysfunctional when it is caused by something bad such as a lecturer being demoted for moral turbulence (Alabi et al, 2012). This is a continuous feeling of being overwhelmed, oppressed and lacking behind in the execution of assigned responsibilities (Aasia et al, 2013). In *Chronic* stress, the stressor stays with the individual for a very long period of time (Imeokparia & Ediagbonya, 2013), as it involves demands, pressures and worries that seem to go on forever with little hope of letting up (Australian psychological society, 2012). **Chronic-stress** is characterized by emotions elevated hormonal base levels hyperactivity of the autonomic nervous system (so that the body never relaxes), and tendencies to experience psychosomatic (mental or personality disturbance not attributed to any known organic dysfunction) symptoms (Canadian Center for Occupational Health and Safety, 2000). In essence, no stress is good and no stress is small since even the so called "good stress" (Eustress) can be destructive; it therefore means that the management of stress is of paramount importance.

Job Stress

Job-related stress is an uncommon feeling experienced by an individual who is required to change a desired behavior as a result of opportunities, constraints or demands related to important work objectives (Hay-Ford & Amos, 2014). Job stress refers to a state of negative feelings or reactions resulting from perceived undesirable work conditions that pose a threat to an employee (Jamal, 2007). The Canadian Center for Occupational Health and Safety (2000) defines workplace stress as the harmful physical and emotional responses that can result from conflicts between job demands on the employee and the amount of control an employee has over meeting these demands. The epidemic of workplace stress can be seen as a result of continuous change occurring in the workplace over the past 20 to 30 years (Canadian Mental Health Association, 2005). Hoel, Zapf & Cooper (2002) explained that the changes occurring in workplace is as a result of globalization, privatization, process re-engineering, mergers and acquisitions, strategic alliances, joint venture and the like. The researchers went further to explain that in the 1980s, as a result of the emphasis being laid on the need for continuous improvement of businesses, the much needs transformation was achieved but not without a negative effect. Employees began to show strains on their performances, which led to the concept of "burnout" within organizations. Occupational burnout is a condition where an employee's coping resources have been consumed by work and life's demands, to the point of poor job performance and exhaustion (Schultz, Bargraim, Potgieter&Werner, 2003).

Sources of Workplace Stress

Workplace stressors that will be discussed include the following; Role **Ambiguity** refers to unclear or confusing expectations about job duties and demands put upon an employee by different people, colleagues, customers, level of authority, social expectations, and job-related factors (Hayford & Amos, 2014). Most at times, employees have to work in interdependent teams and in an uncertain work environment and as such may get confused when trying to ascertain the expectations about their duties, and the demands put on them as a result of unclear expectations (Srikanth & Jomon, 2013). Yun, takeuchi & Liu (2007) found role ambiguity to be associated with a lack of information on goals and conditions in which the job is to be performed. Stamper and Johike (2003) posits that role ambiguity creates stress, when employees lack the necessary information regarding their authorities, tasks to be performed, duties, and powers. **Work Relationships** pertains to poor or unsupportive relationship with colleagues and /or line managers which can be a potential source of stress (Coetzer &

Rothmann, 2007). In a more comprehensive and concise way, Hay- ford & Amos (2014) posits that the most stressful factor for many employees remains the interpersonal demand required to maintain effective and harmonious relationship between an employee and his/her co-workers. When employees receive support from their supervisor and colleagues, it helps in reducing the level of stress the individual is experiencing (INDJ, 2001). If employees do not get the much needed support at work, they may feel alone and disserted which will in turn result to a poor performance level (Aasia, Hadia & Sabita, 2013). *Work Overload* refers to the amount of stress experienced by individuals due to the perception that they are unable to cope or be productive with the amount of work allocated to them (Coetzee & Villiers, 2010). If organizations or management does not appreciate its employers for their hard-work or contribution towards the accomplishment of organizational objectives, this may create stress and most likely creates intention to leave (Stamper & Johlke, 2003). When employees are faced with excessive pressure on their job, the following emanates; job demands cannot be met, relaxation turns into exhaustion, sense of satisfaction replaced with feelings of stress, motivation sheds away, and workers start losing interest in their work and hence performance chart shows a negative trend (Babak, Shabbir & Niaz, 2010). Good performers are often loaded with additional responsibilities due to their competence; at a certain point, the weight and demands of the task render them incapable of performing their jobs adequately (Hayford & Amos, 2014). The attitude of employees differs towards workload; some may comfortably cope with it at workplace, while some others may find it difficult to cope with (Warraich et al, 2014). *Work – Home Interface* results when individuals experience more conflict between work-life and personal life as they continue to pursue the quality of life they want (Casper, Harris, Taylor & Wayne, 2011). Thus, successfully balancing work and family life is one of the major challenges facing individual worker (Halpern, 2005). Historically, work-life issues have been considered personal (Emsile&Hunt,2009), and employers are beginning to respond to their employee's need by providing work place benefits such as on-site childcare services and paid maternity leave in the work place. The demands of work have the potential to spill over and interfere with the individual's personal lives (Coetzee &Villiers 2010). In its list of the best 100 companies to work for in the USA, fortune magazine identified organizations that make effort in assisting employees in managing the duties of work and family (Muse, Harris, Giles & Field, 2008). Long, uncertain or unsocial hours, working away from home, taking work home, high level of responsibility, job insecurity, and job relocation may adversely affect family responsibilities and leisure activities (Bmj Group, 2015). This is most likely to negatively affect employees' relaxation period outside their work environment. Employees' performance can also be negatively affected when they perceive lack of social support at home or from friends (Coetzee & Villiers, 2010). This is because family and work life is naturally dependent and interconnected with each other, as one area of life is affected by experiences in other areas (DeWitte, 2015). Thus, organizational effort for ensuring employees' work-life balance is now needed more than ever (Kyoung, 2014). Hamiton, Gordon and Whelan-Berry (2006) suggest that work life balance have developed from claims for social injustice or a need to redress discrimination such as women not being treated equally, while other scholars like Harris & Pringle (2007) posits that work life balance emanates out of the necessity of Business to reduce the rate of absenteeism, work stress, labor turnover, enhance productivity, and the need to be seen as a responsible *Poor Management Support* is the major cause of stress, as Graham (2009) argued that "stress is not the inability to cope with exercise workloads and the unreasonable demands of incompetent and bullying manager's stress but that stress is a consequence of the employer's failure to provide a safe system of work as required by regulation. Management support helps in reducing or increasing employees' stress level

(Stamper & Johlke, 2003). Apparently, management support works as a cushion which acts positively towards decreasing or increasing work related stress in employees (Arbabisarjou, et al, 2013).

Employee Performance

Job performance is the ability of individuals to accomplish their respective work goals, meet their expectations, achieve benchmarks or attain organizational goals (Ismail, Suh, Ajis & Dollah, 2009). Lecturer job performance can be defined as an index of lecturer effectiveness, which refers to relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching (Alabi et al, 2012). Robbins, Odendaal & Roodt (2007) developed the following dimensions for measuring lecturers' performance:

Knowledge (subject knowledge); a s learning is relatively permanent, positive or negative change can occur in the leaner's behavior as a result of practice or experience emanating from lecturers knowledge-base in a subject, which is fundamental to the creation and enhancement of students opportunity to learn well (Analoui, 2007). This knowledge-base refers to declarative knowledge of facts and concepts, procedural knowledge of what to do and the motivation which could include effort and persistence to excel (Aguinis, 2009). Sinclair & Johnson (2000) posit thorough knowledge of the subject material as essential to accurate instruction and clear communication of contents to students. The performance measurement for lecturers should therefore include some mechanisms to measure lecturers' expertise in the content area (Molefe, 2010). *Lecturer - Student relations* relates to the creation and maintenance of a student-centered environment that maintains and sustains learning and development (Molefe, 2010). This dimension is very important if students or learners must perform supremely. A teacher who can develop relationships that foster and encourage student engagement will enhance learning (Arreola, 2000). Encouragement of active participation in classroom creates a supportive environment where questions and class discussions are promoted which imbues the lecturer with enthusiasm for the subject as well as generating regular informal feedback on students (Sinclair & Johnson, 2000). *Organizing skills* relates to those bureaucratic skills utilized for operating and managing a course including, but not limited to, timely grading of examination, maintaining published office hours, arranging for and coordinating guest lecturers and generally making arrangements for facilities and resources required in the teaching of the course (Molefe, 2010). Lecturers need to provide an ongoing framework that orients learners on the course ideas, materials and activities. Excellent teachers do their work in a well-prepared and well-organized manner. Arreola (2000) posits that a performance measurement instrument should search for evidence of careful planning in view of the fact that quality of planning would be an indication of successful learning.

Theoretical Framework

The theory underlying this study is the Person-Environment Fit (P-E Fit) theory developed by French and Caplan in 1972. The basic tenet of P-E Fit theory has been that stress arises from a misfit between an individual and his or her environment. Stress can occur if there is a mismatch between the demands placed on an individual and his or her abilities to meet those demands. Mismatch between demands and abilities induce coping and defense mechanisms which in turn influences objective and subjective representations of the environment (Edwards, Caplan & Harrison, 1998). Mismatch between the objective reality of the work environment and an

individual's subjective perceptions of the work environment also can result in stress. It is to this end that French and his colleague presented two clear definitions:

First is between objective reality and subjective perceptions. Second is between environmental variables and person variables. Given the simple 2 x 2 configuration of P x E interaction, lack of fit can actually challenge worker's health.

Relating the theory to this work, one can easily deduce that there is a mismatch between the demands placed on lecturers and their abilities to respond likewise. Lecturing in Nigeria is indeed a herculean task; this is because so many situations emanating from work, home and even religion demands one hundred percent of attention if anything meaningful will proceed from the three above. Lecturers are often weighed down by the demands of their job which include academic, administrative, and home matters. It is very important to state explicitly here that there is a limit to what an individual can take at a particular time, and if the demand exceeds this limit, the individual involved will resort to a defense mechanism which is a kind of coping strategy which in no way is good for any organization.

Reviewed Empirical Studies

The study carried out by Arbabisarjou, et al in (2013) was aimed at investigating the relationship between job stress and performance among hospital nurses in Iran. The research method used was correlation descriptive. The participants of the study were 491 nurses in hospitals which were randomly selected from all nurses. 100 copies of questionnaire were analyzed. In analyzing the data, Pearson coefficient correlation and regression analysis was used. The result of the study showed that a negative correlation exists between job stress and performance.

Warraich et al (2004) carried out a study in determining the effect of stress on job performance of employees in private sector universities of Karachi, Pakistan. 133 employees of private sector's universities in Karachi that are providing education in the disciplines of Business Administration, Engineering, Medicine, textile and Fashion were used for the study. Multiple Linear Regression technique was utilized in testing the hypothesis. The results obtained from the data revealed that workload, role conflict, and inadequate monetary reward are the prime reasons for stress in employees, and that this stress reduces their efficiency. The study recommended that employers should minimize stress by lowering the workload, abating the role conflict, paying adequate salary and providing training and counseling to employees in order to improve their job performance and job satisfaction.

Amina & Bako (2014) investigated the input of stress on the performance of university lecturers in Nigeria. The paper reviewed related empirical studies on the relationship between job stress and performance of university lecturers in Nigeria. The study highlighted the effect of stress on the performance of Nigerian universities lecturers as including but not limited to; depression, low sexual performance, giving excuses to cover up poor work, constant tiredness, difficulty in taking decisions and social withdrawal among other things. The paper recommended that individuals should examine their value system, identify their ideal life styles, and finally that they should possess problem solving ability.

Nnabuife, Onyeizugbe & Onwuka (2012) examined stressed management capabilities as an imperative for improving performance among female lecturers in Nigerian universities. The study employed a descriptive survey involving the use of questionnaire administration. One

hundred and thirty five (135) respondents were selected from 7 universities in Nigeria. Data obtained was analyzed using statistical summation techniques and Z-test at 0.05 level of significance. The study revealed that occupation stress affects the health of female lecturers in Nigerian universities. The study recommended that there should be an introduction of effective stress management policies which should be funded and monitored frequently in order to ensure that its objectives are achieved on a constant basis.

Alabi et al (2012) examined the nature of relationship between lecturers' work stress and job performance in Kwara State College of Education Nigeria. The study adopted a correlation design method. One hundred and ninety one lecturers were randomly selected for the study. Findings revealed that lecturers experienced excess workload in academic activities. Also, lecturers' job performance was negatively influenced by psychological and behavioral work stress. It was recommended that a regular induction courses be organized for lecturers on stress management.

Yusoff, Khan & Azam (2013) carried out a study on job stress performance and emotional intelligence among academia. The study sampled 65 faculty members from two universities in Pakistan including one public university and one private university. Data was collected using questionnaire, and was analyzed through descriptive and inferential statistics techniques. It was found that a negative relationship exist between job stress and performance, whereas a strong positive relationship was found between emotional intelligence and job performance. It was recommended that Pakistanian higher education system focus not only on identifying the job stress factors but should also try to manage their emotional competence by creating a conducive working atmosphere.

Anazodo et al (2012) posits out that academic workload affects the health of Nigerian university lecturers, and that there is a significant positive relationship between work life balance and their performance. The findings of the study states that stress management is an imperative for improving the performance of Nigerian university lecturers, and that neglecting stress management technique will adversely affect the growth of higher education system.

Sehrish, Yusoff, Kamran, Anwar & Sonia (2012) explored the effect of work overload on task related performance and customer orientation of employees in water and power development authority, Attock, Pakistan. A survey was conducted among low level management i.e. meter Readers. The findings of the study showed that a decline in performance occurred as a result of workload which led to less customer orientation among employees. It was recommended that employee performance should be regularly checked against certain standards in such a way that if there is decline in performance, then it is increased with training so that customer's orientation of employees doesn't suffer.

Pedro & Roberts (2012) examined the relationship that exists between management communication and perceived organizational support which employee performance depends on. The study employed a cross-lagged panel design. 575 copies of Questionnaire were administered to both subordinates and supervisors of a social service organization located in the mid-Atlantic region of the United States. The finding of the study suggests that management communication was positively associated with a temporal change in perceived organizational support. The study finally revealed that management communication affects performance mainly because it signals that the organization cares about the well-being of its employees, and also values their contribution to the growth of the organization.

Kyoung (2014) investigated the effect of work-life balance on affective commitment and in-role performance in South Korea. Data was gathered from 293 Korean workers. The study employed structural equations and regression analysis in testing the hypotheses. The result showed that there was no direct effect of work-life balance on in-role performance. The study also revealed that employees' experience of work-life balance increases affective commitment and that affective commitment has a positive influence on in-role performance.

Development of Research Hypotheses

To guide this study, the following hypotheses were developed and stated in their alternate;

H$_A$:   There is a significant positive relationship between management support and lecturer-student relations.

H$_A$:   Work-home interface negatively affects lecturers' organizing skills.

H$_A$:   Work-overload negatively affects lecturers' course knowledge.

METHODOLOGY

Research Design

The study employed a descriptive survey design, whose purpose is to collect detailed and factual information describing an existing phenomenon

Population of the Study

The population of this study is made up of the teaching staff in the five Federal Universities in South-East Nigeria.

Table 3.2.1: Federal Universities in South-East Nigeria

S/N	INSTITUTIONS	NUMBER OF TEACHING STAFF
1.	University of Nigeria, Nsukka	989
2.	Michael Okpara University of Agriculture, Umudike	550
3.	Nnamdi Azikiwe University, Awka	1250
4.	Federal University of Technology, Owerri	1223
5.	Federal University, Ndufe-Alike	60
	Total	**4072**

Source: Official Document as at 2015

Sample Size

The sample size for this study is 364 academic staff. It was derived from the population of 4072 academic staff of the five federal universities in South-East Nigeria using Taro Yamane's formula:

$$n = \frac{N}{[1+N\,(e)^2]}$$

Where:

n   =   sample size

N   =   the finite population

e   =   level of significance (0.05)

1   =   a constant

In substituting, it goes thus:

$$n = \frac{4072}{[1+40\,72\,(0.05)^2]}$$

n   =   364

The study made use of purposive or judgmental sampling technique in selecting participants for the study, which spanned across the five federal universities in South-East Nigeria. The targeted participants of the study are academic staff whose rank ranges from Assistant Lecturer up to the rank of a Senior Lecturer.

Questionnaire for the study was distributed using Bowley's proportional allocation formula to determine the number of unit to be allocated to each stratum

nh   =   nNh / N

Where;

nh   =   number of each unit allocated to each stratum

n   =   total sample size

Nh   =   number of items in each stratum in the population

N   =   population size

UNN/UNEC	=	364 x 989 / 4072	= 88
MOUA	=	364 x 550 / 4072	= 50
NAU	=	364 x 1250 / 4072	= 112
FUTO	=	364 x 1223 / 4072	= 109
FUNA	=	364 x 60 / 4072	= 5

Method of Data Collection

The study made use of both primary and secondary sources of data. Data for the study was primarily sourced with the use of a structured questionnaire. The questionnaire will be in two sections, section A focused on the independent variable (job stress) while section B focused on the dependent variable (employee performance). The response derived was used thereafter for data analysis. The participants were placed on an objective scale rating from; Strongly Agree (SA) – 5 points, Agree (A) – 4 points, Undecided (U) – 3 points, Disagree (D) – 2 points, and Strongly Disagree (SD) – 1 point.

Validity of the Instrument

For the purpose of this study, face and content validity was used in validating the instrument. Copies of questionnaire were given to academic staff that made reasonable contributions as to how the instrument will be validated. The researchers ensured that the items in the questionnaire were true measurement of the variables identified in the specific objectives.

Reliability of the Instrument

The instrument was tested using Cronbach Alpha at 5% level of significance. Cronbach Alpha is usually used in measuring how internally consistent an instrument is. That is, it measures how closely related a set of items are as group. The result went thus:

Reliability Statistics

Cronbach's Alpha	N of Items
.743	38

Method of Data Analysis

In analyzing the data, Pearson's product moment correlation will be adopted. Pearson correlation will be used to examine the extent or nature of relationship that exists between: (a) management support and lecturer-student relations (b) work-home interface and lecturers' organizing skills, and (c) work overload and lecturers' course knowledge.

Data Presentation and Analysis

This section covers the presentation and analysis of data collected from the field. The section is divided into frequency distribution of questions and test of hypotheses. A total number of 364 copies of questionnaire were administered to the participant, but only 198 were retrieved.

Frequency Distribution of Questionnaire Responses

The frequency distribution of the questionnaire items were analyzed using simple percentages as shown below:

Table 4.1   Management Support

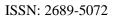| S/N	Items	SD	D	U	A	SA
Q1.	Availability of resources to execute task	74 (37.4%)	63(31.8%)	4(2.0%)	52(26.3%)	5(2.5%)
Q2.	Availability of funds for research and training	55(27.8%)	73(36.9%)	3(1.5%)	62(31.3%)	5(2.5%)
Q3.	Lack of opportunity to further career	135(68.2%)	-	23(11.6%)	35(17.7%)	5(2.5%)
Q4.	Work environment is conducive for academic endeavour	116(58.6%)	-	32(16.2%)	45(22.7%)	5(2.5%)
Q5.	Insufficient support from management on publication	-	3(1.5%)	-	158(79.8%)	37(18.7%)
Q6	Requirement criterion for promotion is very high	-	40(20.2%)	35(17.7%)	70(35.4%)	53(26.3%)
Q7.	Non-involvement in decisions affecting job.	-		2(1.0%)	174(87.9%)	22(11.1%)
Q8	Being valued and trusted by institution	-	18(9.1%)	49(24.7%)	127(64.1%)	4(2.0%)
Q9	The present structure in the institution inhibits flexibility, risk taking ability and career development	-	50(25.3%)	1(0.5%)	143(72.2%)	4(2.0%)
Q10	Management unwillingness to meet lecturers' demands	-	49(24.7%)	117(59.1%)	28(14.1%)	4(2.0%)
Q11.	Difficulty in coping with departmental, faculty, and university politics	-	32(16.2%)	3(1.5%)	87(43.9%)	76(38.4%)

Source: Field Survey, 2019

Table 4.1 shows the frequency distribution of questionnaire responses on management support. Respondents were placed on a 5 point likert scale ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). The table reveals the cumulative responses obtained from participants of the study. Question 1 to Question 11 contains the items in the questionnaire. The columns titled SD (Strongly Disagree) to SA (Strongly Agree) shows the distribution of the responses and the percentage of their response as well. For each Question, the total number of responses is totaled 198 with a total percentage of 100 percent.

Table 4.2   Work-Home Interface

S/N	Items	SD	D	U	A	SA
Q1.	Thinking more about work when at home	-	54(27.3%)	3(1.5%)	136(68.7%)	5(2.5%)
Q2.	Conflict between life and personal life	28(14.1%)	69(34.8%)	3(1.5%)	69(34.8%)	29(14.6%)
Q3.	Existence of on-site service in the university	108(54.5%)	28(14.1%)	53(26.8%)	4(2.0%)	5(2.5%)
Q4.	Work encroaching on relaxation time	1(0.5%)	26(13.1%)	3(1.5%)	72(36.4%)	96(48.5%)
Q5.	Being left alone while at Home	-	-	3(1.5%)	98(49.5%)	97(49.0%)
Q6	Being weighed down by home demand	25(12.6%)	141(71.2%)	3(1.5%)	25(12.6%)	4(2.0%)
Q7.	Workload negatively affecting exercise time	-	28(14.1%)	1(0.5%)	139(70.2%)	30(15.2%)
Q8	Spill-over work are concluded at home	-	-	1(0.5%)	166(83.85)	31(15.7%)
Q9	Being left alone while at work	-	70(35.4%)	1(0.5%)	122(61.6%)	5(2.5%)
Q10	Receiving enough support from family and friends	-	120(35.4%)	72(36.4%)	1(0.5%)	5(2.5%)

Source: Field Survey, 2019

Table 4.1 shows the frequency distribution of questionnaire responses on work-home interface. Respondents were placed on a 5 point likert scale ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). The table reveals the cumulative responses obtained from participants of the study. Question 1 to Question 11 contains the items in the questionnaire. The columns titled SD (Strongly Disagree) to SA (Strongly Agree) shows the distribution of the responses and the percentage of their response as well. For each Question, the total number of responses is totaled 198 with a total percentage of 100 percent.

Table 4.3 Workload

S/N	Items	SD	D	U	A	SA
Q1.	Supervision of too many projects/thesis	-	70(35.4%)	1(0.5%)	98(49/5%)	29(14.6%)
Q2.	Unsupported by co-workers and supervisors	-	-	79(39.9%)	114(57.6%)	5(2.5%)
Q3.	Invigilating overwhelming examination halls	-	95(48.0%)	1(0.5%)	71(35.9%)	31(15.7%)
Q4.	Difficulty in coping with excess workload	-	-	1(0.5%)	192(97.0%)	5(2.5%)
Q5.	Appreciation of hard-work by institution	26(13.1%)	113(57.1%)	53(26.8%)	1(0.5%)	5(2.5%)

Q6	Unable to meet job demands when under pressure	-	70(35.4%)	1(0.5%)	79(39.9%)	58(24.2%)
Q7.	Feeling exhausted always	44(22.2%)	123(62.1%)	1(0.5%)	25(12.6%)	5(2.5%)
Q8	Students population keeps on growing	-	-	1(0.5%)	124(62.6%)	73(36.9%)
Q9	Academic personnel are lacked	-	70(35.4%)	25(12.6)	72(36.4%)	31(15.7%)
Q10	Work no longer motivates	-	94(47.5%)	28(14.1%)	71(35.9%)	5(2.5%)
Q11.	Working more than other lecturers	-	121(61.1%)	28(14.1%)	44(22.2%)	5(2.5%)

Source: Field Survey, 2019

Table 4.1 shows the frequency distribution of questionnaire responses on Workload. Respondents were placed on a 5 point likert scale ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). The table reveals the cumulative responses obtained from participants of the study. Question 1 to Question 11 contains the items in the questionnaire. The columns titled SD (Strongly Disagree) to SA (Strongly Agree) shows the distribution of the responses and the percentage of their response as well. For each Question, the total number of responses is totaled 198 with a total percentage of 100 percent.

Table 4.4 Employee Performance

S/N	Items	SD	D	U	A	SA
Q1.	Organizing an interactive forum with students when not busy	-	98(49.5%)	25(12.6%)	70(35.4%)	5(2.5%)
Q2.	Welcomes students to the office/home to discuss issues outside academics	44(22.2%)	53(26.8%)	1(0.5%)	95(48.0%)	5(2.5%)
Q3.	The time given for result submission is usually unrealistic	-	52(26.3%)	1(0.5%)	71(35.9%)	74(37.4%)
Q4.	Difficulty in keeping to stipulated office hours	-	168(84.8%)	1(0.5%)	24(12.1%)	5(2.5%)
Q5.	Being unable to research because of workload	-	71(35.9%)	1(0.5%)	97(49%)	29(14.6%)
Q6	Students' attendance to lecture is usually not encouraging	-	43(35.9%)	1(0.5%)	125(63.1%)	29(14.6%)

Source: Field Survey, 2019

Table 4.1 shows the frequency distribution of questionnaire responses on Employee Performance. Respondents were placed on a 5 point likert scale ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). The table reveals the cumulative responses obtained from participants of the study. Question 1 to Question 11 contains the items in the questionnaire. The columns titled SD (Strongly Disagree) to SA (Strongly Agree) shows the distribution of the responses and the percentage of their response as well. For each Question, the total number of responses is totaled 198 with a total percentage of 100 percent.

Test of Hypotheses:

The hypotheses were tested using Pearson's product moment correlation coefficient shown below. The analyses were conducted with the use of SPSS version 22.

Decision rule:

Reject null hypotheses if p-value is greater than 0.01 (level of significance) otherwise accept the null hypotheses.

H₁: There is a significant positive relationship between management support and lecturer student relations

Table 4.3.1   **Correlation Analysis Result**

		Management Support	Lecturer Student Relation
Management Support	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.000
	N	198	198
Lecturer Student Relation	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	198	198

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was computed to determine the relationship between management support and lecturer - student relations. From the table above, the Pearson correlation coefficient was .621** (positive), and significant at .001 thus we reject null hypothesis and accept the alternate 'There is a significant positive relationship between management support and lecturer - student relations'.

H₂: Work-home interface negatively affect lecturer's organizing skills

Table 4.3.2   **Correlation Analysis Result**

		Work-Home Interface	Lecturer Organizing Skills
Work-Home Interface	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.000
	N	198	198
Lecturer Organising Skills	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	198	198

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was computed to determine the effect of work-home interface on lecturer's organizing skills. From the table above, the Pearson correlation coefficient was .465** (positive), and significant at .001 thus we reject null hypothesis and accept the alternate 'Work-home interface negatively affects lecturers' organizing skills'.

H₃: Work-overload negatively affects lecturers' course knowledge

Table 4.3.3   **Correlation Analysis Result**

		Work-Load	Lecturers' Course Knowledge
Work-Load	Pearson Correlation	1	-.094
	Sig. (2-tailed)		.190
	N	198	198
Lecturer Course Knowledge	Pearson Correlation	-.094	1
	Sig. (2-tailed)	.190	
	N	198	198

Pearson correlation coefficient was computed to determine the effect of work-overload on lecturers' course knowledge. From the table above, the Pearson correlation coefficient was -.094 (negative), and not significant thus we reject alternate hypothesis and accept the null hypothesis which state that 'Work-overload does not negatively affect lecturers' course knowledge'.

DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Discussions of Findings from the Test of Hypotheses

I. Result from the Test of hypothesis I:

From the result obtained, it was seen that there exists a significant positive relationship between management support and lecturer – student relations'. What this implies is that if the support lecturers are getting from management increases, it will in-turn improve the level of interaction between students and lecturers. It should also be noted that an improved lecturer – student relation depicts an improvement in the performance of an employee. This finding is consistent with the findings of Pedro & Roberts (2012) which revealed that management communication affects performance mainly because it signals that the organization cares about the well-being of its employees, and also values their contribution to the growth of the organization.

II. Result from Test of Hypothesis II:

The analysis result derived showed that work – home interface affects lecturers organizing skills. What this means is that as a result of the conflict that exists between the work-life demand of lecturers' and their personal life demands, their organizing skills which include their ability to maintain published office hours, timely grading of examination, and making arrangement for facilities and resources required in the teaching of courses are being affected. This finding is line with the findings of Kyoung(2012) which revealed that employees' experience of work-life balance increase affective commitment, and that affective commitment has a positive influence on in-role performance.

III. Result from Test of Hypothesis III:

The result obtained here is contrary to the expectation of the researcher. It was expected that the existence of excess workload will negatively affect lecturers' course knowledge. The finding revealed that work overload does not in any way affect the course knowledge of lecturers'. This singular finding resulted in the rejection of the alternate hypothesis thereby paving way for the acceptance of the null hypothesis. This finding did not agree with any of the studies reviewed in the empirical literature. The finding of Sehrish et al (2012) which revealed that a decline in performance occurred as a result of workload which led to less customer orientation among employees.

Conclusion

The extent to which job stress affects lecturers' performance has been the core focus of this research. The identified Job stress variables such as inadequate management support, work-

home interface, and Work-overload were measured against the sub-variables of employee performance that include lecturer – student relations, lecturers' organizing skills, and lecturers' course knowledge produced an important findings after the analysis of data. Majority of the academic in the Federal Universities studied, identified inadequate support from management and Work-home interface as the most stressful aspect of their job that has negatively affected their performance appropriately. But interestingly, the third sub-variable which is work-overload has not affected lecturers' course knowledge. Notwithstanding, the claim of not affecting their course knowledge needs to be ascertained.

Recommendations

Based on the findings of the study, the following recommendations were suggested;

1. The management system resident in each university should introduce a periodic interactive forum with its academic staff, where issues bothering on staff will be discussed extensively; with the aim of ensuring that lecturers' go about doing their jobs by way of mentoring their respective students accordingly.

2. It is also important to understand the role of employee perception when deciding to show more support to some lecturers and less support to others. An explanation of the reason should be given so as to ensure that the later don't go into mood swing.

3. Lectures should be given the flexibility they require to do their jobs.

4. It is recommended that a task audit be carried out on each academic staff so as to ascertain the work load each is carrying; in so doing, care will be taken when assigning task so as not weigh down lecturers with work load.

Contribution to Knowledge

This study has succeeded in filling the gap in previous studies by way of carrying out this all important research in Federal Universities in south-east Nigeria. It is believed that the findings that have emanated from this study will spur other researchers into conducting more research in order to deal with the burning issue of stress so that employee can go about doing their jobs adequately.

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