



Occupational Stress and Productivity Among Academic Staff of Public Tertiary Educational Institutions in Lagos State, Nigeria

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Abstract

This study examined the relationship between occupational stress and academic staff productivity in public tertiary educational institutions in Lagos State, with two tested hypotheses. With the study's foundation anchored on correlational and descriptive research designs were adopted, its population comprised all academic staff in public tertiary educational institutions in Lagos State. The sample size was 700. Questionnaire was used to collect data after ensuring its validity and establishing their reliability using test-retest method. The questionnaire is named "Occupational Stress Questionnaire for Teachers" (OSQT). Analysis was carried out using inferential statistics of Pearson's Product-Moment Correlation Analysis and Regression Analysis by using the Statistical Package for Social Science (SPSS) version 24.0. Findings indicate that there is no significant relationship between occupational stress and productivity among academic staff in public tertiary educational institutions in Lagos State; also, the findings shows that there is a significant difference in the extent to which the identified factors of teaching (workload), research and publications, and community service are responsible for occupational stress among academic staff in public tertiary educational institutions in Lagos State. It is concluded that occupational stress has a considerable influence on the lecturers' productivity in tertiary educational institutions in Lagos State. The study therefore recommended that tertiary educational institution managers should ensure that lecturers are assigned duties in line with their carrying capacities.

Keywords: Stress, Occupational stress, Productivity, Academic staff, Public tertiary educational institution.



1. Introduction

Every living thing suffers the phenomena known as stress. Humans endure stress regardless of their age, gender, employment, or financial background. In 1975, Hans Selye, who is credited with creating the contemporary notion of stress, referred to it as the "spice of life," where total liberation can only be realized when one dies. "Stressors" are commonly defined as factors, circumstances, or conditions that tend to induce stress [1]. There is stress everywhere, which might be physical, biological, emotional, or psychological (including at home, work and in a social environment). Stress is inevitable, yet it may have a positive or negative impact on a person. According to researchers, two-thirds of individuals who visit physicians have health problems related to stress Drabick et al., 2021 [2]; Walkowiak et al., 2021 [3]; [4]. Also, it has been shown that stress has a clear correlation with seven of the most common causes of mortality [5]; [6]; [7]. In this perspective, stress might be seen as one of the most serious risks to health and productivity in the twenty-first century. This is due to the fact that stress affects everyone and happens in all professions Alam et al., [8]; [9]; [10].

Workplace stress is a kind of stress that a person or a group of employees encounters. It is also referred to as professional stress [11], job stress, or work-related stress. It is a problem that both employers and workers are very concerned about because of the impact it has on productivity, performance, and well-being, according to Mohajan [1]. According to Robbins et al. [12], occupational stress is the negative response workers feel as a result of unusual demands, opportunities, and limits at work. Researchers have shown that higher education professors in Nigeria often experience occupational stress [13]; [14]. According to Mushemeza [15], academics' primary responsibilities, which center on teaching, conducting and publishing research, and doing community service, may result in job stress?

In tertiary educational institutions in Lagos State, each lecturer teaches courses in various programmes like full time, part time, Sandwich, at various levels, maybe undergraduate and postgraduate. All these will have to be combined with academic works like preparing students' result, marking scripts, attending to students' personal needs and help, research activities like writing papers for publication, attending faculty meetings, departmental meetings, senate meetings,

board meetings and still lecturers would want to meet up with academic expectations; all these could then leave lecturers exhausted, demoralized, and hence occupational stress.

The ultimate measure of efficiency is the capacity to deliver a good or service. In particular, productivity is a measure of the manner in which specific resources are managed to meet their specified quantities and quality goals in good time [16]. Productivity is also defined as a metric that compares output to input (goods and services) (energy, materials, labor, etc., utilized to bring result, which is the output). In the education field, productivity factor is a sine qua non tool for assessing and monitoring an organization's results [17].

Productivity is a necessary means of assessing and tracking an organization's performance, including the education sector [18].

In addition, [19] sees productivity as the proportion of how an enterprise turns input capital (works, materials, machinery etc.) into commodities and services (individuals, industry and countries). Productivity is the performance over and above input result; it is optimum use of existing resources in order to achieve the specified objectives. Productivity eliminates waste and generates sustainable quality by using multiple approaches, including collective transparency, collaboration, capacity building and encouragement for employees to achieve the organization's objectives [16].

The effectiveness of teachers can be calculated by teachers' success in the school system. Productivity of teachers is the number of teachers produced; here the result refers to the quality of teachers produced or produced annually [20].

Academic staff members at public higher education institutions in Nigeria cannot be claimed to have an easy time at work; in fact, they are caught in the center of the storm. The pressure to produce better graduate output from the general public, the pressure to conduct research that will give the country a competitive advantage in the global market, the increased workload resulting from teaching and administrative responsibilities, the unfavorable workplace environment, family expectations, and the pressure to advance professionally are all possible causes of this situation. The expansion of facilities does not appear to match the enrollment of pupils. In addition to the usual lecturing, marking, and



scoring of student exams, and supervision of project work and theses, lecturers are also required to publish their research in order to advance in their careers. Several of the lecturers choose part-time positions in other organisations and departments in order to supplement their income and take care of their expanding demands. Yet, it seems that public educational institutions have little resources to support research and publishing, which might impede the advancement of academic staff members, especially in terms of promotion. The Presumed result is job or occupational stress which could hamper productivity and the efficacy of service delivery aside other effects such as staff health. Could this be true of public tertiary educational institutions in Lagos State? Does occupational stress relate with the productivity of lecturers in public tertiary educational institutions in Lagos State?

1. Hypotheses

The following research hypotheses were formulated and tested in the study:

H01:

There is no significant relationship between occupational stress and academic staff productivity in public tertiary educational institutions in Lagos State, Nigeria.

H02:

There is no significant influence in the extent to which the identified factors of teaching (workload), research and publications and community service are responsible for occupational stress among academic staff of public tertiary institutions in Lagos State, Nigeria.

2. Methodology

Descriptive survey design was adopted in this study. This study conducted a survey of occupational stress and productivity among academic staff of public tertiary educational institutions in Lagos State and described the two variables of interest and also described the relationship between these variables. The population of the study consisted of all the public tertiary educational institutions in Lagos state, the

universities, polytechnics and colleges of education which included University of Lagos, Lagos State University, Adeniran Ogunsanya College of Education, Lagos State Polytechnic, Yaba College of Technology, Federal College of Education (Technical) and Michael Otedola College of Primary Education. The population therefore consisted of all the academic staff in these institutions.

The sample was drawn from all the seven public higher institutions in the state. The population of higher educational institutions in Lagos State constituted the study sample. From each of the institutions were selected 100 academic staff who had served in the institutions for a minimum of ten years and on stratified random basis using the criteria of faculties/schools (maximum of five each), staff cadre (Professorial and non-professorial and their equivalents) and gender. The selection was done on an almost equal basis for the different categories or strata. The total sample size was however seven hundred academic staff.

The major research instrument that was used for this study is a questionnaire. The questionnaire was responded to by the sample academic staff of the tertiary educational institutions involved in the study. The questionnaire is tagged Occupational Stress Questionnaire for Teachers (OSQT). The instrument was used to elicit information from respondents regarding occupational stress and among academic staff in public tertiary institutions in Lagos State. The Section A of the questionnaire requests for information on personal matters of the respondents, while Section B will contain structured items that are patterned along the Likert-type¹ four-point scale with the options Very True (VT), True (T), Untrue (U) and Very Untrue (VU). Record observation of students' results from 2007/2008 to 2016/2017 was used for the study to measure productivity. A Records Observation format was therefore designed to collect information on the number and percentages of classes of graduation of the

¹A Likert scale is a psychometric scale named after its inventor, American social psychologist Rensis Likert, which is commonly used in research questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term (or more fully the Likert-type scale) is often used interchangeably with rating scale, although there are other types of rating scales. URL: https://en.wikipedia.org/wiki/Likert_scale



students for the ten-year period, 2007/2008 to 2016/2017.

Face and content validity test was undertaken on the questionnaire by making use of the researcher's supervisor and some experts in the field of measurement and evaluation. The experts reviewed the items on the questionnaire in terms of clarity and contents. On students' results, the management has validated these through moderation of results annually.

The reliability of the questionnaire was determined by using the test-retest (reliability) method. The questionnaire was administered at two different times of a two-week interval. The data collected from the two administrations were correlated using Pearson's Product-Moment Correlation Analysis. Records of examination results already existed in the tertiary institutions and cannot be manipulated indicating consistency of the data on productivity measurement.

The instruments were administered by the researcher, with the aid of three research assistants. The researcher and the assistants visited the sample higher institutions to seek the consent of the higher institutions' management. A formal Letter of introduction was obtained from the researcher's Department to the sampled institutions. The researcher, with his assistants, visited all the selected higher institutions to administer copies of the questionnaire to all 700 respondents. They collected the questionnaire on the same day to ensure high rate of returns of the instrument. Out of 700 copies of the questionnaire administered, 643 copies were returned and found complete and usable, resulting in an effective rate of 92.9%.

In terms of scoring the OSQ, all positively worded items for the Likert-type of instrument were scored in this order: Very True (VT) – 4; True (T) – 3; Untrue (U) – 2 and Very Untrue (VU) – 1.

The reverse was the case for the negatively worded items.

Students' academic performance was weighted in this order:

- CGPA 4.50 – 5.00 = 5;
- CGPA 3.50 – 4.49 = 4;
- CGPA 2.40 – 3.49 = 3;
- CGPA 1.50 – 2.39 = 2;
- CGPA 1.00 – 1.49 = 1.

Data for the research were analyzed using inferential statistics of Pearson's Product-Moment Correlation Co-efficient for hypothesis 1, Regression Analysis for hypothesis 2. The hypotheses formulated were tested at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) 24.0 version.

4. Results

H01:

There is no significant relationship between occupational stress and academic staff productivity in public tertiary educational institutions in Lagos State, Nigeria.

Table 1: Correlation Table Showing Relationship between occupational stress and productivity of academic staff in public tertiary institutions in Lagos State, Nigeria

		Occupational stress	Academic staff productivity
Occupational stress	Pearson Correlation	1	0.056
	Sig. (2-tailed)		0.671
	N	643	643
Academic staff productivity	Pearson Correlation	0.056	1
	Sig. (2-tailed)	0.671	
	N	643	643

Source: Author's Computation.



The result of the test performed indicates that there is a positive, weak and non-significant relationship between occupational stress and productivity among academic staff in public tertiary educational institutions in Lagos State, Nigeria ($r = 0.056$, $\rho > 0.05$). The implication of this is that there is a positive influence of occupational stress on productivity among academic staff. This means that the variable, occupational stress does not significantly influence productivity among academic staff in public tertiary institutions in Lagos State, Nigeria. Hence, the null hypothesis which states that there

is no significant relationship between occupational stress and productivity among academic staff in public tertiary institutions in Lagos State, Nigeria is hereby not rejected.

H02:

There is no significant influence in the extent to which the identified factors of teaching (workload), research and publications and community service are responsible for occupational stress among academic staff of public tertiary institutions in Lagos State, Nigeria.

Table 2: Regression Analysis on the identified factors of teaching (workload), research and publications, and community service responsible for occupational stress among academic staff in public tertiary institutions in Lagos State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.971	1.467		9.527	0.000
	Workload	0.692	0.060	0.399	11.609	0.000
	Research and publications	0.961	0.109	0.305	8.851	0.000
	Community service	-0.015	0.050	-0.010	-0.307	0.759

a. Dependent Variable: Academic Staff Productivity

Source: Author's Computation.

Notes:

$Y = f(x)$; $X = (x_1, x_2, x_3)$; where:

y = Academic Staff Productivity;

X_1 = workload;

X_2 = Research and Publication;

X_3 = Community Service ;

$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + E$ ----- regression equation.

$$Y = 13.971 + 0.692X_1 + 0.961X_2 - 0.015X_3$$

where:

B_1 = coefficient of workload;

B_2 = coefficient of research and publication;

B_3 = coefficient of community service;

$B_1 = 0.692$, $B_2 = 0.961$, $B_3 = -0.015$; Std Error = 1.467; $t = 9.527$;

$\beta_1 = 0.399$, $\beta_2 = 0.305$, $\beta_3 = -0.010$, Constant = 13.971.



The Table (2) reveals the extent to which the identified factors of teaching (workload), research and publications, and community service are responsible for occupational stress among academic staff of public tertiary institutions in Lagos State, Nigeria. The table shows the results, expressed as beta weights as follows: workload ($\beta = 0.399$, $p < 0.05$), research and publications ($\beta = 0.305$, $p < 0.05$), and community service ($\beta = -0.010$, $p > 0.05$). The results indicate that workload, and research and publications were found to be significant, while community service was found to be not significant. It therefore implies that the identified factors of teaching (workload), and research and publications have major relative contribution and do significantly contribute to occupational stress among academic staff of public tertiary institutions in Lagos State, Nigeria, while community service does not significantly contribute to occupational stress among academic staff of public tertiary institutions in Lagos State, Nigeria.

5. Discussion of Finding

Hypothesis one reveals that there is no significant relationship between occupational stress and productivity among academic staff in public tertiary educational institutions in Lagos State, Nigeria. The result of the analysis of hypothesis one revealed that job stress has no significant relationship with academic staff's productivity in public tertiary educational institutions in Lagos State. The consequence is that stress significantly impairs instructors' ability to do their jobs effectively at tertiary institutions in Lagos State. According to the results of this research, there is a positive correlation between workplace stress and academic staff productivity at tertiary institutions in Lagos State, Nigeria. Nevertheless, the results obtained by Dar *et al.* [21] established a negative association between workers' job stress and their productivity at work and demonstrated that job stress considerably lowers the employee's productivity at work. An inverted U-type curve was used by [22] to highlight the impact of stress on workers' performance. The research found that when stress levels drop, employee performance rises. Nonetheless, researchers discovered a sizable beneficial link between work stress and job performance Amoako *et al.*, [23]; Mathur *et al.*, [24]; [25]. According to these researches, academic staff members' stress levels and work performance fluctuate in the same direction but to

different degrees. [26]; [27], low productivity Osumah *et al.*, [28]; [29], increased absenteeism [30], poor health [31]; Spanos *et al.*, [32], and aggression Leila *et al.*, [33]; Masa'Deh *et al.*, [34], as well as low creativity and innovation, have all [35].

The finding of hypothesis two indicates that there is no statistically significant difference in the proportion of academic staff in public tertiary institutions in Lagos State, Nigeria who experience occupational stress due to the identified factors of teaching (workload), research and publications, and community service. This suggests that the amount of work that lecturers have to do affects both their productivity and performance. Work overload is a major source of stress for all types of teachers in Nigeria. When a worker is given too much work to do in just one job, it is referred to as work overload. At the state-owned tertiary institutions of Kwara, professors are tasked with instructing classes of 50 to 100 students for unpopular subjects and 100 to 500 students for popular and broad courses. Assignments, tests, and exams must be given by lecturers, who are also obliged to grade them. They are also required to oversee projects for ten to twenty students who have been allocated to a professor. Moreover, they must oversee students participating in the Student Industrial Work Experience Scheme (SIWES), peer teaching, and teaching practice, as necessary. Other obligations include those related to teaching, research, publishing, and community service [13]. Due to the high workload placed on the lecturers, they may become less effective and more prone to stress.

It is described as the professional and non-professional responsibilities lecturers carry out when they carry out their instructional activities by [36]. It is the entire amount of time a lecturer spends interacting with students in the classroom and on other work-related tasks, which may be completed within or outside of the school [37]. The performance of university academic staff has been proven to be impacted by a number of factors, including workload Fadlurrahman *et al.*, [38] Janib *et al.*, [39]; Zainuddin *et al.*, [40]. Employees are more likely to be motivated to execute, conquer, or complete tasks when the burden is reasonable. The quantity (number of labor) and quality (difficulty or complexity of the job) of a heavy workload, however, tend to have an impact on performance [41]. Employees have



varying abilities to recognize and react to their workload, according to [42]. Although some workers can function well at a certain workload level, others could be adversely impacted. Academic staff members were found to be extremely worried by a number of issues, including their workload, research, and professional progress, as well as administrative worries, according to Akinmayowa and Kadiri's [43] study. According to [41], professors' workload affected how well they performed. According to the stated research, an excessive workload resulted in stress, which in turn increased and led to symptoms such as anxiety, sadness, loss of attention, annoyance, and impaired efficiency. However, several researches have shown a considerable negative correlation between lecturers' productivity and their workload [36]; Shah *et al.*, [44].

6. Recommendations

The following recommendations are made based on the conclusions of this study

1. Academic personnel should be expanded and given suitable resources. Vice-chancellor, Deans of faculties, and Head of Departments at tertiary institutions of higher learning should see to it that lecturers are given responsibilities that are compatible with their carrying capacity. In order for lecturers to perform at their best, this will aid in reducing the tension caused by the task strain. The administration of these schools should hire lecturers in accordance with the National Universities Commission student-lecturer ratio in order to lessen the burden of individual lecturers;
2. It is impossible to live a stress-free existence in any organisation, including higher institutions; stress cannot be entirely eradicated. The management may, however, take action to lessen it. The management of tertiary institutions may lessen academic staff stress by reorganizing roles to lighten their burden, decrease role conflict, and give academics a fair wage;
3. In order to help professors and other cadres deal with their stress issues, tertiary

educational institutions should also provide counseling services.

Here has observed a combination of the rotation with the plasma expansion into gravity fields. All this suggests that has are dealing here with the processes described by the shock adiabatic, which is so effective in heat converting into the kinetic energy.

7. Conclusions

The outcomes of this research indicate that occupational stress has a considerable influence on the lecturers' productivity of tertiary educational institutions in Lagos State. It can be concluded that stressful activities contribute to academic staff productivity, enabling them to develop stress management skills.

In other words tertiary educational institution lecturers' job effectiveness in teaching, publication and community service is affected by the stress from workload. The outcomes of this research indicate that occupational stresses have a considerable impact on the academic staff productivity in public university in Lagos State Nigeria. Practically, this study can enable lecturers at public tertiary educational institutions in Lagos State to understand how stressful activities contribute to their productivity, thereby enabling them to develop stress management skills.

Lecturers' work overload also influences their job productivity in Lagos State tertiary educational institutions. Lecturers in Lagos State tertiary educational institutions were found to be under stress tasks.

Generally, all lecturers in the state tertiary educational institutions were stressful. Stress is a phenomenon brought about by different factors in the individual. Thus, stress is individualistic and a reaction to it varies based on gender, cadre and type of institution, University, Polytechnic or College of Education



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