

## **Lecturer's Occupational Stress and Productivity in Universities in Anambra State**

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### **Abstract**

The relationship between teaching features and their impact on educational outcomes in the classroom is referred to as lecturer work productivity, and it is a measure of a lecturer's efficacy. When a person is stressed, he or she is pressured to reach unachievable goals, which leads to poor performance. In this study, the researcher investigated the stress and productivity of teachers on the job in Anambra State's universities. The research was conducted using a descriptive research approach. The survey included all 2,305 and 342 academic staff members of Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University, both in Anambra State. The "Occupational Stress and Lecturers Productivity Questionnaire" was utilized to collect data (OSLPQ). The respondents' demographic parameters were analyzed using percentages, and the study questions were answered using mean and rank order. The Mean and Standard Deviation were used to examine all of the null hypotheses proposed for this investigation. The hypotheses were tested at a significance level of 0.05.

Keywords: Occupational Stress, Lecturers' Job Productivity, Performance, Excessive Stress

### **Introduction**

Education is widely recognized as the most effective tool for long-term human growth. It's also a must-have instrument for boosting national development and economic prosperity. Education is viewed as the foundation for all growth, since it provides the foundation for literacy, skill acquisition, technological advancement, self-discovery, and the ability to exploit the state's natural resources.

A lecturer is a person who provides lectures as a profession; a lecturer works in a university or similar institution in an open-ended, tenure-track, or tenured job. A lecturer is someone who teaches, does research, and volunteers in the community. Lecturing is a highly regarded vocation in Nigeria, if not the world; nevertheless, instead of enjoying their work, lecturers are burdened with many forms of stress (Imeokpara, 2014). Stress is defined by Amina and Raymond (2014) as an excessive demand placed on the mind and

body's flexible potentiality. It can take the shape of physical, mental, or both demands, and it frequently happens when people's physical and emotional states are out of sync.

Teacher stress is a real experience, according to Matt (2002), and high levels are linked to a mix of atypical elements such as those inherent to teaching, individual sensitivity, and organizational influences. It has been discovered that many instances of unrest and stress experienced by professors while performing their academic tasks have a negative impact on them in a variety of ways. No nation can advance above the level of its teachers, according to the National Policy on Education (FGN) (2013), and the importance of teachers in nation development cannot be overstated.

Lecturers' involvement in addressing the demands and expectations of educational institutions have become increasingly difficult and time-consuming in recent years. Meeting students' everyday educational and co-curricular requirements adds to the pressure. In the course of performing their duties, some lecturers may be aggressive, unpredictable, and insensitive to their coworkers and students. A peaceful, cool, clean, and beautiful atmosphere, according to Adam (2014), makes teachers happy and boosts their performance and productivity. In addition, lecturers' productivity is frequently affected by their physical working conditions. According to Ejiogu (2013), productivity in the educational system refers to the relationship between overall educational output and resource inputs used in the manufacturing process.

Teachers' productivity shows that they are providing the highest quality and quantity of instruction possible. In other terms, lecturers' productivity is the lecturer's targeted maximal performance or production, utilizing all available resources within his reach and focused at achieving school system goals and objectives. Teachers are critical human resources in any school because they contribute tremendously to the growth and development of education.

### **Concept of Occupational Stress**

Occupational stress develops when a person feels physically or psychologically unable to handle the demands placed on him by his work environment. It can cause good or negative consequences and has both physical and mental impacts. Occupational stress among lecturers has piqued the interest of a number of researchers who want to learn more about the causes, vulnerabilities, effects, and treatment of stress among lecturers. Occupational stress is defined by El Shikieri and Musa (2012) as a disturbance in an individual's emotional stability that leads to a condition of derangement in personality and conduct at work. Stress has become an integral component of lecturing.

### **Lecturers' Productivity**

Productivity was seen by Noblet (2003) as a measure of how successfully resources such as information, finance, human, and physical resources are combined and

utilised to achieve a stated and desirable result, input variables include labor, land, technology, concrete production, financing energy, and management experience. Furthermore, while output can be linked to a range of resources or inputs (labor, materials, or capital), the majority of the independent productivity ratio is affected by a variety of factors.

Lecturer work productivity is a measure of a lecturer's efficacy, and it refers to the relationship between teaching features and their impact on educational outcomes in the classroom. Many studies on stress and job performance have been conducted by various researchers. The inverted-u-relationship is the most extensively reported research project. The study found that stress with a low/moderate impact activates the body and improves its ability to operate. Too much stress puts unrealistic demands on a person, resulting in poor performance (Institute of Chartered Secretaries and Administration of Nigeria (IC SAN) 2000).

### **Statement of the Problem**

Many publications have explored the stress levels faced by various employment types and job responsibilities, with a number of vocations, such as teachers, being regarded as having above-average stress levels. However, these lecturers, like other workers, face several problems that can prevent them from performing their tasks flawlessly. With the work overload on lecturers at higher institutions, working in an unfriendly environment, terrible working conditions, and so on, it is reasonable to conclude that they are not achieving the basic productivity, performance, and effectiveness expected of them. As a result, employers of labor have reported poor performance of university products, which is why this researcher looked into the relationship between lecturer's occupational stress and productivity in Universities in Anambra State.

### **Purpose of the Study**

The primary objective of this study was to look at lecturer stress and productivity in Kwara State Colleges of Education. The study's objectives were as follows:

1. To determine the level of productivity of teachers in Nigerian universities in Anambra State.
2. To discover the sources of stress among lecturers in Anambra state universities.
3. To determine the degree of stress experienced by lecturers at Anambra state universities.
4. To find out how frequently instructors take part in professional development.
5. Determine whether lecturers are given assistance with their professional development.

### **Research Questions**

1. What is the productivity of lecturers at Anambra State's universities?
2. Does stress influence instructor output at Anambra State universities?
3. How often do lecturers in Anambra State universities participate in professional development?
4. Do lecturers at Anambra State universities receive help from management for professional development in order to increase their productivity?
5. In the universities under investigation, what is the relationship between occupational stress and lecturer productivity?
6. Do appraisal or feedback have impact on lecturer's job productivity in Universities in Anambra State?
7. How often do lecturers receive appraisal or feedback on their jobs in Universities in Anambra State?

### **Research Hypotheses**

Ho: In Universities in Anambra State, Nigeria, there is no significant link between Occupational Stress and Lecturer Productivity.

Ho1: In Universities in Anambra State, there is no significant link between Occupational Stress and Lecturer Productivity.

Ho2: In Anambra State, Nigeria, there is no substantial association between professors' participation in professional development and productivity.

Ho3: In Anambra State's universities, there is no substantial relationship between management support and lecturer output.

Ho4: In universities in Anambra State, there is no substantial relationship between the amount of appraisals and comments received and teachers' productivity.

### **Findings**

The first research question is: what is the productivity of lecturers in Anambra State universities?

Table 1: Level of lecturers' productivity

	Lecturers' productivity (Impact)	Mean	Standard Deviation	Remark
1.	Courses, Seminars, Workshop	3.13	0.891	High
2.	Education conferences	3.01	0.986	High
3.	Qualification programme	3.11	0.875	High
4.	Observation visit to other schools	3.10	0.980	High
5.	Participation in a network of lecturers	3.06	0.961	High
6.	Individual or collaboration research	3.07	0.925	High
7.	Mentoring or peer observation	3.12	0.929	High
	Overall mean	3.09		

(Mean  $\geq$  3.00 High, Mean  $<$  3.00 Low)

The total mean of the lecturers' replies on productivity is 3.09, as shown in Table 1. The results of the study revealed that all of the items had a mean greater than the criterion mean of 3.00. This meant that the productivity of the lecturers grew as they participated in the professional development activities stated in the table.

Research question 2: Does the identified causes of stress (role conflict, performance pressure, lack of recognition, and lack of good working condition) affect lecturers' productivity in Universities in Anambra State?

Table 2: The effects of stress on lecturers' productivity

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.018	0.0001	-0.005	5.722			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1.814	1	1.814	0.055	0.814	Not Significant
Residual	5859.844	179	32.737			
Total	5861.657	180				

Table 2 contains the coefficient of correlation ( $R = 0.018$  and  $R^2 = 0.0001$ ). This implies that 0.01% of the variance in lecturers' productivity was accounted for by occupational stress. The table showed that  $F = 0.055$ ,  $p\text{-value} = 0.814$ . Since the  $p\text{-value} = 0.814 > 0.05$ , it implies that there is no effect of stress on lecturers' productivity. This could be attributed to the fact that most people don't perform best under duress.

Table 3: Summary of regression analysis showing the contribution of stress to lecturers' productivity

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Std. Error	Beta Contribution		
(Constant)	24.993	1.555		16.076	0.00
Occupational stress	-0.006	0.027	-0.018	0.235	0.

P<0.05

From Table 3, it was revealed that occupational stress had no significant effect on the productivity of lecturers. The value of the standardized Beta = -0.018 further tells that stress had a very little contribution on the productivity of lecturers.

Research question 3: How often do lecturers participate in professional development in Universities in Anambra State?

Table 4: How often do lecturers participate in professional development?

	Lecturers' Participation	Mean	Standard Deviation	Remark
1.	Courses, Seminars, Workshop	1.92	0.324	High
2.	Education conferences	1.83	0.373	High
3.	Qualification programme	1.91	0.293	High
4.	Observation visit to other schools	1.88	0.321	High
5.	Participation in a network of lecturers	1.89	0.314	High
6.	Individual or collaboration research	1.87	0.340	High
7.	Mentoring or peer observation	1.91	0.311	High
	Overall mean	1.89		

(Mean  $\geq$  1.50 High, Mean < 1.50 Low)

As shown in Table 4, the overall mean of the lecturers' responses on their level of participation is 1.89. The results of the analysis for each item showed that all the items had a mean higher than the criterion mean of 1.50. This implied that as the lecturers' participation in the professional development was quite high and encouraging.

Research question 4: Do lecturers receive support from the management for professional development in Universities in Anambra State?

Table 5: Receiving support from the management

	Support from management	Mean	Standard Deviation	Remark
1.	How many days of professional development did you attend?	2.19	0.419	
2.	How many days were compulsory for you to attend?	3.86	0.371	
3.	How much did you personally have to pay for?	1.76	0.499	
4.	Did you receive scheduled time for undertaking the professional development?	1.52	0.501	
5.	Did you receive a salary supplement?	1.62	0.487	
6.	Reading professional literature	1.88	0.328	
7.	Engaging in informal dialogue with your colleagues on how to improve your teaching.	1.66	0.476	
8.	Did you want to participate in more professional development than you did?	1.64	0.494	
	Overall mean	1.89		

(Mean  $\geq$  1.50 High, Mean  $<$  1.50 Low)

As shown in Table 5, the overall mean of the lecturers' responses on support received from management is 2.02. The findings of each item's analysis revealed that all the items had a mean higher than the criterion mean of 1.50. This means that the lecturers received maximum support from the management professional development.

Research question 5: How often do lecturers receive appraisal or feedback on their jobs in Universities in Anambra State?

Table 6: How often do lecturers receive appraisal or feedback on their jobs?

	Appraisal	Mean	Standard Deviation	Remark
1.	HOD	4.41	1.027	High
2.	Other lecturers or members of the school management team	4.51	0.923	High
3.	External individual or body	4.50	0.720	High
	Overall mean	4.47		

(Mean  $\geq$  4.50 High, Mean  $<$  4.50 Low)

The table showed that the overall mean of the lecturers' responses on how often

they received appraisal for their jobs is 4.47. The results revealed that each of the items showed a mean higher than the criterion mean of 4.50. This indicated that the rate at which the lecturers received appraisal on their jobs was high. Hence, lecturers in Universities in Anambra State received appraisal very often.

Research question 6: Do appraisal or feedback have impact on lecturer's job productivity in Universities in Anambra State?

Table 7: The impact of appraisal feedback on lecturers' productivity

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.059	0.004	-0.002	5.712			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	20.663	1	20.633	0.633	0.427	Not Significant
Residual	5840.994	179	32.631			
Total	5861.657	180				

From the table, the coefficient of correlation ( $R = 0.004$  and  $R^2 = -0.002$ ). This implies that 0.04% of the variance in lecturers' productivity was accounted for by the impact of appraisal or feedback. The results showed that  $F = 0.633$ ,  $p\text{-value} = 0.427$ . Since the  $p\text{-value} = 0.427 > 0.05$ , it implies that there is no effect of appraisal impact on lecturers' productivity.

Table 8: Summary of regression analysis showing the contribution of appraisal to lecturer's productivity

Model	Unstandardized Coefficient	Standardized Coefficient		T	Sig
	B	Std. Error	Beta Contribution		
(Constant)	21.850	3.533		6.185	0.005
Impact of Appraisal	0.044	0.055	0.059	0.796	0.427

$P < 0.05$

The table revealed that the impact of appraisal had no significant effect on the productivity of lecturers. The value of the standardized Beta = 0.059 further tells that the impact of appraisal had an insignificant effect on the productivity of lecturers.



Research question 7: What is the relationship between workplace stress and instructor productivity in Anambra State universities?

Table 9: Relationship between occupational stress and lecturers' productivity

	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Lecturers' Productivity	181	24.64	5.707	-0.018	0.427	Not Significant
Occupational Stress	181	54.38	15.509			

$p < 0.05$

The results from the analysis showed that  $r = -0.018$  and the  $p$ -value = 0.427. This implied that there is no link between lecturers' productivity and their level of stress at work. The value of the correlation coefficient is negative and small, signifying a very weak and negative relationship. Therefore, we could conclude that most people are not really productive when they work under a stressful condition.

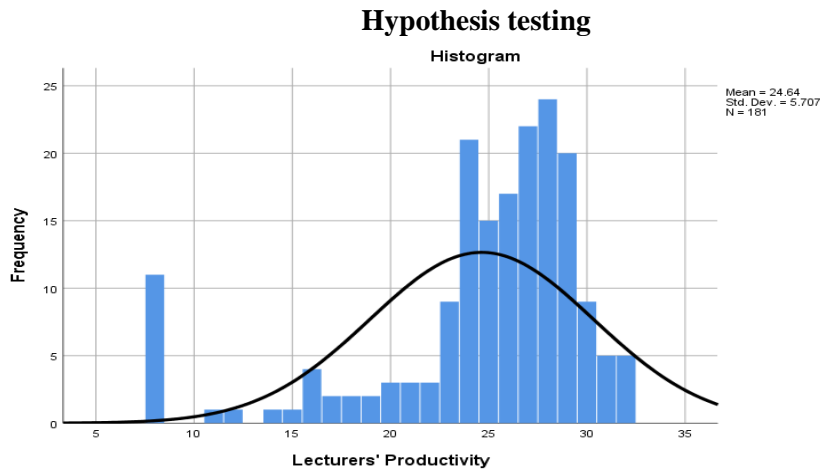


Figure 1: The normality curve of the dependent variable, lecturers' productivity

H01: Is there any link between identified stressors and lecturer productivity in Anambra State universities?

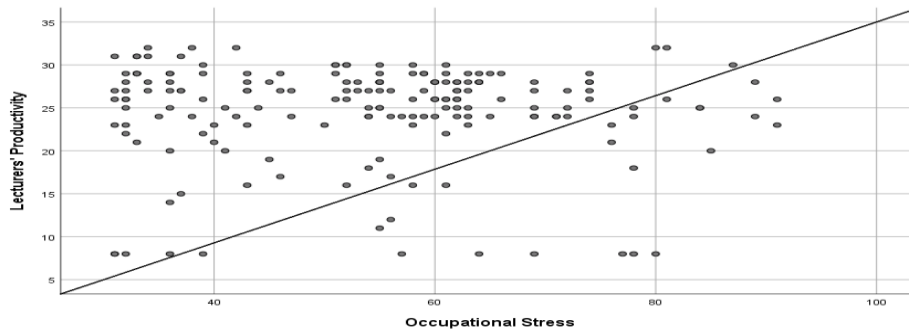


Figure10 Relationship between lecturers' productivity and occupational stress

Figure 2: The graphical relationship between the lecturers' productivity and occupational stress of the lecturers

Table 10: Relationship between identified causes of stress and lecturers' productivity

	N	Mean	SD	Pearson Correlation	Sig	Remark (2-tailed)
Lecturers' Productivity	181	24.64	5.707	-0.018	0.427	Not Significant
Identified Causes of Stress	181	54.38	15.509			

p<0.05

Results from the analysis revealed that  $r = -0.018$  and the  $p\text{-value} = 0.427$ . This implies there was no statistically significant link between lecturer productivity and occupational stress. There was a negative but small value of the correlation coefficient which signifies a very weak and negative relationship. Therefore, the null hypothesis is accepted. Based on the findings, we can conclude that stress has no impact on lecturers' productivity.

H02: In Universities in Anambra State, there is no substantial relationship between professors' engagement in professional development and lecturers' productivity?

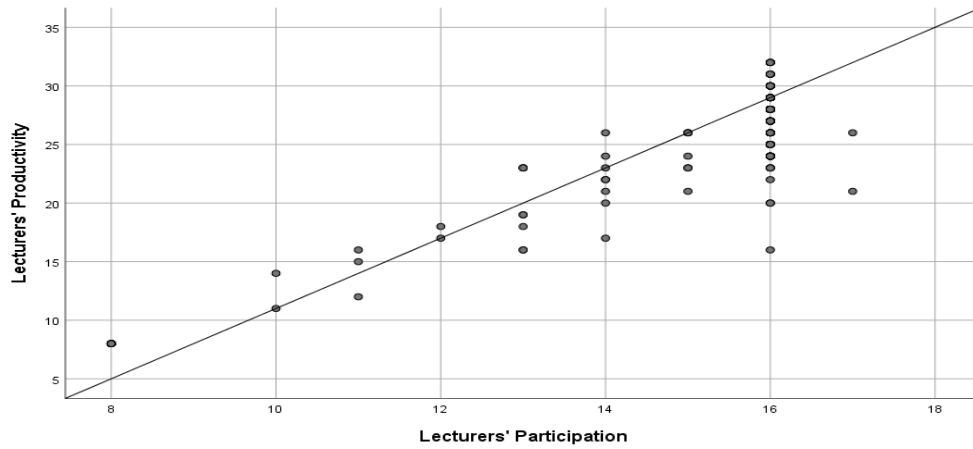


Figure11 Relationship between lecturers' productivity and lecturers' participation

Figure 3: The graphical representation of the relationship that exist between lecturers' productivity and lecturers' participation in the professional development activities

Table 11: The relationship between instructors' professional development engagement and their productivity

	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Lecturers' Productivity	181	24.64	5.707	0.896	0.0005	Significant
Lecturers' Participation	181	15.07	2.159			

p<0.05

Results as shown in the table revealed that  $r = 0.896$  and the  $p\text{-value} = 0.0005$ . This indicates that there is a statistically significant link between lecturers' participation in the professional development and lecturers' productivity. There was a positive and very strong value of correlation coefficient which signifies a very strong relationship. The null hypothesis is therefore rejected. Hence, based on the findings, the more the lecturers participate in the professional development, the more productive they become.

H03: In Universities in Anambra State, there is no substantial relationship between management support and teachers' productivity?

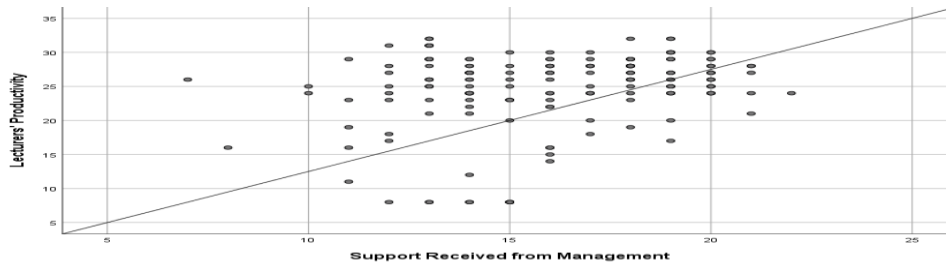


Figure12 Relationship between lecturers' productivity and support received from management

Figure 4: The graphical representation of the relationship existing between lecturers' productivity and support lecturers received from management of professional development

Table 12: Relationship between support received from management and lecturers' productivity

	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Lecturers' Productivity	181	24.64	5.707	0.260	0.0005	Significant
Support from management	181	16.13	2.942			

p<0.05

From the table, it was shown that  $r = 0.260$  and the  $p$ -value = 0.0005. This implies that there is a statistically significant link between management support and lecturers' productivity. There was a positive and moderate value of correlation coefficient which shows a very moderate relationship. The null hypothesis is therefore rejected. Hence, receiving supports from management increased the lecturers' productivity in their job. Support from management is directly proportional to the productivity of the lecturers.

H04: Is there a link between the amount of appraisals and comments received and the productivity of lecturers in Anambra State universities?

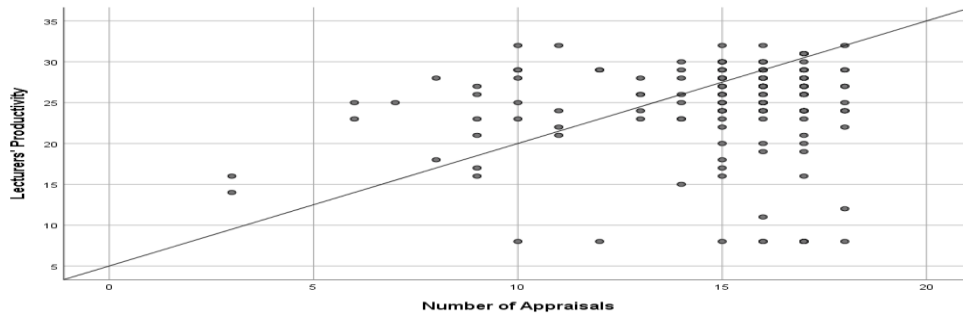


Figure13 Graphical relationship between lecturers' productivity and number of appraisal received

Figure 5: The relationship between lecturers' Productivity and the number of appraisals received by the lecturers

Table 13: Relationship between number of appraisals and feedback received and lecturers' productivity

	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Lecturers' Productivity	181	24.64	5.707	0.120	0.108	Not Significant
Number of Appraisal	181	14.99	2.854			

p<0.05

From the table, it was shown that  $r = 0.120$  and the  $p$ -value = 0.108. This implies that there is no link between the quantity of appraisals and feedback received and the productivity of instructors. The correlation coefficient was positive though weak. The null hypothesis is therefore accepted. We can conclude that receiving appraisals and feedback do not enhance the lecturers' productivity based on the findings.

H05: There is no link between impact of appraisals received and lecturers' productivity in Universities in Anambra State?

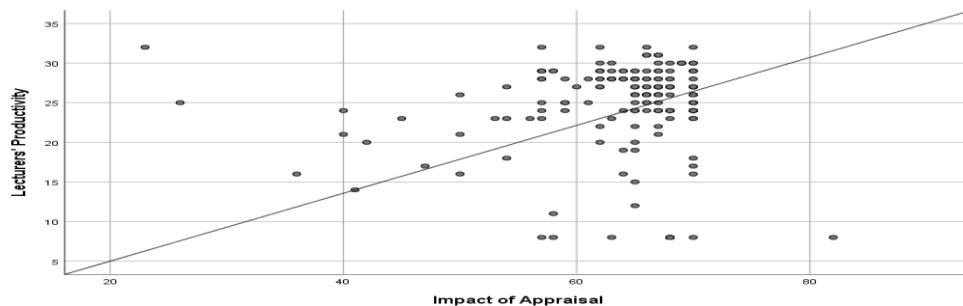


Figure14 Graphical relationship between lecturers' productivity and impact of appraisals

Figure 6: The relationship between lecturers' productivity and the impact of appraisal on lecturers

Table 14: Relationship between impact of appraisals and feedback received and lecturers' productivity

	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Lecturers' Productivity	181	24.64	5.707	0.059	0.427	Not Significant
Impact of Appraisal	181	63.70	7.733			

p<0.05

From the table, it was shown that  $r = 0.059$  and the  $p$ -value = 0.427. This indicates that there is no significant relationship between impact of appraisal received and lecturers' productivity. The correlation coefficient was positive though very weak. The null hypothesis is therefore accepted. It can be concluded that the impact of appraisals does not influence the lecturers' productivity based on the findings.

### Conclusion

From the findings of the study, it could be seen that lecturer's productivity grew as they participated in professional development and stress does not contribute to their productivity, since the findings had shown that lecturers do not perform well under duress. Therefore care should be taken to relieve lecturers of some of the stresses they might encounter on day-to-day performance of their duty.

### Recommendations

1. Universities in Anambra State should do well to encourage Lecturers participation in professional development to enhance productivity.
2. More appraisal and feedback on Lecturers performance is needed for it to impact maximum performance.
3. Stressful conditions must be minimized in the universities under study and by extension other universities in Nigeria for Lectures to give in their best.
4. For optimal productivity among Lecturers, Management should invest more on support system.

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